

## Laura A Weingartner, PhD, MS

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### Contact Information:

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### Degrees

2021	M.S., Biostatistics, University of Louisville School of Public Health and Information Sciences, Louisville, Kentucky, US
2015	Ph.D., Biology, Indiana University Department of Evolution, Ecology, and Behavior, Bloomington, Indiana, US
2010	M.S., Botany, Miami University Department of Botany, Oxford, Ohio, US
2008	B.S., Secondary Earth/Life Science Education, <i>summa cum laude</i> , Miami University College of Education, Health, and Society, Oxford, Ohio US
2008	B.A., Botany, <i>summa cum laude</i> , Miami University Department of Botany, Oxford, Ohio, US
2008	B.A., Zoology, <i>summa cum laude</i> , Miami University Department of Zoology, Oxford, Ohio, US

### Post-Graduate Training

University of Louisville College of Education and Human Development, Graduate Certificate in Health Professions Education, Louisville, Kentucky, United States, August 2017, December 2018  
National Institutes of Health (NIH) National Institute on Minority Health and Health Disparities (NIMHD) Health Disparities Research Institute Scholar, Bethesda, Maryland, United States, July 2018  
University of Louisville Speed School of Engineering, Graduate Certificate in Data Science, Louisville, Kentucky, United States, August 2016, May 2018

### Academic Appointments

Assistant Professor; Research Director, Health Professions Education; Undergraduate Medical Education, University of Louisville School of Medicine; Office of Faculty Development, University of Louisville Health Sciences Center, May 2021, present  
Research Manager, Undergraduate Medical Education, University of Louisville School of Medicine, April 2016, April 2021

### Teaching Appointments

Co-Director, Biostatistics and Evidence-Based Medicine, University of Louisville School of Medicine, 2021-2022  
Instructor, Evidence-Based Practice in Health Professions Education, College of Education and Human Development, University of Louisville, 2019-2022

### Institutional Committees

Director, Medical Education Research Award (MERA), College of Arts & Sciences and University of Louisville School of Medicine, University of Louisville  
Member, Faculty Development Advisory Council, Health Sciences Center, University of Louisville  
Member, M1-M2 Curriculum Subcommittee, University of Louisville School of Medicine  
Member, Clinical Skills Committee, University of Louisville School of Medicine

## Honors and Awards

- Academic Medicine* Excellence in Reviewing Award, 2021, AAMC  
*MedEdPORTAL* Outstanding Reviewer, 2019, 2020, 2021, AAMC  
Trailblazer Innovation Award (for *The eQuality Toolkit* LGBTQ Clinical Skills Manual), 2021, Commercialization, Entrepreneurship, Partnerships and Innovation Center (EPIC), University of Louisville  
Organizational/Institutional Leadership Award, 2019, Building the Next Generation of Academic Physicians Seventh Annual LGBT Health Workforce Conference Awards  
Best Education Innovation Poster Award, 2018, Building the Next Generation of Academic Physicians  
Medical Education Scholarship Award (MESA), 2018, 2019, Southern Group on Educational Affairs (SGEA)

## Select Grants and Contracts

- Medical Education Research Award (MERA), University of Louisville College of Arts & Sciences, funding for pre-medical student research training program, 2019-2021  
University of Louisville Mentored Undergraduate Research and Creative Activities Grant, Title: Nonverbal Clinical Skills Research, 2019, 2021  
The National Institute for Health Care Management (NIHCM) Foundation, Award Title: eQuality: Improving LGBT, GNC, and DSD Health through a Comprehensive Medical School Training Program, 2016-18  
Innovations in Medical Education Award, Southern Group on Educational Affairs (SGEA), Award: eQuality: Leading Medical Education to Deliver Equitable Quality Care for all People, Inclusive of Identity, Development, or Expression of Gender/Sex/Sexuality, 2017

## Select Publications

- Weingartner** LA, EJ Noonan, C Bohnert, J Potter, MA Shaw, A Holthouser. Gender-Affirming Care with Transgender and Genderqueer Patients: A Standardized Patient Case. *MedEdPORTAL*. Accepted 2022.
- Schneider MM, Noonan EJ, **Weingartner** LA. Comparing Medical Student Nonverbal Behavior With Cisgender And Transgender Standardized Patients. *The Cardinal Edge*.1(1):14, 2021
- Farmer, R, S Saner, LA **Weingartner**, G Rabalais. Questioning Aid for Rich, Real-Time Discussion (QARRD): A Tool to Improve Critical Thinking in Clinical Settings. *MedEdPORTAL*. 17:11132, 2021
- Bohnert C, RM Combs, EJ Noonan, A Weathers, LA **Weingartner**. Gender Minorities in Simulation: A Mixed Methods Study of Medical School Standardized Patient Programs in the United States and Canada. *Simulation in Healthcare*. 16(6):e151-8, 2021
- Noonan EJ, LA **Weingartner**, RM Combs, C Bohnert, MA Shaw, and S Sawning. Perspectives of Transgender and Genderqueer Standardized Patients in Medical Education. *Teaching & Learning in Medicine*, 33(2):116-28, 2021
- Shreffler J, LA **Weingartner**, M Huecker, MA Shaw, C Ziegler, T Simms, L Martin, S Sawning. Association Between Characteristics of Impostor Phenomenon in Medical Students and Step 1 Performance. *Teaching & Learning in Medicine* 33(1):36-48, 2021
- Weingartner** LA, EJ Noonan, A Holthouser, J Potter, S Steinbock, S Kingery, S Sawning. *The eQuality Toolkit: Practical skills for LGBTQ and DSD-affected patient care.* University Press of Kentucky 2019
- Weingartner** LA, S Sawning, MA Shaw, J Klein. Compassion Cultivation Training promotes medical student wellness and enhanced clinical care. *BMC Medical Education*. 19:139, 2019
- Noonan E, S Sawning, R Combs, LA **Weingartner**, L Martin, VF Jones, A Holthouser. Engaging the transgender community to improve medical education and prioritize health care initiatives. *Teaching and Learning in Medicine*, 30(2):119-132, 2017
- Holthouser A, S Sawning, K Leslie, VF Jones, S Steinbock, EJ Noonan, LJ Martin, LA **Weingartner**, J Potter, J Davis, K Eckstrand, MA Shaw. eQuality: A process model to develop an integrated, comprehensive medical education curriculum for LGBT, gender nonconforming, and DSD health. *Medical Science Educator*. 27(2):371-383, 2017