

# Grant L. Lin

grant.l.lin@gmail.com | Twitter: @Grant\_L\_Lin

## Education

---

|   |                     |
|---|---------------------|
| <b>Stanford Health Care/Lucille Packard Children's Hospital</b><br>Resident Physician, Pediatrics/Pediatric Neurology   | <b>2020-present</b> |
| <b>Stanford University School of Medicine</b><br>MD/PhD Candidate, Medical Scientist Training Program (MSTP), Graduate Program in Neurosciences                                     | <b>2012-2020</b>    |
| <b>Indiana University-Bloomington</b> <i>Summa Cum Laude</i><br>Biochemistry BS, Neuroscience BS (Honors), General Honors Notation<br>Minors in Economics, Mathematics, and Biology | <b>2008-2012</b>    |

## Selected Awards

---

|  |  |
|--|--|
| <b>Medical Scientist Training Program Fellowship</b> , 2012-2020 | <b>Phi Beta Kappa Inductee</b> , Indiana University, 2011    |
| <b>Herman B Wells Scholar</b> , Indiana University, 2008-2012    | <b>Presidential Scholar</b> , United States of America, 2008 |

## Leadership Experiences

---

|   |                  |
|---|------------------|
| <b>UME-GME Review Committee, Coalition for Physician Accountability</b><br>Resident representative on a national committee representing the stakeholders of academic medicine charged with reimagining and recommending solutions for the challenges in the medical school to residency transition.   | <b>2020-2021</b> |
| <b>USMLE Invitational Conference on USMLE Scoring (InCUS)</b><br>Represented learners at the summit meeting exploring the complex role of USMLE scoring in licensing and the medical school to residency transition.  | <b>2019</b>      |
| <b>AAMC-Organization of Student Representatives</b><br><i>National Chair</i> (2016-2017), <i>National Administrative Board</i> (2014-2018)<br>Led the undergraduate medical student voice within the AAMC. Developed projects addressing issues such as student wellbeing, diversity in academic medicine, and curricular design. Served on regional and national meeting planning committees.  | <b>2013-2020</b> |
| <b>AAMC-Group on Education Affairs</b><br><i>GEA Steering Committee</i> (2015-2017), <i>Medical Education Meeting Planning Committee</i> (2015)<br>Represented learners on the national GEA Steering Committee, advocating for student involvement in medical education research and curriculum development.  | <b>2015-2017</b> |
| <b>Stanford Medical Student Association</b><br><i>President</i> (2014-2015), <i>CCAP Student Representative</i> (2016-2020), <i>Immediate Past President</i> (2015-2016), <i>Vice President for Advocacy</i> (2013-2014), <i>First Year Representative</i> (2012-2013)<br>Advocated for students while liaising with faculty and administrators at Stanford Medical School. Used student body resources to provide educational, professional, and social opportunities for students.                        | <b>2012-2020</b> |
| <b>Stanford Medical School Committee on Admissions</b><br>Voting member of the Stanford Committee on Admissions for MD candidates.  | <b>2019-2020</b> |
| <b>Stanford Committee on Curriculum and Academic Policy</b><br><i>Student Representative</i> (2016-2020), <i>Curriculum Redesign Implementation Executive Committee</i> (2017-2018), <i>Diversity and Societal Citizenship Curriculum Task Force</i> (2016-2017), <i>CCAP Dashboard Working Group</i> (2017)<br>Represented students in the MD curriculum and academic policy. Serving on working groups focused on developing actions to address pressing curricular issues within the School of Medicine. | <b>2016-2020</b> |
| <b>Stanford Medical Scientist Training Program Student Council</b><br>Entering Class of 2012 Representative. Assisted with MSTP programming, retreat, and other community events.   | <b>2012-2020</b> |
| <b>Stanford Human Neuroanatomy (NBIO206) Teaching Assistant</b><br>Developed and led interactive lab-based teaching sessions for first-year medical students.   | <b>2014-2017</b> |
| <b>Stanford Independent Student Analysis Committee</b><br>Designed, administered, and analyzed the student survey for Stanford's LCME reaccreditation process.  | <b>2012-2013</b> |

## Selected Presentations

---

- GL Lin.** What is Humanism in Medicine? Sharing Definitions Across Institutions. Session Facilitator at: AAMC Continuum Connections, A Joint Meeting of the GSA, GRA, OSR and ORR; 2018 Apr. 28-May 1; Orlando, FL.
- GL Lin.** OSR Plenary: Arnold P. Gold Foundation Humanism in Medicine Award Recognition and Luncheon; OSR Forum; OSR Town Hall. Session facilitator at: Learn Serve Lead 2017: The AAMC Annual Meeting; 2017 Nov. 3-7; Boston, MA.
- GL Lin,** R Kwon. OSR Programming I: Hot Topics; OSR Programming II: Utilizing the OSR for Collaboration; OSR Business Meeting II: Elections. Session facilitator at: Learn Serve Lead 2016: The AAMC Annual Meeting; 2016 Nov. 11-15; Seattle, WA.
- SA Williams, J Farlow, S Masters, M Walters, A Wadhvani, M Tori, **GL Lin.** Approaches to the LCME Independent Student Analysis: A Toolkit for Medical Students. Poster presentation at: Learn Serve Lead 2016: The AAMC Annual Meeting; 2016 Nov. 11; Seattle, WA.
- GL Lin,** JN Woodruff. Mentorship in Medical Student Specialty Selection. Session facilitator at: 2016 AAMC GSA-CIM-OSR Professional Development Conference; 2016 June 21-26; St. Louis, MO.
- GL Lin,** MT Railey, BK Williams, E Wilson, C Tung, DA Acosta. Reflecting the Nation's Diversity in Medical School and Beyond. Session facilitator at: Learn Serve Lead 2015: The AAMC Annual Meeting; 2015 Nov. 6-10; Baltimore, MD.
- GL Lin.** Hot Topics Roundtable Discussion. Session facilitator at: 2015 WGEA/WGSA/WOSR/WAAHP Regional Conference; 2015 Apr. 22-26; San Diego, CA.

## Publications

---

- GL Lin,** C Nwora, L Warton. Pass/Fail Score Reporting for USMLE Step 1: An Opportunity to Redefine the Transition to Residency Together. [published online ahead of print, 2020 May 5]. *Acad Med.* 2020; 10.1097/ACM.0000000000003495.
- GL Lin,** M Monje. Understanding the deadly silence of posterior fossa A ependymoma. *Mol. Cell.* 2020 Jun 18;78(6):999-1001.
- GL Lin,** KM Wilson, BZ Stanton, ..., KI Andreasson, NA Vitanza, KE Warren, CJ Thomas, M Monje. Therapeutic opportunities for diffuse midline glioma identified from high-throughput combination drug screening. *Science Translational Medicine.* 2019 Nov 20.
- GL Lin,** S Nagaraja, MG Filbin, ML Suva, H Vogel, M Monje. Non-inflammatory tumor microenvironment of diffuse intrinsic pontine glioma. *Acta Neuropathologica Communications,* 2018 Jun 28 6:51.
- GL Lin,** M Monje. A Protocol for Rapid Post-mortem Cell Culture of Diffuse Intrinsic Pontine Glioma (DIPG). *J. Vis. Exp.* 2017, (121), e55360
- GL Lin,** CB Borders, LJ Lundewall, CL Wellman. D1 receptors regulate dendritic morphology in normal and stressed prelimbic cortex. *Psychoneuroendocrinology.* 2015 Jan; 51(101-111).
- EM Gibson, D Purger, CW Mount, AK Goldstein, **GL Lin,** LS Wood, I Inema, SE Miller, G Bieri, JB Zuchero, BA Barres, PJ Woo, H Vogel, M Monje. Neuronal activity promotes oligodendrogenesis and adaptive myelination in the mammalian brain. *Science.* 2014 May 2; 344(6183).
- JSC Tsai, **GL Lin,** HY Huang, CH Yin, WH Kuo, PS Jiang, TS Chen (2014). The Evolution of Cardiac Troponin Testing. In J.P. Jin (Ed.), *Troponin: Informative Diagnostic Marker* (pp. 29-60). Hauppauge, New York: Nova Publishers.
- AA Wilber, **GL Lin,** CL Wellman. Mifepristone infusion into the interpositus nucleus reverses the effect of neonatal maternal separation on adult eyeblink conditioning. *Neurobiol Learn Mem.* 2010 Sept. 94(2):263-8.
- AA Wilber, **GL Lin,** CL Wellman. Neonatal corticosterone exposure mimics neonatal separation-induced impairments in eyeblink conditioning but produces opposite changes in glucocorticoid receptor expression in the cerebellar interpositus nucleus. *Neuroscience,* 2011 Mar. 17; 177:56-65.
- AA Wilber, AG Walker, CJ Southwood, MR Farrell, **GL Lin,** GV Rebec, CL Wellman. Chronic Stress Alters Neural Activity in Medial Prefrontal Cortex During Retrieval of Extinction. *Neuroscience,* 2011 Feb. 3; 174:115-31.