

University of Illinois at Chicago College of Medicine  
**Department of Medical Education**  
**Biannual Report - 2005 & 2006**

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# Report from the Head

Welcome to our annual report; actually this is a biannual report. It's been a rather busy couple of years and time got away from us.

In spite of over five years of budget cuts, the Department of Medical Education continues as one of the premier healthcare professional educational units both nationally and internationally.

We've completed our seventh annual MHPE summer conference, and the quality of our students and faculty was evident in the original and interesting papers, many of which will see a broader distribution in leading medical education journals and meetings. This conference was begun in 1999 as a means to provide our online MHPE students the opportunity to interact with faculty and peers, while completing aspects of their online courses that might work better in a face-to-face environment. This past year the conference included a day-and-a-half of papers from students and MHPE alumni, two keynote addresses, and many spirited sidebar discussions. We also recognize MHPE graduates with a small but very meaningful commencement, where each graduate is introduced by his or her advisor and "hooded."

The spirit and vitality of DME are nowhere more evident than in our annual conference. Ara Tekian is busy planning our next summer conference. It will be August 2 - 3, 2007 at the Department of Medical Education, UIC College of Medicine, here in Chicago. Please save the dates and plan to join your colleagues in DME, and MHPE students and alumni for this important activity.

The theme for the 2007 Conference is "Performance Assessment: Scholarly Standards and Social Accountability." We are most pleased to welcome as our keynote speakers this year, John Norcini, PhD, President and Chief Executive Officer at the Foundation for Advancement of International Medical Education and Research (FAIMER), and Jeanne K. Heard, MD, PhD, Director of the Department of Accreditation Committees at the Accreditation Council for Graduate Medical Education (ACGME).

Further information on the conference is available at

[www.uic.edu/com/mcme/mhpeweb/MHPE\\_Sum\\_conf.htm](http://www.uic.edu/com/mcme/mhpeweb/MHPE_Sum_conf.htm)

As you will see in this report we've managed to stay on course in all our activities, although our ability to replace retiring faculty had to slow down. In the coming year we will be actively recruiting to fill our vacancies. Although the State has not restored the budgetary cuts that have occurred, our ability to find sources of income has enabled us to start the restoration.

I hope you find this report informative and enjoyable. In the following pages are reports from our various directors on ongoing activities in the department. First a few highlights.

## Undergraduate Medical Education

The testing service has taken on the challenge of the responsibility for student course and clerkship evaluation in addition to its standardized student testing activities. The student feedback system has been redesigned and now is available through Blackboard and hopefully providing useful data for course and clerkship evaluation. The overall multiple-choice testing has been markedly improved with faculty being assisted in creating better questions.

The Clinical Performance Center has expanded into a Clinical Performance and Simulation Center. Although it does not yet have the most sophisticated simulations, it has developed an efficient and effective skills laboratory now utilized in the M2, M3, and M4 years. It has also expanded activities into the graduate medical education arena in initial skills assessment of all incoming residents, and active assessment of communication and decision-making skills for residents in most of the core residencies.

DME faculty continues to provide leadership for our medical school curriculum, refining current courses while developing innovative new ones. Our two-year Essentials of Clinical Medicine (ECM) course, always responsive to the importance of continuous quality improvement, is ever adding and deleting components to maintain currency. Our more recent additional course for M3's, "Essentials of Clinical Practice and Professionalism" (ECP&P), expands the objectives of ECM to hands-on, student-

centered learning in focused topics and clinical skills. A significant note: after only two years, the ECP&P course received the College's Academy of Excellence in Teaching Award for the most improved course.

Dr. Rachel Yudkowsky will talk more about our standardized patient activities in this report, but I do want to mention our Clinical Performance Center's role in enhancing the College's Clinical Assessment Exam for senior students as well as its role in the Essentials of Clinical Practice and Professionalism course. The Center's role in the senior student clinical assessment exam -- the exam, which the College has conducted for many years -- is all the more relevant today for students as they prepare for their NBME 2CS exam. We have expanded beyond the 180 M4 students at Chicago to include our Urbana students. The involvement in the ECP&P course is an ambitious task to initiate training of over 180 students in necessary clinical skills prior to clerkships. This is a major undertaking and Rachel as well as the CPC staff deserves recognition for their efforts in this area.

### **Graduate Medical Education**

The department has played an integral role in the broadening of the educational activities of the graduate medical education program at UIC. We provide expertise, assistance, and consultation to the GME programs in the areas of curriculum design and implementation, assessment, teaching methods, and evaluation. DME also provides the majority of faculty development (teaching/learning) to all the residents, as well as a significant number of faculty. The department has been instrumental in bringing the GME programs into compliance, and beyond, in the areas of curriculum and resident assessment. It has also fulfilled the role of providing the faculty development activities required for LCME in relation to the teaching of medical students. DME certainly played an important role in the College receiving a five-year institutional accreditation from ACGME.

We have expanded the use of standardized patients for teaching and evaluation in the ACGME General Competencies by developing cases for many of the specialties, implementing a series in decision analysis, as well as communication skills, and expanding offerings to affiliated programs. All departments also utilize the Skills Assessment program for all their incoming residents.

In spite of the continuing budgetary crunch, the CPC has increased the number of low-tech simulation models and is in the process of negotiating with a Japanese company interested in having us as their permanent demonstration site for their cardiac simulator.

In the past several years, DME's role in residency education has moved from a pilot online core curriculum for UIC's first-year residents to "one stop" service in all aspects of resident education and assessment. Our online core curriculum continues to grow as more institutions adopt the general competencies and recognize the cost-effectiveness of this program. We have begun a new program to partner with large institutions and medical schools to share the talents of faculty as we refine and expand the core curriculum concept.

As detailed in the section below on the Clinical Performance Center, we have also begun formative and summative evaluations of resident communication skills using an OSCE.

### **Continuing Medical Education**

Our seminar series, through its ups and downs, continues and is now available by webcast. We have had participants from around the world participate in our lively Wednesday afternoon seminars over the Internet. The technology allows participants to log in from any place that has a computer with a modem to view both the speaker and their presentation, hear questions and comments from other members of the audience, and make their own contributions via microphone or keyboard. We will expand our offerings in the coming year and invite you to watch our department web site for announcements of upcoming programs.

## **Master of Health Professions Education Graduate Education**

During these past two years the department has completed its efforts in finding ways to improve the MHPE Program even though the IBHE has reported this program to be the “gold standard” of masters programs in health professions and medical education. When Ilene Harris joined DME as Director for Graduate Education, she described her goal as “taking an excellent program and moving it to the next level.” Through retreats and task forces we have reviewed, reported, and modified aspects of the MHPE program, including development of a new mission statement and exploration of faculty issues and the online track. The MHPE continues to be a sought-after degree, and applicants currently outnumber available slots by a wide margin. We’re pleased that the medical education community continues to hold this program in high regard.

The competition for admission to the program has continued to grow, and we are now denying admission to a significant number of well qualified candidates because of our limitations in resources and faculty. The summer “in residence” program is attracting more alumni and others as word has spread about the quality of the program.

DME continues to be a leader in having Fellows from other countries. The Education Commission for Foreign Medical Graduates (ECFMG) has continued to provide several Fellows each year.

We continue to work collaboratively with Bern University in our graduate programs. Most recently we have been developing a series of certificate programs, and the department will be offering the first of them next year addressing the needs of GME program directors, clerkship directors, and other hospital leaders in medical education. This will be followed by a certificate program for teachers in medical education. We feel these programs will meet the need of those who have educational responsibilities that require skills and knowledge in education but do not have the time or inclination to participate in a full academic degree program.

## **DME Seminars**

Under the able direction of Mark Gelula and Rachel Yudkowsky, the DME Wednesday afternoon seminars continue to be a forum for innovations in medical education. DME faculty present about once a month, and we have many outside speakers joining us.

The archives are available on the DME web site, <http://www.uic-dme.org> for those who missed or wish to revisit the live presentations.

If you are in the Chicago area, or passing through, I encourage you to check the DME web site or call our office for a schedule of upcoming presentations. Also keep watch for web-cast seminars.

## **Collaboration**

An important aspect of DME’s mission emphasizes providing leadership for the development of educational programs in association with health professions-related units at UIC. DME partners with a number of clinical departments at UIC, including Anesthesiology, Emergency Medicine, Internal Medicine, Pathology, and Pediatrics. These collaborations include assistance in design and implementation of educational programs for medical students and residents as well as in faculty development and research projects and evaluation.

We are actively involved in the School of Public Health’s masters program (K-30) in clinical research and translation. We also provide educational and curricular expertise for similar programs in the Colleges of Dentistry and Pharmacology, and the MATEC groups.

## **International Programs**

The Department is moving ahead with activities that focus on international partnerships. More information will be forthcoming.

We have had a long-standing relationship with the Education Commission for Foreign Medical Graduates in which we have had many fellows in medical education. ECFMG established a separate foundation, Foundation for Advancement of International Medical Education and Research (FAIMER), and we now have candidates in our MHPE program sponsored by FAIMER.

Our continuing status as a PAHO/WHO Collaborating Center has been strengthened this year, and we have been working collaboratively with WHO and with PAHO. In May 2006, we hosted an international conference marking the launching of the World Health Organization's report, *Working Together for Health*, which explored forces impacting the global healthcare workforce and strategies for recruitment, training, and retention of healthcare workers to meet current and future needs. This past summer we began collaborating with three other U.S. and Canadian centers to begin work on improving access to medical education and the quality of medical education in the Americas.

## **Distance Education**

Our activities in distance learning continue. The MHPE utilizes the online program in a major way and students seem to like it. It certainly adds a great deal of flexibility to our ability to make available and students' ability to take the courses being offered.

The GME web-based Core Curriculum continues to attract interest. We have been busy building relationships with other institutions by helping in the continuous development and improvement of these core modules. We have added multiple-choice quizzes to the modules and are now in the developmental stages of a resident learning portfolio. New modules are being produced in numbers that have required us to set up a mechanism for "required" and "selective" categories.

The DME departmental seminars with thirty "seats" have been completely subscribed. Live conferencing has been so successful we are working at reducing the costs so that we can expand its usage to many other UIC departments. We are providing web and web-casting services to the K-30 project and planning to expand that to the Clinical Translation Research Center (CTRC).

## **Research**

We continue to receive funding for our various grants and contracts with the exception of the major loss of the U.S. Health Resources and Services Administration funding for the Hispanic Center for Excellence.

DME faculty continue to present papers, posters and workshops at AAMC, SGIM, AAP, and CGEA conferences

Although HCOE's HRSA funds were eliminated, Dr. Girotti and our College, with leadership from the Illinois Hispanic Physicians Association, were able to obtain support from the Illinois General Assembly. Notably, with help from the Center, the UIC College of Medicine was ranked #1 nationally in 2005 in the number of Latino MD graduates. In 2005, UIC had the largest Latino incoming class with 44 medical students of a total of 300, outnumbering Texas, California, New York and Florida. The Center's Summer Research Fellowship involved 24 summer research fellows each year. The Center provided support for three Hispanic Faculty Fellows including their active participation in DME's Scholars in Teaching Excellence Faculty Fellowship. Thirty high school seniors and college freshmen and sophomores completed the Medicina Scholars program (a three-year program of lectures, practicums, and volunteering), an essential component of the "pipeline." Another group of thirty is currently being recruited. The ESCUCHA Network continues to be a major recruiting program for the Hispanic Center of Excellence. This past year an additional 148 students became members.

## **Comings and Goings**

This past year, Michael Seefeldt stepped down from his full-time faculty position in DME. Notice that I did not use the word “retire,” because Michael continues to do work with DME, although some of it from afar (Saudi Arabia). We will soon be searching for a replacement to fill his full-time position. Anne Gunderson has come to us from the College of Nursing and previously from the Florida State University College of Medicine. Joe York has left us to go to the University of Washington as Associate Dean for GME, and Diane Rudall has come to us from the UIC Senate to serve as administrator.

## **In Memoriam:**

We are saddened to say that our friend and colleague Annette Yonke passed away. Annette came to DME in 1992, retired in 2001, and continued to serve in an adjunct capacity. She was innovative, one of the initial thinkers in the country developing programs in longitudinal primary care. Annette was also instrumental in writing a number of key studies on effective clinical teaching. She will be remembered as a talented and energetic educator, naturalist, historian, author, and art collector. We will miss her.

## **Thoughts for the New Year**

The energy and enthusiasm of the faculty and staff of DME continues to be our greatest asset. We will continue to contribute innovations in medical education curricula and teaching methods, and to train another generation of medical education leaders. The outreach to other departments in the College of Medicine, other colleges on the healthcare campus, and institutions throughout the world are indicative of DME’s service. I have been very pleased with the contributions of the continuing DME faculty and staff, and excited about those who have chosen to join us in the past few years.

With a number of new grant proposals on the horizon, and recruitment proceeding for new faculty, I’m expecting another banner year for DME.

*L.J. Sandlow*

## **DME Mission and Goals**

The mission of the Department of Medical Education (DME) is to provide leadership in teaching, scholarship, and development and evaluation of educational programs in support of the mission of the UIC College of Medicine and in association with health professions-related academic units at UIC.

### **In pursuit of this mission, DME’s goals are:**

To advance our understanding of education in the health professions through the generation and dissemination of new knowledge locally, nationally, and internationally;

To develop, implement, and evaluate academically rigorous educational methods and programs that span the continuum of medical education, including programs for medical students, residents, practicing physicians, and academic faculty;

To prepare health professionals for leadership roles in education; and

To extend our expertise in health professions education research, training, and program development and evaluation worldwide.

## Reports from the Directors, 2004-2006

### Graduate Studies - Ilene Harris, PhD

#### Overview

The MHPE program continues to be recognized locally, nationally, and internationally for its high quality graduate education in health professions education.

The Program experienced significant growth during the 90s, which has been maintained to the present time. It grew from an average of 20 students in the early nineties, to its current average of 90 students, from various parts of the world and various health professions. Entrance to the program is competitive. In 2004-2005, 18 of 35 applicants were admitted, a 51% admission rate; in 2005-2006, 25 of 50 applicants were admitted, a 50% admission rate. A new curriculum was developed during the nineties, that provides a broad and solid foundation in health professions education in four core courses: Curriculum Development and Program Evaluation; Instruction and Assessment; Leadership and Organization; and Current Issues in Health Professions Education. An interdisciplinary faculty from a wide array of disciplines in education, the social sciences, humanities, and biomedical sciences, has developed 20 electives that cover a range of educational issues relevant to students' needs and responsive to trends in health professions education.

During the past six years, the MHPE Program has developed an innovative online track that is now an integral part of the program. In turn, a summer residency program and conference has been established to ensure that online students have some face-to-face contact with other students, as well as important education experiences that might not occur in the e-learning environment. The conference has become a special summer event, featuring nationally recognized speakers and outstanding presentations by current and former MHPE students, faculty and others.

The high quality of the program is reflected in accolades accorded to it in the review completed in 2003 by the Illinois Board of Higher Education [IBHE]. The two external reviewers, Drs. Christopher Reznich from Michigan State University and Judy Shea from the University of Pennsylvania, commented: *"If one were to change nothing about the MHPE program, it would remain a gold standard among programs that seek to prepare individuals for leadership positions within health professions education. The spirit of innovation, the excellence of the curriculum, the dedication of the faculty, the administrative oversight and support, and the quality of the students attracted to the program, all indicate a program of exceptional quality."*

While the recent reviews yielded plaudits for the MHPE program, both internal reviews and external reviews also identified issues for deliberation. The DME faculty, over the years, has consistently engaged in reflection and deliberation, resulting in evolutionary improvements in its graduate programs. In this tradition of reflection and innovation, during 2004-06, we completed a comprehensive process of deliberation about every aspect of the program, involving all DME faculty members about taking our graduate programs to new levels in preparing leaders in health professions education. Beginning in January 2006, we began a process of deliberation about development of other graduate programs, a deliberation that is continuing.

#### Administration and Governance

Part of the success of the program has been due to the exceptional staff. Janet Settle, Coordinator of Education Programs, provides oversight for administrative support of the graduate programs, manages the admissions process, serves as registrar, serves as liaison between students and the University, staffs the MHPE Committee and the Admissions Committee, and participates in curriculum and other deliberations, among other responsibilities. Laura Schaff, Research Information Specialist, provides administrative support for the on-site and online courses, maintains the MHPE Program Website, maintains the student

and alumni database, maintains an extensive library database, and participates in program deliberations. I am consistently impressed by their professionalism, administrative skills, creativity, and wise counsel.

The MHPE Associate Program Director is Steve Downing. The Program has an Advisory Committee that meets monthly. Members have included: Georges Bordage, Steve Downing, Mark Gelula, Julie Goldberg, Ilene Harris (chair), Gary Loy, Les Sandlow (ex officio), Alan Schwartz, Janet Settle (ex officio), and Rachel Yudkowsky. The Committee has been very active, completing with the Director a comprehensive and productive process of deliberation about every aspect of the MHPE Program and undertaking a new deliberation about development of other graduate programs in DME. As a result of our new deliberation about development of other graduate programs, we generated considerable enthusiasm amongst us about development of certificate programs for two audiences: for medical education administrative leaders and for medical teachers. We sponsored a DME retreat May 31, 2005 focusing on the topic of Scholarship and another on July 18-19, 2006 to begin the process of planning the certificate programs.

In addition, the DME Advisory Committee proposed and received faculty approval for a change in the DME bylaws to form a Graduate Studies Committee (GSC), which replaced the MHPE Committee, in recognition of the broader scope of responsibility that the MHPE Committee has taken on, including development of additional graduate programs, such as certificate programs.

### **MHPE Enrollment**

There are 90 graduate students currently enrolled in the MHPE program, all involved in health professions education, from various parts of the world and various professions.

### **Enrollment by Preferred Program Format**

Enrollment of online students continues to increase, from 44 students last year to 48 students this year. Many students enrolled in the primarily on-campus program take one or more on-line courses, to experience this innovative and increasingly important teaching method in the health professions. Program formats selected by students are: primarily on-campus 40% in 2005-2006 (43% in 2004-2005); primarily online 53% in 2005-2006 (52% in 2004-2005); hybrid 6% in 2005-2006 (4% in 2004-2005).

### **Enrollment by Geographic Regions**

Enrollment of students from around the United States, and the world, provides a rich resource for learning about health professions education. Of our students in 2004-2005, 67% (60) were American, with 8 from UIC, 13 from the Chicago area or greater Illinois, and 39 from other states; 33% (30) were international students with 13 from Canada, 3 from Turkey, 2 from Chile, 2 from Pakistan, and 1 each from Guatemala, India, Japan, Lebanon, Mexico, Russia, Saudi Arabia, Switzerland, and Thailand. In 2005-2006: 70% (63) were American, with 10 from UIC, 18 from the Chicago area or greater Illinois, and 35 from other states; 30% (27) were international students, with 14 from Canada, 2 from Brazil, 2 from Chile, 2 from India, 2 from Turkey, and 1 each from Bolivia, Lebanon, Mexico, Pakistan, Russia, Saudi Arabia, and Switzerland.

### **MHPE Enrollment by Health Professions 2004-2005**

The vast majority of students, 89% (80) in 2004-2005 were physicians. Students from other health professions provide important perspectives, comparisons and contrasts, on interdisciplinary aspects of health care. The other health professions represented included dentistry, EMS education, hospital medical education, molecular biology, occupational therapy, optometry, and psychology.

## **MHPE Graduates**

The number of MHPE graduates, 10 in 2004-2005 (and 12 the previous year), indicates a thriving program.

## **Best MHPE Thesis/Project**

Each year, the MHPE program gives an award for the best thesis/project. Dr. Hilary Haftel, University of Michigan, was the recipient of the 2004 MHPE Award for her thesis entitled *Resident Autonomy: How Do We Develop Professionals in Times of Change?* The members of her committee were: Alan Schwartz (Chair), Julie Goldberg, and Larry Gruppen.

Dr. Benoit Carriere, London Health Sciences Center, London, Ontario, Canada, was the recipient of the 2005 MHPE Award for his thesis entitled *Initial Validation of a Script Concordance Test for Pediatric Emergency Medicine Residents*. The members of his committee were: Georges Bordage (Chair), Steve Downing, and Bernard Charlin.

## **Core Courses and Electives**

Along with the four core courses (two on-line and two on-campus), a total of 12 electives were offered each year, including: Ambulatory Care Education; Assessment Methods; Curriculum Design for Skills Education; Ethics and Professional Standards; Grant Writing for Developmental Projects; Introduction to Quantitative Data Analysis; Qualitative Methods; Research Design and Grant Writing; Survey Research Methods; Test Development. The onsite courses are taught in modern teaching facilities, with state-of-the-art computer-driven, interactive screen projection, mobile microphone, and modular seating arrangements. The online courses are taught using the University of Illinois BlackBoard platform.

## **July Conferences**

The July 2004 Conference, chaired by Georges Bordage, was a fine summer event. The conference theme, "Scholarship: Current Conceptions and Transformations," provided an opportunity to explore the implications of new conceptions of scholarship for our graduate programs and our work. The plenary speaker was Rhee Fincher (University of Georgia), who gave a provocative talk entitled, "Recognizing, Evaluating, and Rewarding the Scholarship of Teaching." In another featured session, "MHPE Student and Alumni Perspectives about Scholarship," a successful alumna, Linda Snell (McGill University), a recent graduate, Alex Stagnaro Greene (New Jersey Medical School), and a current student, Hollis Day (University of Pittsburgh) each discussed the role of scholarship in their work.

The July 2005 Conference, chaired by Steve Downing, was another sparkling summer event. The conference theme was "Research that Moves the Field Forward: Broadening the Scope of Health Professions Education Scholarship." The plenary speaker was Geoff Norman (McMaster University), who gave a provocative talk entitled, "Research in Clinical Reasoning: Three Decades of Progress." In another session, "MHPE Student and Alumni Perspectives about Scholarship," another successful alumna, Barbara Barzansky (American Medical Association), a recent graduate, Hilary Haftel (University of Michigan), and a current student, Bob Sedlack (Mayo Medical School), each discussed the role of scholarship in their work. Both conferences included paper sessions, symposia, works-in-progress sessions, a poster session, and a reception and graduation recognition ceremony.

## **Student Advising**

Following a decision made by the MHPE Committee, the program director meets with all entering students to provide an orientation to the MHPE Program; to discuss their program plans in relation to their professional background, experiences, and interests; and to coordinate their needs with other DME faculty expertise and availability. She serves as the initial academic advisor to all incoming students until each student selects a major thesis advisor. Orientation materials are on the web site and available to all students for recurring questions.

### **Abdul W. Sajid Health Professions Memorial Resource Library**

The Abdul W. Sajid Health Professional Memorial Resource Library, which provides important resources for the MHPE Program, continues to grow. The library contained 11,989 items in 2006, compared with 11,248 the previous year, an increase of 6.5%. Holdings include 10,164 journal article reprints and 795 books, as well as book chapters, newsletters, conference proceedings, theses/projects, reports, newspaper articles, learning modules, reviews, personal communications, manuscripts, and audiovisual modules. The library also contains bound collections of some major medical education journals. The reprints and books are catalogued on Endnote™ and can be searched via the Internet at: [http://www.uic.edu/htbin/wdb/wdb.cgi/meded\\_citation/citeq/form/](http://www.uic.edu/htbin/wdb/wdb.cgi/meded_citation/citeq/form/).

### **Collaboration with the University of Bern**

The inter-institutional collaboration between the UIC and the University of Bern (UB) (Switzerland) is evolving. During the summers of 2002 and 2003, Dr. Ara Tekian gave his one-week Curriculum Development course in Bern, followed by Dr. Georges Bordage's Research Design and Grant Writing courses in February, 2003 and 2004. These same courses are now scheduled yearly. The development of a more formal inter-institutional collaboration is reaching fruition.

Following discussions among leaders in both institutions, it was determined that a joint degree program in medical education between the UB and UIC is possible, feasible, and likely beneficial to students and faculty members at both institutions. Following approval by the UIC MHPE Advisory Committee, it was also approved at the College of Medicine level and is now being reviewed by institutional committees at UIC prior to review of the Illinois Board of Higher Education. Similar review processes are taking place at Bern.

### **Future Directions and Evolution**

In the DME tradition of reflection and innovation during these past two years we completed a deliberation about every aspect of the MHPE Program, involving all DME faculty, a process spearheaded by the MHPE Advisory Committee. The results are included in a report, dated September 2005, that contains a number of specific recommendations. The recommendations are significant, but not revolutionary. They are designed to preserve the elements of the MHPE Program that have made it the "gold standard" of such programs, but also to make changes that address longstanding concerns, and to help us keep pace with changes in health care delivery and health professions education. We aspire, in the tradition of DME, to offer the best and most up-to-date graduate programs in health professions education.

We outline below some major outcomes of the deliberation, including a new mission statement; a change in the capstone requirement; a change in the admissions cycle and process; and development of two new required courses. Other recommendations are being reviewed and implemented related to curriculum, instruction, faculty issues, and student issues.

### **New mission statement**

Early in our deliberation, new vision, mission, and goal statements were formulated and approved by the MHPE Committee, the DME Advisory Committee, and the DME faculty, as follows:

The mission of the MHPE Program is to produce exemplary leaders and scholars who will advance the field of health professions education in order to improve health care locally, regionally and internationally.

### **Goals:**

- C *To provide Health Professions Education (HPE) leaders with a broad and rigorous foundation in the theory and practice of education.*
- C *To provide healthcare organizations with effective and innovative leaders who will serve the needs of their communities.*

- C *To provide the field of HPE with scholars who will advance our understanding of education in the health professions.*

***Our Vision: Better Healthcare Through Effective and Innovative HPE Leaders and Scholars***

### **Change in the Capstone Thesis/Project Requirement**

Based on recommendations made early on in our curriculum deliberation, the MHPE Program changed its capstone requirement, from completion of either a thesis or project, to the requirement that all students should complete a thesis, defined as a work of scholarship. This recommendation is grounded in Boyer's (1990) and Glassick's (1997) conceptions of the nature and standards for four types of scholarship – the scholarship of discovery, of integration, of application, and of teaching. The recommendation was approved at the University level. Implications of this requirement for the MHPE thesis and Program were explored at a DME faculty retreat on May 31, and at the 2005 July MHPE conference, at which it was the conference theme. Further effort will be needed to effectively implement this requirement, including faculty development and production of guidelines for students and faculty.

### **Change in Admissions Cycle and Processes**

Based on discussion during the deliberation, a change in the admissions process was made -- from submission and review of applications each semester, to submission and review of all applications for a given year, in early January only, for fall admission. This change, to be implemented in 2007, will allow for equitable review of the increasing pool of applicants. It will also allow for requiring all new students to participate in a new on-site introductory course, linked with the MHPE July conference. Also, in a series of three meetings, the DME Admissions Committee clarified and revised guidelines for the criteria for review of applicants and for the process of review.

### **New Required Course – Introduction to HPE and Portfolio**

Based on the deliberation, a new required two-credit-hour introductory course, ***Introduction to Health Professions Education: Leadership, Scholarship and Current Issues***, will be developed, to be taken on-site by all incoming students beginning in July 2007 before beginning their other courses, and linked with the July MHPE conference. The course is intended to serve the intertwined purposes of both providing an orientation to the MHPE Program and providing an introduction to leadership, scholarship and current issues in health professions education. Also, we will institute an MHPE student **Portfolio** process, beginning in the introductory course, for use by students in their reflection and self-assessment throughout the MHPE program.

### **New Required Course – Scholarship**

Also on the deliberation, a new required four-credit-hour course, ***Scholarship and Research in Health Professions Education***, will be developed, to be offered the first time in fall of 2007, to provide an orientation to the domain of scholarship and to develop skills in appraisal and use of quantitative and qualitative methods.

### **Building an Alumni Community**

Another major area of discussion and activity this past year has focused on building an alumni community. Both the Graduate Studies Committee and the International Programs Committee strongly recommended developing a vehicle for alumni, student and faculty communication. A DME ad hoc committee charged to consider this issue, comprised of Alan Schwartz (chair), David Cook, Ilene Harris, Jerry Stapleton, and Ara Tekian, developed and implemented a DME Alumni, Student and Faculty WebPortal, which was launched at the time of the July conference. It is designed to provide forums for things such as: alumni and DME news and accomplishments; job postings; discussion about issues in health professions education, such as a journal club; recommendations for resources; developing

collaborator connections; and other collegial discussion. The URL for the web site is <http://community.uic-dme.org/>.

### **Developing Other Graduate Programs**

Periodically in DME, there has been discussion about developing graduate programs in addition to the MHPE Program. In January 2006, the Graduate Studies Committee (GSC) began a formal deliberation about the purposes and options for other graduate programs. The major purposes for developing other graduate programs are: to use DME faculty expertise to provide flexible options for a broader audience; to provide another opportunity for rewarding teaching; to enhance DME's reputation by offering a greater range of high quality graduate programs; and to increase financial support for DME and individual faculty members.

A proposal was put forward by the GSC to develop certificate-like programs, which was approved by the DME Advisory Committee in May 2006 and by the DME faculty in June 2006. The target audiences will be first, administrative leaders in education, such as residency program directors, and then medical teachers. The concept is to develop 'certificate-like' (not transcribed) programs for CME credit, each to be offered in three three-day weekend sessions, over a period of four-six months, each repeated twice annually. The programs will focus on participants' practical responsibilities, with appropriate contextual theory, using active learning methods. The GSC sponsored a DME faculty retreat on July 18-19, 2006, to begin to design the programs, and again on August 30, to continue to refine the initial designs.

There is also interest in developing an HPE concentration in a PhD program in the College of Education, to provide for a continuum of education in health professions education. This concept will be further explored in the coming year.

### **Goals for 2006-2007**

Oversee and maintain the high quality and standards of the MHPE program.

Continue to implement, as appropriate, the various task force recommendations for the MHPE Program.

Continue to implement revised capstone requirement, the "thesis" as a work of scholarship, as characterized by Boyer and Glassick, with guidelines for students and faculty.

Implement recommendations for two new courses: *Introduction to Health Professions Education: Leadership, Scholarship and Current Issues, Scholarship and Research in Health Professions Education.*

Continue to build the alumni community, through the new Web Portal, and other methods.

Continue to work on development and implementation of new graduate programs -- two certificate programs for administrative leaders in medical education and for medical teachers, as well as other programs.

### **For more information**

The MHPE Web Site (<http://www.mhpe-online.org>) is a valuable source of information about the MHPE program for candidates, students and others interested in the program.

## **Faculty Development - Mark Gelula, PhD**

Faculty Development activities consist of four types:

- Student educator programs
- Resident educator programs
- Faculty teaching programs
- Faculty fellowship program

### **Student Educator Programs**

Two primary programs are directed at M4 students interested in teaching or interested in academic careers: the M4 tutor program for those associated with the ECM courses and the M4 small group facilitator program associated with the cultural competency discussions held at new student orientation each August.

#### M4 tutor program

As in previous three years, two courses, Feedback Methods and Small Group Systems were each developed and presented in two sections. These provided instruction for approximately 60 M4 students who will receive academic course credit by serving as Student Tutors in ECM 1-2 and ECM 3-4. The courses were well received by students. Participation and attendance was high for each of the sections.

#### M4 small group facilitator program

In 2004, we organized the first M4 small group facilitator program, which proved to be a real boost to the small group discussions during orientation. These programs were scheduled again, prior to New Student Orientation. However, the organization of these sessions, which is undertaken by the students, was inadequate, and since only one student presented herself for the instructional activity it was not held.

#### M4 Elective in Clinical Teaching

A program for M4 students planning to be academic educators is offered as an elective for one week in the late spring. The course focuses on the skills and theory supporting clinical teaching, includes student shadowing of attendings, critical review of observed teaching and presentations by the students as well as a critical paper. This elective was not offered in the previous year, but was offered in March 2006.

All Student Educator programs were taught by Mark Gelula

### **Resident Educator Programs**

#### Standard Program

This program instructs new residents on methods of teaching for medical students. A series of 7 elective 90-120 minute sessions is offered to first year residents. Participation in two of the sessions, which residents select based on their interests, is required by the Office of Graduate Medical Education and the Program Directors. We also have presented elective workshops to residents at Christ Hospital and at a retreat for all residents in the UIC Pediatrics residency program. These electives supplement a program that each new resident is required to attend during New Resident Orientation. That program is a 90-minute introduction to teaching. Because of the number of new residents, this session is taught twice. Janet Riddle and Mark Gelula team-taught the new resident orientation. Rachel Yudkowsky, Bradley Cannon, Janet Riddle and Mark Gelula taught the various electives alone and in teams, topic dependent.

#### Fellowship Teaching

For two years running, we have been asked to teach Nephrology Fellows the basics of clinical teaching skills and feedback. This year they were joined by Fellows from Geriatrics and from Endocrinology. Janet Riddle and Mark Gelula shared the teaching for the two sessions.

#### Advanced Resident Educator Program

Based on the success of these programs and the interest that has developed among a number of residents, we developed a new program: the Advanced Resident Educator Program, offered October 2005 with a follow-up session February 2006. Taught by Rachel Yudkowsky and Mark Gelula, and offered to Senior Residents, Chief Residents and Fellows, this program explored practice and theory to support the

teaching of teaching by those who participate. We planned on eight participants for this intensive program, but had ten. Our follow-up program will include an OSTE (Objective Structured Teaching Exam) which we hope will reinforce the instruction from the October sessions as well as provided some indication of the success of our instructional method and the theory behind it. We will report on program outcomes at next year's Annual Meeting.

## **Faculty Teaching Programs**

### Active Lecturing Skills

Seven participants completed a three-part course offered over four months from Fall 2004 through Spring 2005.

### Clinical Teaching Skills

Teaching skills programs were offered to Departments and for the general faculty. In 2004-2005 we offered general faculty two courses: Feedback Skills and Brief Clinical Teaching. Each course is in two parts with one to two weeks hiatus between the two sessions so that practice can take place. Further, we utilize medical students as standardized students. Participants were videotaped and instruction revolved around topic discussion, active lecturing, and review of the video tapes. This year 7 faculty participated in each of the two courses and 3 medical students served as standardized students. Students receive no remuneration for this activity; only our thanks. We were grateful for their assistance.

Two Departments/Sections have undertaken direct teaching of their faculty. The Section of General Internal Medicine has focused, with the facilitation of Janet Riddle, on the difficult questions that surround the use of the RIME model for assessing students. In addition, there is discussion underway to create a larger model for teaching development within the Section.

The Department of Obstetrics and Gynecology has required each of its clinical faculty to participate in two sessions of 2 hours each to further develop faculty prowess as clinical teachers. Mark Gelula was the instructor for these sessions. Again, feedback methods and brief clinical teaching were selected as being the most relevant topics, and again we used the standardized student teaching model which proved to be extremely popular with the faculty. This program could not have been done without the active participation of M3 and M4 students serving as standardized students as unpaid volunteers.

Finally, Janet Riddle is reorganizing and refurbishing the clinical preceptor program. To date Janet has conducted preceptor interviews as a needs assessment process, recreated a clinical preceptor handbook, and has designed preceptor learning materials both for online and live instructional events.

## **Faculty Fellowship Programs**

The Scholars for Teaching Excellence Faculty Fellowship continues to draw highly qualified faculty. Six years ago this was a fledgling program with five faculty participants. In 2005 there were eight highly involved and quality participants. The Faculty Fellowship is constantly evolving with redevelopment based on ongoing feedback from current and former Fellows. We have shifted aspects of the curriculum, but its focus remains on curriculum development, instructional development, professional development and leadership. Each Fellow is required to complete a project, with most having a curricular or instructional development focus. Up to two Fellows are supported by the HCOE each year. We are indebted to the HCOE for their belief in and support of the Faculty Fellowship. In addition, a significant number of the 20 4-hour sessions are taught by DME and COM faculty. The involvement of colleagues has assured a high academic quality to this important program.

Feedback from former Fellows has been excellent. This year we are conducting a survey and interviews with former Fellows to determine the extent to which their projects have been implemented and the degree to which the program appears to have affected their professional development.

Mark Gelula is the Director of the Faculty Fellowship and is assisted by Janet Riddle

As part of the Cultural Competency grant received by the HCOE, we plan on developing a second fellowship-type program to begin in September 2006. This program is based on a program offered at Case School of Medicine but will have significant differences. One similarity is the inclusion of Faculty, M2

and M4 students. The program will also focus on the development of faculty as curriculum developers and instructional leaders. We will report on this program at next year's meeting.

### **Papers, Posters, and Presentations**

An important part of our work in Faculty Development involves communicating our work and its effectiveness. We have presented posters and workshops highlighting our work at several conferences: AAMC, SGIM, AAP and CGEA. We are currently working as a group to submit materials to the AAMC Medical Education Portal and are involved in writing two papers looking at the Resident Education program and the Faculty Fellowship.

### **International Affairs - Ara Tekian, PhD**

DME's International Programs have provided an entry point for continued collaboration with other health professions education units throughout the world. During the past academic year, collaborative activities included direct training of international medical education leaders in fellowships and workshops, programmatic collaboration between institutions, and consultation with institutions as well as national and regional bodies. These activities have served the International Programs' mission – to enhance the quality of both medical education and health care delivery internationally, to disseminate new health professions education methodologies and research, and to prepare health professions leaders. The department's activities address health professions education leadership on the individual, institutional, multi-institutional, national, and regional levels.

DME has, since its inception, been an important resource in the direct training of emerging international educational leaders. The Short-Term Fellowship Program provides educational support for fellows who wish to work on self-designed projects, typically for a period of one to six months. While here, fellows can participate in a number of learning opportunities, including individual mentoring with faculty members having expertise in the fellow's project area; full participation in courses related to the project; observation of meetings, clinical rounds, and academic centers; and seminar presentation with feedback from the departmental faculty. During the 2004-2005 academic year, DME welcomed eleven fellows.

In the fall and winter, five FAIMER-sponsored fellows began their six-to-nine-month fellowships: Suzette Mendoza, from the University of the East, Ramon Magsaysay, Memorial Medical Center in the Philippines; Uchenna Onwudiegwu, from Obafemi Awolowo University in Ile-Ife, Nigeria; Gulnara Moldotasheva, from Kyrgyz State Medical Academia in Bishkek, Kyrgyzstan; Marina Thomas, from PSG Institute of Medical Sciences and Research in Coimbatore, India; and Nebreed Zemicheal, from Jimma University in Jimma, Ethiopia. Working in the department at the same time allowed this group to benefit greatly from input from both the full faculty and each other. The faculty organized a series of short workshops surveying the breadth of health professions education, which was offered to all fellows. In addition to their individual self-designed projects, the fellows worked together to develop a portfolio project, which has been submitted for publication. The fellows presented seminars on the following topics from their individual projects: S. Mendoza — Workshop for Faculty Development in PBL; U. Onwudiegwu — Introducing the Use of Standardized Patients and Objective Structured Clinical Examination; G. Moldotasheva — Innovative Teaching Methods in the Pathology Curriculum; M. Thomas — Non-Traditional Instructional Methodologies for Teaching Medical Students in Phase 2; and N. Zemicheal — Evaluation of the Educational Program at the School of Medicine, Jimma University.

Six additional fellows worked in the department during the last academic year. Eunbae Yang, from Yonsei University in Seoul, Korea, worked on a model for curriculum evaluation. Mostafa El-Naggar spent one week in DME getting feedback on a plan for assessing students and evaluating a newly developed integrated organ-system curriculum with a community orientation at King Abdulaziz University in Jazan, Saudi Arabia. Christel Hanne, an MHPE alumna from the University of Chile, developed a project in integrative institutional ethics during her fellowship. DME welcomed two fellows from Turkey.

From Cukurova University in Ankara came Ersin Akpinar, who developed a clinical decision making course for family physician residents. Erol Aktunc, from Karaelmas University in Zonguldak, developed an emergency medicine core curriculum for the final year of the undergraduate medical curriculum. Another MHPE alumna, Dr. Lu Li, from Kunming Medical College in China, sought consultation on projects related to clinical competence training and assessment, medical-decision making, curriculum development, and faculty development.

Two Memoranda of Agreement were recently signed — one with the Imo State University in Nigeria, and the other with Medical Sciences Faculty at the Jazan University in Saudi Arabia. These collaborations include exchange of faculty and students, joint research projects, on-site workshops, and the possibility of offering the MHPE program onsite. Plans have also continued for the proposed inter-institutional master's degree program to be offered jointly by UIC and Bern University. Our ongoing collaboration with Jawaharlal Nehru Medical College (JNMC) in Belgaum, India, continues to reap benefits for all participants.

DME faculty have also offered other international on-site workshops in areas of need, as identified by the hosting institution. Workshops and short courses of one-week duration have been offered in Turkey, Switzerland, Japan, Thailand, Singapore, Saudi Arabia, and Nigeria.

Recently, DME signed Memoranda of Agreement with two Saudi universities: Jazan University Faculty of Medicine and King Abdulaziz University Medical College of Jeddah.

In March 2006, Dr. Tekian traveled to Jazan, along with Dr. David Mayer of UIC's College of Medicine, to begin exploring potential areas of collaboration in areas such joint research projects, and faculty development both onsite and online.

Dr. Tekian has also been working with MHPE alumna Rukhsana Zuberi to outline collaborative possibilities. Dr. Zuberi is currently the Associate Dean for Education at Aga Khan University in Karachi and is developing a master's degree program in medical education there. Dr. Tekian offered the curriculum development course in their master's program for their first cohort of students in April, 2006; other DME faculty will also be involved in offering courses. As part of DME's ongoing collaboration with Bern University in Switzerland, Dr. Tekian offered the curriculum development course for the eighth time in July 2006, in the Master in Medical Education (MME) program in Bern.

DME has always been active in international consultation, with its services requested from institutions interested in developing new medical education units, addressing medical educational challenges, or redefining medical education missions. Three teams, including the Vice Chancellor, the Provost, the Chairman of the Board of Trustees, and other high-ranking officers from Imo State University in Nigeria have visited UIC and DME seeking consultation on a number of education issues.

DME has long enjoyed a partnership with the Education Commission for Foreign Medical Graduates (ECFMG), having provided training in health professions education for many ECFMG-sponsored fellows over the years. A few years ago, ECFMG established a separate foundation -- the Foundation for Advancement of International Medical Education and Research (FAIMER). Taking as part of its mission the creation of educational opportunities for international medical education leaders, FAIMER has sponsored three candidates who began the MHPE program during the past academic year. These candidates are Drs. Muhammad Zakaullah Khan, Vivek Saoji, and Rashmi Vyas.

In May, DME hosted an international conference marking the launching of the World Health Organization's 2006 report on "Working Together for Health." The conference explored the forces impacting the global healthcare workforce and strategies for recruitment, training, and retention of healthcare workers to meet future needs. Local, national, and international speakers addressed strategies for international responses to issues of global health needs. One of the speakers, Dr. Hugo Mercer from WHO/Geneva, after visiting DME, identified three projects that will utilize the rich resources of the Department in partnership with the Geneva headquarters. In June 2006, Drs. Sandlow and Tekian were invited to visit the Pan American Health Organization (PAHO) regional center in Washington, D.C. together with three other collaborating centers in North America to discuss projects of mutual interest and explore possibilities for future collaborations in a variety of topics of high priority for PAHO.

Rich collaborations have long been the hallmark of DME's international activities. The adoption of partnership as the explicit goal of the International Programs highlights the extraordinary potential long-term impact of the department's multidimensional exchanges with international educational leaders and institutions worldwide.

DME has built a solid reputation in international leadership in health professions education. Our history of institutional and regional ties, rich collaborations, successful training programs, and responsive consultation will continue to inform our activities in the coming year.

During the 2005-2006 academic year, the advisory committee for International Programs underwent a deliberation process. This process resulted in a refocusing effort centered on partnership as the conceptual basis for the programs. Partnership is defined as a long-term, ongoing collegial relationship characterized by mutual, multidimensional planning, exchange, and benefit, with a forward-looking purpose. This conceptual framework became the basis of a refinement in programmatic purpose. The following vision, mission, and goal statements have been adopted:

**Vision**

*Better healthcare worldwide through effective and responsive international partnerships in health professions education*

**Mission**

*To foster partnership with health professions education leaders, institutions, and policy-making bodies world-wide to advance the field of health professions education in order to improve healthcare practices and policies internationally*

**Goals**

*To facilitate the use of education methodologies and approaches that are based on sound educational theories and best practices*

*To collaboratively construct and disseminate new approaches, methodologies, and scholarship in health professions education*

*To establish and enhance international networks of health professions education leaders and practitioners*

*To provide linkages with basic science, clinical, and health care delivery programs in the College of Medicine at UIC to fulfill the educational goals of the partners*

Programmatic means to achieve these goals include consultation, institutional resources, and educational programs, such as fellowships, workshops, and onsite degree programs. These means draw upon the strengths of the multidisciplinary faculty, including expertise in curriculum, instruction, assessment, evaluation, ethics and humanities, clinical decision-making, research methodology, and leadership and organization.

## **Medical Humanities - Sandy Sufian, PhD**

There has been no major activity in the medical humanities program since the departure of Suzanne Poirier. Given budgetary restrictions, search for a new medical humanities director had to be suspended and will hopefully be resumed.. Tim Murphy and Sandy Sufian are the only medical humanities faculty at this point. Much development is needed in the medical humanities program but this cannot be done without a strong director and dedication by the faculty of DME and of the College of Medicine to expanding and supporting such a program.

Sandy Sufian led the medical history interest group with Sanobar Amin as the student president in 2005-2006. She taught History of Disability in December 2005 and History of Medicine in Spring 2006 as well as Special Topics and GPPA History of Medicine. She is also teaching an independent studies course with an undergraduate honors student Fall 2005 on the history of medicine of the Middle East. Sandy's work with the Global Network of Researchers on HIV/AIDS in the Middle East continues.

## **Hispanic Center of Excellence - Jorge Girotti, PhD**

### **2004-2005**

Academic year 04-05 marked the fifteenth anniversary of the Hispanic Center of Excellence (HCOE). We have established a strong track record with the help of HRSA funding. Demographic analyses of the city, the state and the nation continue to reflect a growing Latino population. The need to increase the number of Latinos in medicine goes hand-in-hand with that growth, and bodes well for the ongoing need of HCOE programs for students, faculty and local physicians.

We maintained strong participation of Latino medical students in the Center's Summer Research Fellowship program. Twenty-four Latino first year medical students were involved in research (that is 60% --24 of 40-- of all Latino freshmen). One-third of the Fellows presented at the National Hispanic Medical Association Conference poster session. Also, and a first this year, we placed students at affiliated hospitals, community based clinics and two health policy centers.

Four faculty members (one each from pediatrics, nephrology, infectious diseases and internal medicine at Advocate Illinois Masonic Medical Center) were added to the Faculty Development training program provided by the Teaching for Excellence Scholars fellowship directed by Mark Gelula.

The College enrolled 40 new Latino first year students (or 13% of the total), and graduated 28 Latino MD's (or about 10% of the total). These figures put us at the top of all schools in the nation.

### **HCOE Programs and Development of Strong Applicants**

In response to the need for competitive Latino applicants from Illinois, the HCOE has developed a new three-year curriculum called "Medicina Scholars." The program introduces young scholars to the art and science of medicine and provides exposure to clinical work. Courses include: Professionalism in Medicine, History of Medicine, Health Policy, Cultural Competency, and two Grand Rounds in Primary Care and Specialized Care. In addition, we have partnered with Alivio Medical Center, a well-known community based clinic in the heart of Pilsen to provide a clinical practicum for students. The first cohort is comprised of 30 students (five high school and 25 undergraduate students).

Another important partnership established with DME is assessment for HCOE programs. Phil Bashook has been instrumental in directing us and providing recommendations to more effectively evaluate our work.

Information Resources, clinical education and curriculum: Our website continues to draw interest. Last year we reported approximately 6,000 hits and we now average 200 hits per month. The Center also produces a newsletter -- called ¡Adelante!-- which is published three times a year. The HCOE is an active partner with Undergraduate Medical Education, and provides an ever-growing number of Latino preceptors for Longitudinal Primary Care. These physicians are affording more UIC medical students an opportunity to experience medical care for Hispanic patients. The Urban Medicine curriculum was implemented this year. The Center collaborated in the development of this initiative, and expects to increase its involvement in coming years.

On another note, we have worked at diversifying funding by being resourceful in fundraising. We received a \$12,000 gift for the Hispanic Center of Excellence Scholarship Fund from Dr. Jorge Cavero. Close to \$50,000 has been raised for scholarship support of Latino medical students. The HCOE Gift account (which supplements funding for non-grant expenses) continues to grow as well. This past year there were almost 70 donors who provided over \$13,000, including a donation by Jobe Consulting for \$5,000.

### **2005-2006**

In academic year 05-06 the Hispanic Center of Excellence (HCOE) was challenged by the elimination of HRSA funding to professional training programs across the country. Centers of Excellence and Health Careers Opportunity Programs which support the Urban Health Program, were advised that they would no longer receive federal support, effective August 31, 2006. HCOE staff and programs had

been completely supported by HRSA. When the news hit the Chicago community, the Illinois Hispanic Physician Association, chaired by Dr. Luis Munoz and Dr. Jorge Cavero, advocated Latino legislators for support of the Center. Their efforts have been greatly appreciated! In May we received notice from the General Assembly that \$800,000 would be allocated for the Hispanic Center of Excellence.

We have established great accountability and credibility with local Latino physicians, our communities, and medical students. However, our work has just begun. According to data released August 15, 2006 by the U.S. Census Bureau, the number of Hispanics living in Chicago climbed to 28.8 percent of the population, up nearly three percentage points from the beginning of the decade. The black population declined by 1.8 percentage points, to 34.9 percent of Chicago's population. The white population declined by 1 percent, to 30.3 percent. The Hispanic Center of Excellence recognizes the demand for culturally competent physicians, scientific research on critical Latino health issues, and Latino faculty in academic medicine.

Evidence of The Center's work is best demonstrated through accomplishments in our programs. In spite of funding challenges, the Center and its staff managed to accomplish many goals. UIC College of Medicine was ranked #1 nationally in 2005 in the number of Latino MD graduates. We had 33 graduates, followed by UT, San Antonio and University of Miami with 31 each. In 2005, UIC had the largest Latino incoming class with 44 medical students of a total of 300, outnumbering Texas, California, New York and Florida. In 2006 Diverse Issues in Higher Education, ranked UIC #2 in medical schools nationwide, in minority student graduation.

In the Summer Research Fellowship, the number of Hispanic medical students involved in research tripled in the last five years from 8 to 24 summer research fellows (2005 and 2006).

HCOE added three Hispanic Faculty Fellows: Dr. Felipe Perez, UIC Geriatrics, Dr. Teresa Ramos, Advocate Illinois Masonic Medical Center, Internal Medicine, and Dr. Julio Vijil, UIC Nephrology. Dr. Perez is Assistant Professor and UIC Director, Geriatric Fellowship Program. Dr. Teresa Ramos is Residency Program Director for Internal Medicine of Advocate Illinois Masonic Medical Center. Dr. Vijil is Assistant Professor & UIC Medical Director of Dialysis Unit, Section of Nephrology. Drs. Mark Gelula and Janet Riddle have been instrumental in training and developing the Hispanic Faculty Fellows. The fellows benefit from DME's Scholars in Teaching Excellence Faculty Fellowship.

Thirty students have completed the Medicina Scholars Program. Participants included Latino high school seniors and college freshmen and sophomores from local institutions. The program provided seven Saturday academic lectures: Professionalism, History of Medicine, Public Health Policy, Grand Rounds in Primary Care and Specialized Care as well as Cultural Competence. Students in good academic standing commit to this three-year program supplemented with practicum experience as student volunteers in Latino health-related activities. We are currently recruiting 30 students for next fall.

The Annual Leadership Development Conference had 30 participants and featured a presentation by Dr. Jose Oberholzer, Associate Professor, Transplant Surgery. This one-and-a-half day conference helps students develop leadership skills, builds confidence; builds advocacy skills and ability to work in teams; and exposes students to Latino case studies, UIC Latino faculty, clinicians, and community physicians.

The ESCUCHA Network continues to be a major recruiting program for the Hispanic Center of Excellence. In 2005-2006, an additional 148 students became members. We hope these students stay on track and become part of the Illinois applicant pool. The network provides a "Medical Admissions 100" lecture and, two open sessions to the Medicina Scholars Grand Rounds. Members also receive our Newsletter-Adelante, which is published biannually.

For the first time we introduced USMLE-Step 1 Diagnostic Exams in collaboration with the University of Missouri Kansas City. The Diagnostics provided students with an understanding of their strengths and weaknesses in test-taking and comprehensive knowledge of basic medical sciences. HCOE makes this available to all Latino students. Staff meets with every student who wishes to review study plans and discuss analysis of scores.

The Urban Medicine curriculum has successfully enrolled 24 medical students in the second year of the program. The courses improve patient care and assist in reducing health-care disparities. A National Institute of Health grant supports the curriculum development.

Our mission is to assist the UIC College of Medicine in supporting programs of excellence in medical education for Latinos. HCOE continues to strengthen the diversity of the college and has become a top choice for Latino medical students. We still have challenges to overcome, but we had noteworthy successes.

## **DME Distance Education Programs - Gerald R. Stapleton, MS**

The DME's faculty and staff have established a strong reputation as innovators in adapting online teaching techniques to meet the needs of students and medical practitioners at all levels of learning. From first-year medical students seeking a friendly and supportive voice to help them navigate their BlackBoard course evaluations to medical residents participating in an online discussion from points around the country, to a busy practitioner researching an MHPE project at three in the morning, the department has created the programs and support systems to meet their educational needs.

Since the department began offering courses online in 1999, a major transition has occurred. In the beginning there was a natural focus on the new and exciting technologies that enabled teachers and students to collaborate and learn together from a distance. As time has progressed, the focus has turned back to where it belongs, not on the technology, but on the outcomes. The exciting new challenges facing the DME faculty now are not how to communicate and teach at a distance but how to be most effective as a teacher or learner regardless of the distance. We have moved from contemplating how to make the systems work to working the systems to maximize learning. This is a challenge for which our faculty and staff are well prepared. They have offered nearly 50 semester-long courses online to hundreds of students from all over the globe as part of our world renowned MHPE program. They have engaged more than 7,000 resident physicians from across the country in interactive online learning activities designed to strengthen knowledge and skills in the general competencies. The online support staff has provided direct personal assistance to nearly 6,000 students, residents, practicing physicians and other health professionals greeting each and every one with courtesy and respect. With this experience combined with a thirst for finding ever more effective ways to educate tomorrow's health care leaders, it is no surprise that there are many exciting things happening in DME distance education.

### **DME Seminars**

For a number of years now the department has hosted regular monthly seminars presenting works-in-progress as well as general topics of interest to medical educators. Under the direction of Dr. Mark Gelula, these seminars have always drawn a sizeable live audience. In the interest of expanding the opportunity to participate in these discussions to those at a distance from UIC, the department's Distance Education group began webcasting these seminars last year. Now, anyone with a windows-based computer and speakers may participate in these live broadcasts. Furthermore, the seminars are archived for viewing at a later time. Seminars included such timely and interesting topics as stem cell research (Dr. Timothy Murphy), student portfolios (Dr. Leslie Sandlow), standardized patients (Dr. Rachel Yudkowsky), and scholarship (Dr. Ilene Harris) as well as many others. A complete listing and the archives can be found on the departmental Web at [www.uic-dme.org](http://www.uic-dme.org) and selecting "Educational Programs" then "DME Seminars."

### **Web-Based Portfolios**

While professionals in many different fields have used portfolios for years, their use in medical education is a relatively recent development. Sometimes used to exhibit one's best work (display portfolio), the use of portfolios in medicine is generally more developmental in scope and purpose. Dr. Leslie Sandlow, Medha Joshi and others in the department have pioneered the development of Web-based

student portfolios here in the College of Medicine. Utilizing the new BlackBoard content management system, we have seen this project move from a small trial to the use of portfolios by all first-year medical students at UIC. In an exciting new effort, a portfolio system will be integrated within the GME Core Curriculum where it will have particular importance as a developmental tool for sharpening skills with practice-based learning and improvement. If properly managed, the portfolio can serve both formative and summative purposes as the student or resident benefits from guidance provided by their faculty while the process provides evidence of the student's ability to engage in self-directed practice-based learning and improvement.

### **New Partnerships**

In keeping with the department's broad mission to contribute to the education of health professionals, department personnel have engaged in a multitude of collaborative efforts. A number of these efforts have involved faculty and staff in distance learning endeavors. The distance education group has been working with the College of Dentistry to develop an online resource center for teaching aids and course materials focused on diversity and cultural competency. Drs. Marcia Edison and Philip Bashook have played a key role in the development of the Illinois Emergency Preparedness and Response Network which has become a rich resource center for educators and program directors in medicine, nursing, and pharmacy. Resources found on the Web site (<http://cores33webs.mede.uic.edu/epr/>), developed with technical expertise from Phillip Bertulfo and others in the DME Distance Education group includes multimedia online presentations, lecture notes, interactive cases, assessment tools, and additional teaching materials dealing with this timely and necessary subject. As always, DME is ready to lend its expertise and resources where it can make useful contributions in the medical education community. The DME Distance Education Office has assisted the Chicago Patient Safety Forum with its Web site and has provided an online forum for the Foundation for the Advancement of International Medical Education and Research (FAIMER).

### **Always New... MHPE Online**

Driven by faculty, the MHPE program is never the same old courses dusted off for a new group of students. Each semester brings excitement as faculty, who never cease to be learners themselves, find new ways to nurture the science and art of teaching and learning in program participants. In a single year, eight semester-long courses were offered online instructed by 12 faculty and involving some 34 individual students. Faculty continually find new ways to collaborate with their colleagues in online team-teaching experiences. In addition, many of our faculty have discovered ways to integrate virtual components developed through their online teaching experiences into their on-campus courses using blended learning techniques, thus making the most of what each modality has to offer. Core courses, for example, now frequently include online discussion boards where students can continue to exchange ideas with their colleagues and instructors long after the semester ends as they prepare their final projects for presentation during the annual on-campus residency.

### **Always evolving... the GME Core Curriculum**

With the great interest in residency education stirred up by the ACGME's general competencies and new rules regarding such items as duty hours, it is no surprise there is a lot going on with UIC's online Core Curriculum. To top the list of developments, three all new course modules were introduced. GME 108, Managing the Successful Medical Practice, was developed by a team that included Medha Joshi from the DME, Yvette Reiner and Patricia O'Neil both of Rush University, and Dick May, a medical practice consultant. The course provides residents with an overview of topics and issues they will need to face when entering into a practice and has been eagerly awaited by many residents especially those in their last year. GME 103, Leadership and the Health Care Team, asks the resident to look at group dynamics and the role of leadership in a changing medical practice environment. Finally, GME 114, our newest module, has been designed under the guidance of Dr. Phil Bashook to introduce residents to the general

competencies and help them understand the rationale and purposes behind a move from process-based to outcomes-based accreditation while at the same time providing a tutorial on successfully interacting with their colleagues in the online environment.

### **What's Ahead?**

Having accomplished so much over the past few years it may be hard to believe that there are even more exciting innovations on their way. Shortly to be added to the tools available through the GME Core Curriculum will be a set of assessments providing program directors with a measure of a resident's familiarity with the concepts presented in each module. In several courses, streaming media will be used to present case scenarios. A portfolio tool is also being prepared for deployment with the Core Curriculum as an option for program faculty and residents. Efforts to strengthen the community of learners involved with the Core Curriculum will take the form of a newsletter and online conferences for faculty at participating institutions. The MHPE program which uses BlackBoard as its online backbone, is well positioned to take advantage of new features now available such as the new content management system which will make it even easier for classes to collaborate on projects and documents. Web conferencing systems now being used for the DME Seminar series will become even more user-friendly and more accessible as everyday means of teaching and collaboration. Through all of these efforts, the Department of Medical Education will continue to focus on the impact we can have on teaching and learning throughout the college, the campus, and beyond.

### **Clinical Performance Center - Rachel Yudkowsky, MD, MHPE, Director; Martin Hurm, MFA, Associate Director; Jane Noles, Assistant Director**

Established in 1987, the Clinical Performance Center is one of the oldest and largest performance assessment centers in the United States. Our facility has two independently functioning "clinic" spaces each with eight fully equipped examining rooms, classrooms for preliminary and follow-up discussions and a video monitoring room for real-time viewing of encounters as they occur. A web-based data management system, WebSP, allows standardized patients and students to enter information online at CPC or remote computers. Faculty can log in remotely to view reports and grade short answer questions. Data entry via WebSP has been extended to the Room E116 side of the CPC in addition to the existing data entry capability in E122.

In the winter of 2005 we welcomed Heather Grover as our office manager. Heather provides much needed support, and has accomplished several facility-related goals. In the fall we welcomed a new SP trainer/coordinators, Bob Kiser. Bob has extensive experience in both theater and SP programs, and has worked with the CPC and other Chicago programs for many years as a standardized patient, patient instructor and exam proctor. He brings additional expertise as a film director, which will be particularly useful as we move to produce video vignettes with our SPs. AY 2004-05 saw a new emphasis on teaching and assessing procedural skills using task-trainer simulator models. Two half-day "clinical skills sessions" at the CPC are now included in a new Essentials of Clinical Practice and Professionalism (ECP) rotation for third-year students. During the clinical skills sessions groups of 2-4 students rotate through eight stations in which they learn to insert an IV, draw blood, obtain an EKG, suture, insert Foley catheters, manage an airway, conduct a lumbar puncture, and draw arterial blood gas. Each student is provided supervised practice of the procedure on a simulator-model. Instruction is provided by residents, faculty and trained patient instructors.

AY 2005-06 saw an expanded emphasis on patient safety, focusing on teaching and assessing procedural skills using task-trainer simulator models. Third-year medical students are assessed on ECP skills during their M4 Clinical Skills Assessment. New this year were demonstration videos and checklists for each of the skills posted on the CPC website. Also new was a formative assessment of all incoming interns and residents on eight procedural skills. The CPC also participated in the new Interdisciplinary Patient Safety elective.

The CPC has had an active two years, conducting standardized-patient-based instruction and assessment for over 3500 students each year and residents from UIC and several outside clients.

### **Research and Development in the CPC**

Ongoing development projects include the expanded M4 Clinical Skills Exam and the Resident Communication and Interpersonal Skills Competency Assessment (CIS-OSCE). Both projects saw the development of new cases, with research centering on different methods of standard setting and on exploring the relationship between prior clinical experience and scores.

Enhancing the feedback provided by SPs is a major new R&D focus for the CPC. Both the M4 exam and the Resident CIS-OSCE afford the study of the effect of feedback during the exam on student communication and interpersonal skills. Surveys, focus groups, and observation of SP-student feedback provide information about feedback challenges and effective and ineffective approaches. Interventions such as enhanced SP training and workshops are underway.

The CPC plays an integral role in a recent grant to Drs. Yudkowsky and Bordage from the NBME Stemmler Fund for Medical Education: “Validation of a hypothesis-driven physical exam assessment procedure.” The purpose of the grant is to validate an alternative approach to teaching and assessing physical exam skills. It's increasingly evident that students can learn to conduct a comprehensive head-to-toe physical exam by rote, yet experience considerable difficulty in selecting the specific items appropriate for a focused exam. The grant from the Stemmler Fund will enable us to evaluate the validity of an assessment procedure that requires examinees to learn how to conduct a hypothesis-driven physical exam appropriate to the presenting complaint – including the ability to anticipate key discriminating findings, perform the maneuvers with standardized patients, and formulate a working diagnosis.

CPC staff and DME faculty disseminate knowledge gained through our research with workshops, paper presentations and posters at national and international conferences including the AAMC annual conference, CGEA and GRA meetings, and ASPE (the Association of Standardized Patient Educators). The CPC also provides tours and resource materials to international and national visitors who are learning about performance assessment and/or planning to build or redesign their own performance centers.

### **CPC activities 2004-05**

#### *UIC-COM M1 Essentials of Clinical Medicine: ECM1-2*

- History Taking Workshop
- History/Interview Final Examination

#### *UIC-COM M2 Essentials of Clinical Medicine: ECM3-4*

- Complete History Workshop
- Mental Status Workshop
- Musculoskeletal Workshop
- Abdominal Workshop
- Ophthalmic Workshop
- Cardiac Workshop
- Lung Workshop
- Male G/R Workshop
- Behavior Modification Workshop
- Domestic Violence Workshop
- Sex and Substance Abuse Workshop
- Female Pelvic and Breast Exam Workshop
- Focused History and Physical Exam Workshop
- Head-to-Toe Physical Examination Assessment with Teaching Session
- Professionalism in the Physician-Patient Relationship Workshop
- Final OSCE (Objective Structured Clinical Examination)

*UIC-COM M3:*

- Psychiatry Clerkship Examination
- Internal Medicine Clerkship Workshop/Assessment  
(Clinical Reasoning and Communication/Interpersonal Skills)
- OB/GYN Clerkship Workshop/Assessment (Pelvic/Breast Exam Workshop)
- Family Medicine Clerkship Selective Workshop (Facilitating Behavioral Change)
- Essentials of Clinical Practice and Professionalism: (Patient Presentation Workshop, Procedural Skills Workshops)

*UIC-COM M4:*

- Ophthalmology Clerkship
- Interdisciplinary Patient Safety Elective
- M4 Clinical Skills Assessment (UIC, Urbana)

*UIC-COM Residency Programs:*

- Department of Psychiatry
- Department of Internal Medicine
- Department of Family Medicine
- Department of Neurology
- Department of Obstetrics and Gynecology
- Department of Surgery

*UIC Psychology Graduate Program*

- Psychology Intern Workshop

*UIC College of Nursing*

- Male G/R Workshops
- Nurse Practitioner Communication Workshop

*UIC College of Pharmacy*

- Small Group Workshop - “Taking a medication history”

*UIC College of Dentistry*

- Head-to-Toe Physical Examination with Teaching Session
- UIC Internal Medicine Residency Program
- Clinical Skills OSCE

*Cook County Hospital/Rush Medical Center Primary Care Internal Medicine Residency Program*  
Substance Abuse Workshop

*Stroger Internal Medicine Residency Program*

- PGY1 Communication Skills Workshop

*Rush Medical College: M3 Clinical Skills Assessment*

*Kaplan: Monthly 5-day training sessions for the ECFMG CSA and USMLE Step 2CS.*

We look forward to another exciting and productive year!

## ONGOING RESEARCH PROJECTS (Externally Funded)

### DME Funded Research Projects by DME Faculty Serving as Principal Investigators Fiscal Years 05 and 06

<p><b>Jorge Girotti</b> <i>Hispanic Center of Excellence</i> HRSA</p>	<p>Sept. 93-Aug. 05</p>	<p>\$570,841</p>
<p><b>Jorge Girotti</b> <i>Medical Education for Cultural Competence</i> NIH-NHLBI</p>	<p>Sept.04-Aug. 09</p>	<p>114,140</p>
<p><b>Julie Goldberg</b> <i>Estimating Test Characteristics and Pre- and Post-test Probabilities of Coronary Artery Disease; and International (Japan-US) Collaborative Study</i> Japan Health University School of Medicine</p>	<p>Sept. 04-Aug.05</p>	<p>11,235</p>
<p><b>Julie Goldberg</b> <i>The Role of Experience in Dynamic Medical Decision Making: Testing and Extending Decision Field Theory</i> UIC-CRB</p>	<p>July 05-June 05</p>	<p>10,863</p>
<p><b>Alan Schwartz</b> <i>Adding Intrinsic Goals to the Qaly Model</i> NSF</p>	<p>May 05-April 06</p>	<p>61,047</p>
<p><b>Alan Schwartz</b> <i>Web-Based Evidence Based Medicine Consult Service</i> NLM</p>	<p>June 04-May 07</p>	<p>121,788</p>
<p><b>Alan Schwartz</b> <i>Pregnancy Intentions in Young African American and Latin Women</i> (C-PI) ASPH/CDC</p>	<p>Oct. 04-Sept. 07</p>	<p>15,873</p>
<p><b>Rachel Yudkowsky</b> <i>Validation of a Hypothesis-Driven Physical Exam Assessment Procedure</i> NBME</p>	<p>June 05-Dec. 06</p>	<p>23,068</p>

## ONGOING RESEARCH PROJECTS (Continued)

### DME Funded Research Projects by DME Faculty Serving as Collaborators Fiscal Years 05 and 06

<b>Philip Bashook</b> <i>Hispanic Center of Excellence</i> HRSA	Sept. 93-Aug. 05	\$570,841
<b>Philip Bashook</b> <i>Medical Education for Cultural Competence</i> NIH-NHLBI	Sept.04-Aug. 09	114,140
<b>Philip Bashook</b> <i>Midwest AIDS Training and Education Center</i> MATEC	July 06-June 07	2,678,222
<b>Marcia Edison</b> <i>Midwest AIDS Training and Education Center</i> MATEC	July 06-June 07	2,678,222
<b>Leslie Sandlow</b> <i>Hispanic Center of Excellence</i> HRSA	Sept. 93-Aug 06	61,047
<b>Leslie Sandlow</b> <i>Clinical Research Training Program</i> <i>(J. Zwanziger, PI)</i> NIH-K30	Aug. 05-July 06	121,788
<b>Alan Schwartz</b> <i>Application of Flouride Varnish by Pediatrians</i> <i>(J. Niederman, PI, Pediatrics)</i> IDPA	Aug. 05-Aug. 06	15,873

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## National and Regional Leadership Activities -- Faculty Activities

### Philip Bashook

- 2004-2005 Reviewer - American Educational Research Association, Division I, Education in the Professions  
Division D-1, Educational Measurement, Psychometrics & Assessment, Special Interest Group, Professional Licensure & Certification  
Reviewer - National Council on Measurement in Education  
Reviewer - Association of American Medical Colleges, Conference on Research in Medical Education  
Reviewer- Educational Researcher (monthly newsletter, American Educational Research Association)  
Reviewer - Journal of Technology, Learning & Assessment  
Reviewer - Medical Council of Canada (MCC Grant Award Program)  
Reviewer - National Board of Medical Examiners (Stemmler Grant Award Program)  
Reviewer - College of Physicians & Surgeons of Canada
- 2005-2006 Member Evaluation Development Advisory Committee - Medical Council of Canada  
Psychometric Consultant Royal College of Dentists of Canada  
Reviewer - Technology, Learning an Assessment  
Reviewer - American Educational Research Association  
Reviewer - National Council on Measurement in Education  
Research Grant reviewer - AAMC (Stemmler Grants)  
Research Grant Reviewer - Royal College P&S Canada  
Research Grant Reviewer - Medical Council of Canada
- 2004-2006 Reviewer - Journal of American Medical Association  
Reviewer - American Educational Research Association  
Reviewer - Journal of Continuing Education in the Health Professions  
Reviewer - Medical Education  
Reviewer - Teaching & Learning in Medicine

### Georges Bordage

- 2004-2005 Founding Member - Institute for Studies in Medical Education Research, McMaster University  
Editorial Board, Pédagogie Médicale (Brest, France)
- 2005-2006 Founding Member Editorial Board - Pédagogie Médicale,  
Reviewer - New England Journal of Medicine  
Reviewer - American Pathology and Laboratory Medicine  
Member - Sunflower Clinical Scholars Program External Advisory Group, Kansas University  
Member Review Panel - Carnegie Foundation: Preparation for the Professions
- 2004-2006 Advisory Board - University of Bern, Switzerland, Master's of Medical Education (MME)  
Chair, Editorial Board - Medical Education (Plymouth, England)  
Founding Member - Société Internationale Francophone d'Éducation Médicale  
Reviewer - Medical Education  
Reviewer - Teaching and Learning in Medicine  
Reviewer - Advances in Health Professions Education

### Steven Downing

- 2004-2005 Co-Chair - NCME Membership Committee  
Member - American Educational Research Association  
Member - National Council on Measurement in Education  
Reviewer -Research in Medical Education, Section, Association of American Medical Colleges

2005-2006 Reviewer - Educational Measurement (4<sup>th</sup> Edition),  
 Chapter Reviewer - Licensure and Certification Testing  
 Reviewer - Journal of Educational Measurement  
 Reviewer - Biomedical Central Medical Education

2004-2006 Reviewer - Journal of General Internal Medicine  
 Reviewer - Advances in Health Professions Education  
 Reviewer - Applied Measurement in Education  
 Reviewer - BMC Medical Education  
 Reviewer - Medical Education  
 Reviewer - Teaching and Learning in Medicine  
 Reviewer, Session Chair, Discussant American Educational Research Association, Div.I  
 Reviewer - Session Chair, Discussant, National Council on Measurement in Education

**Marcia Edison**

Mentor - Association for Surgical Education

**Mark Gelula**

2004-2005 Reviewer - American Educational Research Association  
 Reviewer - Central Group on Educational Affairs of the AAMC Group on Educational  
 Affairs  
 Reviewer - Medical Education  
 Reviewer - Medical Education Online (MEO)  
 Reviewer - Teaching and Learning in Medicine

2005-2006 Member - Central Group on Educational Affairs, AAMC/GEA  
 Member - Association for the Advancement of Computing in Education (AAACE)

2004-2006 Reviewer - Academic Medicine

**Jorge Girotti**

Member - Board of Governors, Institute of Medicine of Chicago  
 Member - National Hispanic Medical Association  
 Member - Illinois State Board of Health (Member, Rules Subcommittee)  
 Treasurer - Hispanic Serving Health Professions Schools

**Julie Goldberg**

2004-2005 Reviewer - Journal of Health Psychology  
 Reviewer - American Journal of Public Health

2005-2006 Conference Organizer - Pre-conference on the Psychology of Medical Decision Making  
 Short Course, Society for Medical Decision Making Annual Conference  
 Course Director - Psychology of Medical Decision Making Short Course, Society for  
 Medical Decision Making Annual Conference  
 Faculty - Introduction to the Psychology of Medical Decision Making Short Course,  
 Society for Medical Decision Making  
 Leader - Decision Psychology Special Interest Group, Society for Medical Decision  
 Making  
 Member - Strategic Planning Committee, Society for Medical Decision Making  
 Member - Publications Committee, Society for Medical Decision Making  
 Reviewer - Cognitive Development  
 Reviewer - Journal of General Internal Medicine  
 Reviewer - American Journal of Public Health,  
 Reviewer - Journal of Experimental and Social Psychology  
 Reviewer - Health Psychology

2004-2006 Editorial Board - Medical Decision Making  
 External Grant Reviewer - National Science Foundation Reviewer - Journal of General  
 Internal Medicine

Reviewer - Journal of Medical Decision Making  
Reviewer - Medical Education  
Reviewer - Teaching and Learning in Medicine

**Ilene Harris**

2004-2005 Chair, AAMC, CGEA  
Member - Steering Committee, Association of American Medical Colleges (AAMC) Group on Educational Affairs (GEA) 2003-05  
Member - AAMC, CGEA Steering Committee Member - Strategic Planning Committee, AERA Div. I Association of American Medical Colleges (AAMC), Research in Medical Education (RIME) conference, for 2005 annual conference (paper presentation reviewer)

2005-2006 Chair - AAMC, CGEA Grants Committee, 2006  
Chair - AAMC, CGEA Nominations Committee, 2006  
Chair - Distinguished Career Award Committee, AERA Division I  
Member - AAMC, CGEA Steering Committee, 2001-present  
Member - Strategic Planning Committee, AERA, Division I  
Member - Annual Meeting Program Committee, AERA Division I  
Member - Steering Committee, Association of American Medical Colleges (AAMC) Group on Educational Affairs (GEA), 2003-05  
Past-chair - AAMC, CGEA, 2005-2006  
Reviewer - Association of American Medical Colleges (AAMC), Research in Medical Education (RIME) conference, for 2005 annual conference, paper presentation reviewer

2004-2006 Editorial Board - Archives of Laboratory Medicine and Pathology, Section Editor for Pathology Education  
Editorial Board - Springer-Verlag series of books on medical education, member, Editorial Advisory Board  
Grant Reviewer - National Board of Medical Examiners (NBME) Stemmler grants  
Grant Reviewer - Association for Surgical Education, member, Grants Review Committee  
Member - Grants Committee, Association for Surgical Education  
Reviewer - American Educational Research Association (AERA), for 2005 annual conference (paper presentation reviewer)  
Reviewer - Archives of Laboratory Medicine and Pathology (manuscript reviewer)  
Reviewer - Medical Education  
Reviewer - Teaching and Learning in Medicine - Journal of General Internal Medicine

**Robert Mrtek**

Editor - Operant Subjectivity

**Timothy Murphy**

2004-2005 Book Manuscript Reviewer - Rowman & Littlefield  
Editorial Board - Biophilosophy, Bioethics, and Biohumanities

2005-2006 Editorial Board - Philosophy, Ethics, and Humanities in Medicine  
Manuscript Reviewer - American Journal of Bioethics  
Member - Ethics Committee, American College of Surgeons Oncology Group  
Member - Ethics Committee, American Academy of Pain Medicine

2004-2006 Editorial Board - Virtual Mentor: The On-Line Ethics Journal of the American Medical Association Journal of Medicine and Philosophy  
Editorial Board - Journal of Homosexuality  
Reviewer - Journal of Bioethics

**Janet Riddle**

- 2004-2005 Mentor - One-on-One Mentoring, MWSGIM & SGIM Meetings  
Reviewer - Innovations in Medical Education, CGEA Spring Meeting
- 2005-2006 Member - Innovations in Medical Education Review Committee, 2005 MWSGIM Regional Meeting  
Member - Personal/Professional Development Workshop Review Subcommittee, 2006 SGIM National Meeting  
Member - Interactive Resources in Medical Education Review Subcommittee, 2006 SGIM National Meeting  
Co-Chair - Clinician-Educator Awards Committee, 2005 MWSGIM Regional Meeting  
Reviewer - Research in Medical Education Submissions, 2006 CGEA Regional Meeting  
Reviewer - Innovations in Medical Education Submissions, 2006 CGEA Regional Meeting  
Judge 2006 - University of Illinois College of Medicine Student Research Forum, Behavioral Sciences  
Reviewer 2006 - CGEA Collaborative Proposals (small grants program)  
Reviewer 2006 - Conference of Generalists in Medical Education  
Reviewer - AAMC MedEdPORTAL
- 2004-2006 Reviewer - Journal of General Internal Medicine  
Reviewer - Medical Education Online

**L.J. Sandlow**

- 2004-2005 Advisory Board - Journal of Integrative Cancer Therapies  
Member of the Board & Chair of Research Committee - Portes Foundation  
Board of Governors & President Institute of Medicine  
Site Surveyor - Liaison Committee on Medical Education
- 2005-2006 Advisory Board - Stemmler Integrative Cancer Therapies  
Fellow - The Institute of Medicine of Chicago  
Member - Association of American Medical Colleges Immediate Past President Institute of Medicine of Chicago  
Member - American College of Gastroenterology  
Member - Association of American Medical Colleges  
Member - New York Academy of Sciences  
Member of the Board - Portes Foundation  
Member of the Board - Board of Governors Institute of Medicine  
Site Surveyor - Accreditation Council for Continuing Medical Education
- 2004-2006 Co-Chair - Research Management Committee of Quality Assurance Forum of American College of Physician Executives  
Fellow - American College of Gastroenterology  
Member - Advocate Executive Medical Education Committee  
Member - New York Academy of Sciences  
Member of the Board - American Physicians' Fellowship for Medicine in Israel  
Member of the Board & Executive Committee Research & Education Foundation of Michael Reese Hospital Medical Staff  
Member - Society of Directors Medical College Continuing Medical Education  
Member - Society of Directors of Research in Medical Education  
Reviewer - Research in Medical Education, Association of American Medical Colleges  
Site Surveyor - Liaison Committee on Medical Education

**Alan Schwartz**

- 2004-2005 Member - Education Committee, Society for Medical Decision Making  
Reviewer - American Journal of Medicine  
Reviewer - National Science Foundation (DRMS)  
Webmaster/Board Member - Society for Judgement and Decision Making
- 2005-2006 Board of Trustees - Society for Medical Decision Making, 2005-2008  
External Reviewer - National Science Foundation (DRMS)  
Feature Editor- Psychology of Judgment and Decision Making, Medical Decision Making  
Member - American Psychological Association  
Reviewer - Journal of Judgment and Decision Making
- 2004-2006 Editorial Board - Medical Decision Making  
External Reviewer - National Board of Medical Examiners Stemmler Fund  
Reviewer - American Journal of Medicine  
Reviewer - JAMA  
Reviewer - BMJ  
Reviewer - Pediatrics  
Reviewer - Archives of Internal Medicine  
Reviewer - Annals of Internal Medicine  
Reviewer - Journal of General Internal Medicine  
Reviewer - Psychological Bulletin  
Reviewer - Psychological Science  
Reviewer - Journal of Personality & Social Psychology  
Reviewer - Medical Education  
Reviewer - Teaching and Learning in Medicine  
Reviewer - RIME  
Reviewer - Artificial Intelligence in Medicine  
Reviewer - Health Psychology  
Reviewer - Experimental Psychology  
Reviewer - Organizational Behavior and Human Decision Processes  
Reviewer - Journal of Behavioral Decision Making  
Reviewer - Journal of Continuing Education in the Health Professions  
Reviewer - Behavior Research Methods, Instruments, & Computers  
Reviewer - Industrial Relations  
Reviewer - IEEE Transactions on Knowledge and Data Engineering

**Michael Seefeldt**

- Editorial Board - The Hemingway Dispatch  
Vice President - Ernest Hemingway Foundation  
Director of Education Committee - Ernest Hemingway Foundation

**Gerald R. Stapleton**

- 2004-2005 UIC Institutional Representative - Educause  
Member - AAMC CGEA GME Section Ad Hoc Steering Committee
- 2005-2006 UIC Institutional Representative - Educause  
Member - AAMC CGEA GME Section Ad Hoc Steering Committee

**Sandy Sufian**

- 2004-2005 Chair & Founder - Global Network of Researchers on HIV/AIDS in MENA
- 2005-2006 Board Member - Association of Environmental Studies of the Middle East  
Board Member - H-net Listserv on History of Disability (H-Disability)  
Chair - Advisory Committee. Global Network of Researchers on HIV/AIDS in the Middle East and North Africa (GNR-MENA)  
Editor - H-net Listserv on History of Disability (H-Disability)

- Member - American Association for the History of Medicine
- Member - Association of Environmental Studies of the Middle East
- Member - Emory Alumni Association, Chicago Chapter
- Member - Israel Association for the History of Medicine
- Member - Middle East Studies Association
- Member - Palestine American Research Center
- Member - Sigerist Circle, Society for Historians of Medicine
- Member - Society for Disability Studies
- Member - Women Historians of Medicine
- 2004-2006 Chair - Communications Committee. Global Network of Researchers on HIV/AIDS in the Middle East and North Africa (GNR-MENA)
- 2004-2006 Chair - Summer Institute Committee. Global Network of Researchers on HIV/AIDS in the Middle East and North Africa (GNR-MENA)

**Ara Tekian**

- 2004-2005 Member - Board of Directors - Chicago Humanities Festival
- 2004-2005 Member - Board of Trustees - American University of Beirut
- 2004-2005 President - Alumni Association of North America for American University of Beirut
- 2004-2005 Reviewer - Medical Teacher
- 2005-2006 Board of Directors - Chicago Humanities Festival
- 2005-2006 Co-Organizer - National Conference on "World Health Report 2006 - Investing in People: International Health in Medical Education Curricula." May 30, 2006, Chicago, IL.
- 2004-2006 Chair - Affirmative Action Council (2003-2006) - Division "I" Education in the Professions - American Educational Research Association (AERA)
- 2004-2006 Chair - Program Committee for 2006 - Division "I" Education in the Professions - American Educational Research Association (AERA)
- 2004-2006 Reviewer - Academic Medicine
- 2004-2006 Reviewer - Annual Conference on Research in Medical Education (RIME) - Association of American Medical Colleges
- 2004-2006 Reviewer - Annual Meeting - American Educational Research Association (Div. I) - Education in the Professions
- 2004-2006 Reviewer - Medical Education
- 2004-2006 Reviewer - Teaching and Learning in Medicine

**Loreen Troy**

Medical Liaison to the National Board of Medical Examiners

**Rachel Yudkowsky**

- 2004-2005 Member - Grants & Research Committee Association of Standardized Patient Educators
- 2005-2006 Interim Chair - Association of Standardized Patient Educators (ASPE): Grants and Research Committee International Advisory Committee, Ottawa Conference
- 2005-2006 Member - Association of American Medical Colleges (AAMC) Central Group on Educational Affairs (CGEA): Research in Medical Education Steering Committee
- 2004-2006 Editorial Board - Academic Psychiatry
- 2004-2006 Reviewer - Medical Education

## PUBLICATIONS

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- Bashook, P.G.** Best practices in behavioral health workforce assessment of competencies. *Administration and Policy in Mental Health*, 2005;32(5) 603-632.
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- Downing, S.M.** The effects of violating standard item writing principles on tests and students: The consequences of using flawed test items on achievement examinations in medical education. *Advances in Health Sciences Education*. 2005;10:133-143.
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- Elstein, A.S., Schwartz, A. & McNutt, R.** Can metacognition minimize cognitive biases? (eLetter). *Acad. Med.* <http://www.academicmedicine.org/cgi/eletters/78/8/775> (accessed 16 April 2004).
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## FACULTY PRESENTATIONS

- Aiello, M., Reynolds, K. & **Yudkowsky, R.** Standardized patient SIG session: Strategies for preparing standardized patients to give feedback. Presentation and discussion session at the Annual Meeting of the Central Group on Educational Affairs, Kansas City, MO, Mar. 2006.
- Albanese, M., Dottl, S., Mullen, P., **Yudkowsky, R.**, & Gruppen, L. The RIME response to the Institute for Improving Medical Education (IIME) report: Educating doctors to provide high quality medical care: A vision for medical education in the United States. Symposium at the Annual Meeting of the Central Group on Educational Affairs, Kansas City, MO, Mar. 2006.
- Baker, E. & **Riddle, J.** IDEA in Evolution: Adding RIME terminology improves the assessment of medical students' admission write-ups. Clerkship Directors in Internal Medicine National Meeting, Oct 20-22, 2005.
- Bashook, P.** Assessing assessment: evaluation & assessment in residency programs. Program Directors and Coordinators Retreat. Loma Linda Univ. School of Medicine. Lake Arrowhead, CA, Sept. 14, 2005.
- Bashook, P.** Endodontists' Workshop on Oral Examination. Workshop organizer/leader, Royal College of Dentists of Canada, Montreal, Canada, Dec. 3-4, 2005.
- Bashook, P.** Using the ACGME Toolbox to assess residents' competence. Keynote address to residency directors at Loma Linda Univ. School of Medicine, Lake Arrowhead, CA, Sept. 14, 2005.
- Bashook, P.** Workshop on Assessment Methodology. Workshop organizer/leader, Royal College of Dentists of Canada, Toronto, Canada, Feb. 3-4, 2006.
- Bashook, P., Gelula, M., Joshi, M., & Sandlow, L.** Impact of a student reflective e-portfolio on medical school advisors. Annual Meeting of the Central Group on Educational Affairs of the Assn. of American Medical Colleges, Kansas City, MO, Mar. 9-11, 2006.
- Bashook, P., Gelula, M., Joshi, M. & Sandlow, L.** Impact of a student reflective e-portfolio on medical school advisors. American Educational Research Assn. Annual Meeting, San Francisco, CA, Apr. 7-11, 2006.
- Bashook, P., Seefeldt, M., Linsk, N., Schechtman, B., Marder, R., Bruce, D. & Aguado, P.** Evaluating outcomes of multi-site, multi-level, and multi-professional education programs about HIV/AIDS.

- Bashook, P.G., Yudkowsky, R. & Sandlow, L.J.:** Institution-wide support for GME assessment: implementing the ACGME Toolbox across specialties. Innovations in Medical Education poster presented at the Annual Meeting of the Assn. of American Medical Colleges, Boston, Nov. 2004.
- Benson, B., Power, D. & **Harris, I.** Trial of a clinical experience in gastrointestinal pathophysiology. Presented at AAMC CGEA annual meeting, Apr. 2005.
- Bhavsar, P. & **Yudkowsky, R.** SP feedback: What do learners take home? Poster presented at the Annual Meeting of the Assn. of Standardized Patient Educators, Chicago IL, Sept. 2005.
- Blondon, K. (presenter) Nendaz, M. & **Bordage, G.** Comparison of literature-based conceptual models versus the practical approach of experienced clinicians in solving clinical problems: a case of chronic diarrhea. (with Société Suisse de médecine interne, May, 2005).
- Bordage, G.** Analyzing exam content and test scores: Assessing factual recall and application of knowledge. Curriculum Committee, Univ. of Tokyo, Japan, July, 2004.
- Bordage, G.** Analyzing exam content and test scores: Assessing factual recall and application of knowledge. Univ. of Tokyo Graduate School of Medicine, Tokyo, Japan, July, 2004.
- Bordage, G.** Assessing critical clinical decisions: developing key feature cases and examinations. FAIMER Fellows, DME, UIC, Apr., 2005.
- Bordage, G.** Comparison of literature-based conceptual models versus the practical approach of experienced clinicians in solving clinical problems. [with K. Blondon (presenter) & M. Nendaz] Research in Medical Education Conference, Assn. of American Medical Colleges. Washington, DC, Nov., 2005.
- Bordage, G.** Compétence sémantique: innée ou acquise? Faculté de psychologie et des sciences de l'éducation. Université catholique de Louvain. Louvain-la-Neuve, Belgique, Octobre, 2004.
- Bordage, G.** Corrélation entre l'évaluation globale de résidents en stage clinique en Urgence Pédiatrique et leur performance au Test de Concordance de Scripts (TCS). 3e Forum Internationale Francophone de Pédagogie Médicale, Société Internationale Francophone d'Education Médicale, Sherbrooke, Juin, 2004.
- Bordage, G.** Curriculum reform. Curriculum Committee, College of Dentistry, Univ. of Illinois at Chicago, Mar., 2006
- Bordage, G.** Curriculum reform: Student and society at center stage. UIC College of Dentistry Annual Retreat. Hamburger Univ., Oakbrook, May 2006.
- Bordage, G.** Developing key feature cases and examinations. National Univ. of Singapore, Singapore, Mar., 2005.
- Bordage, G.** Developing leaders in medical education: Role of the medical educator. Japan Society of medical Education. Kochi, Japan, July 2004.
- Bordage, G.** Doctor, Latin meaning *to teach*. Some lessons from medical education research. Lambda Chapter of AOA Society, Mount Sinai School of Medicine, New York, NY, Feb., 2006.
- Bordage, G.** Eleven steps to successful writing. Asian Pacific Medical Education Conference, Singapore, Dec., 2004.
- Bordage, G.** Eliciting case-related uncertainties and offering educational advice. Harvard Medical School, Boston, May, 2005.
- Bordage, G.** Eliciting case-related uncertainties and offering educational advice. Mayo Medical School, Rochester, Mar., 2005.
- Bordage, G.** Evaluer les activités d'enseignement pour le recrutement ou la promotion. (Maryse Fiche presenter). Société Internationale Francophone d'Education Médicale, Beyrouth, June 2006.
- Bordage, G.** Focusing assessment on critical decisions: the "key features" approach. Dept. of General Medicine, Nagoya Univ. Graduate School of Medicine, Nagoya, Japan, June, 2004
- Bordage, G.** How knowledge organization influences diagnostic reasoning: A case of numbness and clonus. Dept. of Medicine, Univ. of Tokyo, Japan, July, 2004.

- Bordage, G. Ed.** J. Stemmler Medical Education Research Fund of the NBME: A Tribute. Research in Medical Education Conference, Assn. of American Medical Colleges. Washington, DC, (Nov., 2005).
- Bordage, G.** Key features, assessing critical clinical decisions. Asian Pacific Medical Education Conference, Singapore, Dec., 2004.
- Bordage, G.** Key features, assessing critical clinical decisions. Faculty Retreat, Faculty of Medicine, National Univ. of Singapore. Dec., 2004.
- Bordage, G.** Learning from and sharing our diagnostic errors: Disclosure without blame. Yokohama Municipal Citizen's Hospital, Yokohama, Japan, July, 2004.
- Bordage, G.** Learning from and sharing our diagnostic errors. Education Grand Rounds, Sunflower Clinical Scholars Program, Univ. of Kansas Medical Center, Kansas, May, 2005.
- Bordage, G.** Learning from and sharing our diagnostic errors. Education Grand Rounds, Univ. of Louisville School of Medicine, Louisville, Apr., 2005
- Bordage, G.** Knowledge organization, diagnostic reasoning, and educational advice about reading. Medicine Grand Rounds, Faculty of Medicine, Univ. of Alberta, Edmonton, Canada, Oct., 2005.
- Bordage, G.** Knowledge organization, diagnostic reasoning, and educational advice about reading. Medicine Grand Rounds.
- Bordage, G.** Preparing a scientific manuscript. Getting started in 5 easy steps plus more. Univ. of Illinois at Chicago Faculty Fellowship, Oct., 2004.
- Bordage, G.** Quality of reporting of medical education experiments. (D. Cook, presenter) Society for General Internal Medicine Annual Meeting, Los Angeles, Apr., 2006.
- Bordage, G.** Raisonnement clinique: conseils pratiques. Midis du Centre Universitaire de Médecine Générale, Faculté de médecine, Université catholique de Louvain. Bruxelles, Belgique, Octobre, 2004.
- Bordage, G.** Le raisonnement clinique en médecine. Comment l'investiguer et quels aspects en retenir. Cérémonie de promotion au titre de Docteur honoris causa de la Faculté de médecine, Université catholique de Louvain. Bruxelles, Belgique, Octobre, 2004.
- Bordage, G.** Reliability and validity of key feature cases for the self-assessment of colorectal surgeons. (with J. Trudel (presenter) & **S. Downing**) Research in Medical Education Conference, Assn. of American Medical Colleges, Washington, DC (Nov., 2005).
- Bordage, G.** Research design and grant writing for education projects. Faculty of Medicine, Siriraj Hospital, Mahidol Univ., Bangkok, Thailand, Feb., 2005.
- Bordage, G.** Scientific writing. Getting started and increasing your chances of being published. Grand rounds, Dept. of Pediatrics, School of Medicine, Univ. of Puerto Rico, Jan., 2006.
- Bordage, G.** Why did I miss the diagnosis? Some implications for teaching and learning. A.M. Edwards Lectureship, Faculty of Medicine, Univ. of Alberta, Edmonton, Canada, Oct., 2005.
- Bordage, G.** Why did I miss the diagnosis? Some implications for teaching and learning. Grand Rounds, Dept. of Pediatrics, School of Medicine, Univ. of Puerto Rico, Jan., 2006.
- Bordage, G.** Why did I miss the diagnosis? Some implications for teaching and learning Disclosure without blame. Dept. of Medicine Annual Retreat, Rosalind Franklin Univ. of Medicine and Science, Chicago Medical School, North Chicago, Mar., 2006.
- Bordage, G.** Why did I miss the diagnosis? Some implications for teaching and learning Disclosure without blame. Medical Education Grand Rounds, Mount Sinai School of Medicine, New York, NY, Feb., 2006.
- Bordage, G.** Why manuscripts get accepted and rejected. Increasing your chances of being published. Curriculum Research Group. Univ. of Louisville School of Medicine. Louisville, Apr., 2005.
- Bordage, G.** Why reviewers accept and reject manuscripts. Asian Pacific Medical Education Conference, Singapore, Dec., 2004.

- Carriere, B., (presenter), Charlin, B., Gagnon, R., **Downing, S.** & **Bordage, G.** Correlation between global evaluations of residents and their performance on a Script Concordance Test in Pediatric Emergency Medicine Fifth MHPE Summer Conference, July, 2004.
- Carriere, B., **Bordage, G., Downing, S.,** Gagnon, R. & Charlin, B. Correlation between Script-Concordance-Tests (SCT) and global ratings of residents in emergency pediatrics. Paper presentation at the Sixth Annual MHPE Summer Conference, Chicago, IL, July, 2005.
- Downing, S.** Examination Review Board: Psychometric consultant's review role Uniform CPA Examination, CBT. Invited presentation, National Assn. of State Boards of Accountancy Regional Meetings, Baltimore, Maryland and Anchorage, Alaska, June 2005.
- Downing, S.** Evaluating the uniform CPA examination: Trust but verify. Invited presentation at the annual meeting of the National Assn. of State Board of Accountancy (Examination Review Board), Tucson, AZ, Oct. 2005.
- Downing, S.** Testing higher-order knowledge: Using effective selected-response items. Invited faculty development workshop, Rush Medical College, Chicago, IL, Jan. 2006.
- Downing, S.** Testing higher-order knowledge with effective selected-response items. Invited faculty development workshop, Univ. of Illinois at Chicago, College of Medicine, Feb. 2006.
- Downing, S.** Testing higher-order knowledge with effective selected-response items. Invited faculty development workshop, Univ. of Illinois at Chicago--Rockford Campus, College of Medicine, Apr. 2006.
- Downing, S.** Testlet reliability: Estimating the measurement precision of selected-response item sets. Paper presentation at the Annual Meeting of the American Educational Research Assn., San Francisco, CA, Apr. 2006.
- Downing, S.** Validity issues in test development for classroom achievement tests in the health sciences. Invited faculty development seminar, Midwestern Univ., College of Health Sciences, Downers Grove, IL, Feb. 2006.
- Downing, S.** Writing higher-order in-training and self-assessment items: Evidence-based principles. Invited workshop, American College of Obstetricians and Gynecologists, Washington, DC, Mar. 2006.
- Downing, S.M.** 2004 Computer-based tests: Uniform CPA Examination Evaluative overview. Invited presentation, National Assn. of State Boards of Accountancy - Examination Review Board, New Orleans, LA, Mar. 17, 2005.
- Downing, S.M.** Flawed test items as a source of bias in basic science achievement assessment: Negative effects on student test scores and passing rates. Invited seminar, UIC-Dept. of Medical Education, Chicago, IL, Mar. 2, 2005.
- Downing, S.M.** Principles of effective item writing. Invited workshop, American College of Obstetricians and Gynecologists, Washington, DC, Mar. 7, 2005.
- Downing, S.M.** Principles of effective item writing for high-stakes certification examinations. Invited workshop, American Osteopathic Board of Internal Medicine, Chicago, IL, Aug., 2004.
- Downing, S.M.** Testing higher-order cognitive knowledge: Creating effective test items. Invited workshop, UIC-College of Medicine Excellence in Teaching Faculty Development Series, Mar. 10, 2005.
- Downing, S.M.** Workshops on assessment in medical education. Invited workshops, Jawaharlal Nehru Medical College, Belgaum, India, Oct. 25-29, 2004.
- Downing, S.M.** Writing effective items to test higher-order knowledge. Invited workshops, UIC-COM, Dept. of Pathology, Chicago, IL, Feb. 11, 22, 2005.
- Downing, S.M.** & Haladyna, T.M. Planning and developing a testing program. Workshop presented at the annual meeting of the National Council on Measurement in Education, Montreal, CA, Apr., 2005.

- Downing, S.M., Tekian, A. & Yudkowsky, R.** Establishing feasible, effective and defensible absolute passing standards for medical school performance examinations. Workshop presented at the annual meeting of the Assn. of American Medical Colleges, GEA, Boston, MA, Nov., 2004.
- Edison, M.** Grant writing for educational projects. Univ. of Oklahoma College of Nursing, Oct., 2004.
- Edison, M.** Simulations in bioterrorism education at HRSA meeting Fall 2005.
- Fox, G., **Schwartz, A.** & Hart, K.M. Part-Time Faculty at UI-COM: gender, work-family balance, and academic advancement. Poster presentation at Assn. for Academic Psychiatry, Chicago, IL. Third Place, Poster Competition. Sept.2005.
- Gelula, M.** Case Western Reserve Univ. School of Medicine. (Co-Director for the Scholars Collaboration for Teaching and Learning, with Terry Wolpaw, MD, Associate Dean for Curricular Affairs). Sept. 2004; May 2005.
- Gelula, M.** Faculty and student constructions of teaching and learning across the professions. American Educational Research Assn., San Francisco, CA, Apr. 7-11, 2006.
- Gelula, M.** Learning styles, teaching objectives, and learner competencies. The Costin Institute for Osteopathic Medical Educators, Midwestern Univ., Chicago College of Osteopathic Medicine, Sept. 16, 2005.
- Gelula, M.** Lecture Skills Course, Chiba Univ. Medical College, Chiba (Tokyo), Japan, Mar. 2005.
- Gelula, M.** One week advanced course -- curriculum development and program evaluation, Istanbul, Turkey, May, 2005.
- Gelula, M.** Turkish Assn. of Family Practice: One week basic course -- concepts in curriculum development, instructional development, Izmir, Turkey, Sept., 2004.
- Gelula, M.,** Mejicano, G. & Davis, D. CME to CPD What are the next educational steps? 116<sup>th</sup> Annual Meeting of the Assn. of American Medical Colleges, Washington, DC, Nov. 7, 2005.
- Gelula, M. & Riddle, J.** GEA/GSA group discussion session --Assessing the competencies: current best practices. Workshop: Using the RIME rubric to assess medical students. Research in medical education sessions, 43<sup>rd</sup> Annual conference on Research in Medical Education of the Associate of American Medical Colleges, Boston, MA, Nov. 9, 2004.
- Gelula, M. & Yudkowsky, R.** The Univ. of Illinois at Chicago Faculty Fellowship. Innovation in medical education (exhibit), 43rd Annual Conference on Research in Medical Education. 115th Annual Meeting Assn. of American Medical Colleges, Boston, MA, Nov. 5-10, 2004.
- Gelula, M. & Yudkowsky, R.** Using an explicit model to build and develop workshops for faculty and residents. Annual Meeting of the Assn. of Academic Psychiatrists, Chicago, IL, Sept. 30, 2005.
- Gelula, M., Yudkowsky, R. & Cannon, B.** Identifying resident teaching-skill interests and needs: A novel needs-assessment strategy (poster). Research in Medical Education sessions at the 43<sup>rd</sup> Annual conference on Research in Medical Education of the Assn. of American Medical Colleges, Boston, MA, Nov. 5-10, 2004.
- Gelula M, Yudkowsky, R. & Cannon, B:** Things I "swore" I would never do: Reflections of rising interns (poster). Annual Conference of the MHPE program, Dept. of Medical Education, Univ. of Illinois College of Medicine, July 2005.
- Gilliland, W., presenter, & **Bordage, G.** & Pangaro, L. Standardized versus hospitalized patients to teach history taking and physical examination skills. AAMC, RIME Conference, Boston, 2004.
- Gilliand, W., **Bordage, G, Downing, S.** & Pangaro, L. Simulated vs. hospitalized patients to teach history taking and physical exam skills. Paper presentation at the Sixth Annual MHPE Summer Conference, Chicago, IL, July, 2005.
- Girotti, J.** Medical education for cultural competence. Michigan State School of Medicine, Mar. 2006.
- Girotti, J.** Medicine and culture: Issues for medical education. Univ. of Miami School of Medicine, Nov. 2005.
- Goldberg, J.** An introduction to grant writing. Invited seminar. FAIMER Fellowship, Univ. of Illinois at Chicago, Apr. 5, 2005.

- Goldberg, J.** An introduction to grant writing. Invited seminar. Scholars for Teaching Excellence Faculty Fellowship, Univ. of Illinois at Chicago, Apr. 28, 2005.
- Goldberg, J.** You not the stud you think you was anyway: The role of experience in prostate cancer decision making. Invited seminar for the Pre-conference on the Psychology of Medical Decision Making, Society for Medical Decision Making annual Conference, Oct. 2005.
- Goldberg, J.** You not the stud you think you was anyway: The role of experience in prostate cancer decision making. Invited seminar for the Univ. of Texas, M.D. Anderson Cancer Center, Houston, TX, Nov. 2005.
- Haladyna, T.M. & **Downing, S.M.** Planning and developing a testing program. Workshop, National Council on Measurement in Education, San Francisco, CA, Apr. 2006.
- Haladyna, T.M. & **Downing, S.M.** Test development 101: planning a testing program. Symposium, Assn. of Test Publishers, Scottsdale, AZ, Feb. 28, 2005.
- Harris, I.** Continuing medical education reconceived. Presented at Bush Foundation Medical Fellows Program Annual Meeting, Minneapolis, May 2005.
- Harris, I.** (Discussant). Invited Address, by Lee Shulman. Presented at AERA Annual Meeting, San Francisco, CA, Apr. 10, 2006.
- Harris, I.** (Discussant). Formative assessment in student and curriculum development. Paper session presented at American Educational Research Assn. (AERA) Annual Meeting, San Francisco, CA, Apr. 7, 2006.
- Harris, I.** (Discussant). Session presented at AERA annual meeting, Apr. 2005.
- Harris, I.** National trends in curriculum: implications for pathology education. Presented at Group for Research in Pathology Education (GRPE) annual meeting, Loma Linda, California, CA, Jan. 2005.
- Harris, I.** (Panelist-Graduate Student Fireside Chat). Mentoring and professional development. Presented at AERA Annual Meeting, San Francisco, CA, Apr. 9, 2006.
- Harris, I.** Perspectives on curriculum renewal. Des Moines Univ. College of Osteopathic Medicine. Des Moines, IA, May 17, 2005.
- Harris, I.** Effective clinical teaching. Internal Medicine faculty at Evanston Northwestern Healthcare, Evanston IL, Mar. 22, 2006. (Invited Workshop).
- Harris, I.** How to analyze qualitative data. Ambulatory Pediatrics Assn. annual meeting, New York Medical College, Feb. 25, 2005. (Invited Workshop).
- Harris, I.** Qualitative and quantitative research methods in medical education. Annual Meeting of International Assn. of Medical Science Educators (IAMSE), New Orleans, July 10, 2004. (Invited Workshop).
- Harris, I.** Qualitative methods. Foundation for the Advancement of International Medical Education and Research (FAIMER), Philadelphia, Oct. 20, 2004. (Invited Workshop).
- Harris, I.** Qualitative methods. Foundation for the Advancement of International Medical Education and Research and Research (FAIMER), Philadelphia, Oct. 20, 2005. (Invited Workshop).
- Harris, I.** Qualitative research methods in medical education, IAMSE Webcast, Oct. 14, 2004.
- Harris, I.** Qualitative research methods in professional education. AERA Annual Meeting, San Francisco, Apr. 9, 2006. (Invited Workshop).
- Harris, I.** Qualitative and quantitative research methods in medical education. Annual meeting of International Assn. of Medical Science Educators (IAMSE), Los Angeles, July 10, 2005. (Invited Workshop).
- Harris, I., & Axtell, S.** How to analyze qualitative data. AAMC annual meeting, Boston, Nov. 10, 2004. (Workshop).
- Harris, I. & Axtell, S.** How to analyze qualitative data. AAMC annual meeting, Washington, Nov. 10, 2005. (Peer Reviewed Invited Workshop).

- Harris, I.** & Raible, M. (Discussion Session, Co-Organizers and Presenters). Best practices in systems based practice, Central Group on Education Affairs (CGEA) annual meeting, Kansas City, Mar. 11, 2006.
- Harris, I.** & Shea, J. Qualitative research methods in medical education. AAMC Northeastern Group on Education Affairs, Philadelphia, Mar. 2, 2006 (Invited Workshop).
- Harris, I., Tekian, A. & Settle, J.** Educational leadership programs at UIC: A tradition of excellence. Innovations in Medical Education exhibits, AAMC annual meeting, Boston, MA, Nov. 2004.
- Iramaneerat C., Myford C.M. & **Yudkowsky, R.** Item dependency in an objective structured clinical examination. 13th International Objective Measurement Workshop Berkeley CA, Apr. 2006.
- Klamen, D, & **Yudkowsky, R.** Master educator workshop ii: program evaluation. Workshop. Annual Meeting of the Assn. for Academic Psychiatry, Chicago, Oct. 2005
- Loy, G., **Yudkowsky, R., Sandlow, L.** Preparing medical students for clinical clerkships. Poster: AAMC Annual Meeting, Washington, DC, Nov. 2005.
- Manchul, L., **Gelula, M.** & Davis, D. CME Section Plenary: How can CME/CPD inform UME and GME to enhance medical care? 116<sup>th</sup> Annual Meeting of the Assn. of American Medical Colleges, Washington, DC , Nov. 7, 2005.
- Murphy, T.** Balance and representation on presidential commissions, American Philosophical Assn., Boston, Dec. 27
- Murphy, T.** Consent in HIV research, Hektoen Institute for Medical Research, Chicago, Apr. 15, 2005.
- Murphy, T.** Embryo wars: the ethics of human stem cell research, Dept. of Urology, UIC,
- Murphy, T.** Embryo wars: the ethics of stem cell research, Dept. of Medical Education Seminar, June 1, 2005.
- Murphy, T.** Embryo wars: the ethics of stem cell research, Dept. of Pathology Seminar, July 11, 2005.
- Murphy, T.** Ethical and social aspects of the biological study of sexual orientation. National Conference of Parents, Family and Friends of Lesbians and Gays, Salt Lake City, Utah, Oct. 23, 2004.
- Murphy, T.** Ethical implications of genetic research of sexual orientation. McLean Center for Bioethics, Univ. of Chicago, Feb. 16, 2005.
- Murphy, T.** Ethical and social aspects of the biological study of sexual orientation. National Conference of Parents, Family and Friends of Lesbians and Gays, Salt Lake City, Utah, Oct. 23, 2004.
- Murphy, T.** The ethics of directed donation. Center for Bioethics, Univ. of Minnesota, Minneapolis, May 6, 2005.
- Murphy, T.** From sodomy to a better bioethics. American Philosophical Assn., Central Meeting, Chicago, Apr. 28, 2005.
- Murphy, T.** Gay science: choosing the sexual orientation of children, at the conference 'Ethics, Science, and Moral Philosophy of Assisted Reproduction,' Royal Society, London, Sept. 31; Oct. 1, 2004.
- Murphy, T.** Humanities and the arts in medical education [keynote lecture]. 1st International Symposium on Medical Education, UNIFENAS, Belo Horizonte, Brazil, Oct. 27-29, 2004.
- Murphy, T.** Humanities and the arts in medical education [5-segment minicourse]. 1st International Symposium on Medical Education, UNIFENAS, Belo Horizonte, Brazil, Oct. 27-29, 2004
- Murphy, T.** On obligations to the world's poor. 6th Annual International Bioethics Retreat, Free Univ., Amsterdam, June 21, 2005.
- Murphy, T.** Promise and pitfalls in ethics education [2nd keynote]. 1st International Symposium on Medical Education, UNIFENAS, Belo Horizonte, Brazil, 27-29, Oct..
- Murphy, T.** Surgical innovation: who's watching. American College of Surgeons Oncology Group, Semi-Annual Meeting, Austin, Texas, Jan., 2005.
- Murphy, T.F.** Access and equity: International Standards and Assisted Reproductive Technology. 2<sup>nd</sup> International Conference on Science and Moral Philosophy of Assisted Human Reproduction, Istanbul, Turkey, Apr. 2006.
- Murphy, T.F.** Ethics, genetics, homosexuality. Univ. of Connecticut, Feb. 2006.

- Murphy, T.F.** The ethics of human embryonic stem cell research. Dept. of Ophthalmology, Univ. of Toronto, Nov. 2005.
- Murphy, T.F.** Honor codes in U.S. and Canadian medical schools. Dept. of Medical Education summer conference, July 2005.
- Murphy, T.F.** On obligations to the world's poor. International Bioethics Retreat, Amsterdam, The Netherlands, May 2005.
- Nixon, J. & **Harris, I.** A one month course can improve students' confidence and skill at physical diagnosis. Society for General Internal Medicine Midwest Regional Meeting, Chicago, Oct. 2004.
- Nixon, J. & **Harris, I.** One month course improves students' confidence and skills in diagnosis. AAMC CGEA annual meeting, Apr. 2005.
- Page, G. presenter, **Bordage, G.** Better test score reliability with multi-question key feature cases: Refining our View of case specificity. Asian Pacific Medical Education Conference, Singapore, Dec., 2004.
- Raible, M. & **Harris, I.** Best practices in pathology teaching: A faculty development series using methods of active learning and reflective practice. AAMC CGEA annual meeting. Apr. 2005.
- Riddle, J.** A.S.A.P: teaching medical students to solicit and receive effective feedback from their residents, Clerkship Directors in Internal Medicine National Meeting.
- Riddle, J.** Assessing the competencies: current best practices, AAMC Annual Meeting.
- Riddle, J.** Identifying and remediating problem medical students in clinical years, SGIM National Meeting.
- Riddle, J.** Setting expectations and goals: a learner-centered approach, Caterpillar Faculty Scholars Fellowship.
- Riddle, J.** To teach is to learn twice: peer teaching and learning, Case School of Medicine Education Retreat.
- Riddle, J.M., Gelula, M. & Yudkowsky, R.** Faculty Development Across the Continuum of Medical Education at Univ. of Illinois-Chicago. Innovations in Medical Education Exhibits, AAMC Annual Meeting, Nov 2005.
- Riddle, J.M., Gelula, M.H. & Yudkowsky, R.** Faculty Development Across the Continuum of Medical Education at Univ. of Illinois-Chicago. Innovations in Medical Education Exhibits, Central Group on Educational Affairs Spring Meeting, Mar 2006.
- Riddle, J.M.,** Rosenbaum, M. & Shropshire, J. Developing faculty development activities that respond to the needs of community-based preceptors. Central Group on Educational Affairs Spring Meeting, Mar 11, 2006.
- Sandlow, L.J., Bashook, P., Gelula, M. & Medha, J.** Impact of student reflective e-portfolio on medical school advisors. Paper presented at the Annual Meeting of the American Educational Research Assn., San Francisco, CA, Apr. 12, 2006.
- Sandlow, L.J., Bashook, P. & Stapleton, G.** Developing competency in practice-based learning and improvement through participation in an online gme core curriculum. ACGME/ABMS Practice-based Learning and Improvement Conference in Rosemont, IL, Sept. 22, 2005.
- Sandlow, L.J., Bashook, P.G., Yudkowsky, R., Stapleton, G. & Canfield-Jepson, C.** Developing competency in practice-based learning and improvement, AHME 2006 Spring Educational Institute in Chicago, IL, May 10, 2006.
- Sandlow, L.J., Bashook, P.G., Yudkowsky, R. & Stapleton, G. & Canfield-Jepson, C.** Teaching and assessing the general competencies in the hospital: The GME core curriculum comprehensive foundation / flexible approach, AHME 2006 Spring Educational Institute in Chicago, IL, May 10, 2006.
- Sandlow, L.J., York, J.W., Bashook, P., Yudkowsky, R. Stapleton, G.R.** Five-years' experience in teaching and evaluation the ACGME Core Competencies: lessons learned and implications for the future. Presentation at the AAMC Group on Resident Affairs Annual Meeting, New Orleans, LA, Apr. 2005.

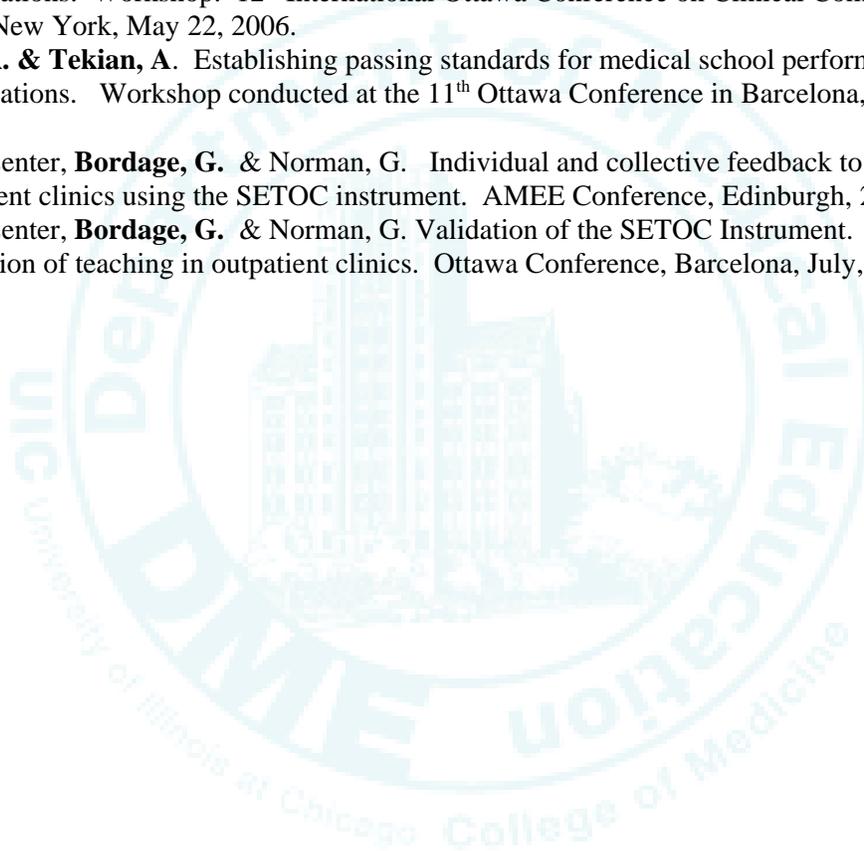
- Sandlow, L.J., York, J. & Stapleton, G.** Teaching and assessing the general competencies at the AAMC Annual Conference in Washington, D.C., Nov. 6, 2005.
- Schwartz, A.** The future of evidence-based Pediatrics. Keynote address. Seventh Annual David Baker Lecture Series, Crozer-Chester Medical Center, Chester, PA. Sept. 2004.
- Schwartz, A. & Hupert, J.** Specialty and training effects in EBM decision skills. Poster presentation. Pediatric Academic Societies annual meeting, San Francisco, CA. May 2006.
- Schwartz, A., Hupert, J., Niederman, J., Roy, L., Shahid, R.** Validation of evidence-based decision assessment items in Pediatrics clerks. Poster presentation. Pediatric Academic Societies, Baltimore, MD, May 2005.
- Seefeldt, M.** Intensive triennial evaluation of third year medical clerkships: process, challenges, rewards.
- Seefeldt, M.** Redux - the blueprint revisited. Issues of Implementation for Level II and Level III Training Programs. Chicago Illinois. Summer 2005.
- Seefeldt, M.** Using peer evaluation for clinical teaching. Illinois College of Optometry, Chicago, IL, Aug. 2004.
- Seefeldt, M. & Bashook, P.** Presentation of self-designed "Blueprint" For expanded outcomes evaluation strategy? MATEC Midwest Regional Meeting, Chicago, IL, Fall, 2004.
- Seefeldt, F., Harris, I. & Stapleton, G.** Innovative strategies for teaching evaluation online: the UIC medical evaluation leadership program at evaluation 2005: crossing borders, crossing boundaries, Joint Annual Meeting of AEA and CES in Toronto, Canada, Oct. 25, 2005.
- Seefeldt, M., Harris, I. & Stapleton, G.** Innovative strategies for online teaching of evaluation in the Univ. of Illinois at Chicago (UIC) Masters in Health Professions Education (MHPE) Leadership Program.
- Smidt-Afek, N., Parren, T., Snyder, C., Novak, T., Yudkowsky, R. & Downing, S.** Validity evidence for a communication assessment instrument. Annual meeting of the Society of Teachers of Family Medicine, New Orleans, LA, May, 2005.
- Stagnaro-Green, A. & Downing, S.M.** Use of flawed multiple-choice questions by the New England Journal of Medicine for continuing medical education. Annual Meeting of the Assn. of American Medical Colleges, RIME, Boston, MA, Nov., 2004.
- Stagnaro-Green, D.W., Downing, S.M. & Crosson, J.** Theoretical model evaluating the impact of weighted percent versus standard scores in determining third year clerkship grades. Annual Meeting of the Assn. of American Medical Colleges, RIME, Boston, MA, Nov. 2004.
- Stapleton, G.** Addressing the ACGME General Competencies through a Multi-Institutional Online System: The GME Core Curriculum at the DME Seminar in Chicago, Illinois, Aug. 3, 2005.
- Stapleton, G.** Connecting learners in the digital classroom: Wikis, Blogs, Podcasts, and other tools for communicating and collaborating. DME Seminar in Chicago, IL, Feb. 8, 2006.
- Stapleton, G.** Online learning: from concept to reality and outcomes at the AAMC Central Group on Educational Affairs Spring Conference in Madison, WI, Apr. 8, 2005. (Invited Panelist).
- Stapleton, G. & McKamy, L.** Assessing and improving online student support services: Implementing the COPE protocol at the Sloan-C International Conference on Asynchronous Learning Networks, Orlando, FL, Nov. 13, 2004.
- Stapleton, G., Sandlow, L.J. & York, J.W.** Five years' experience in teaching and evaluating the ACGME Core Competencies: Lessons learned and implications for the future at the AAMC Group on Resident Affairs Professional Development Meeting in New Orleans, LA, Apr. 19, 2005.
- Stapleton, G., Sandlow, L.J., York, J.W.** Poster: Community at a distance: Case-based collaboration in an online CME course for rural physicians, AAMC Annual Conference in Boston, MA, Nov. 7, 2004.
- Stapleton, G., Sandlow, L.J. & York, J.W.** Poster: An evolving approach for teaching and assessing the general competencies through a web-based core curriculum at the AAMC Annual Conference in Boston, MA, Nov. 7, 2004.

- Stapleton, G., Sandlow, L.J., & York, J.W.** Poster: Teaching and assessing the general competencies. AAMC Annual Conference, Washington, DC, Nov. 6, 2005.
- Stapleton, G., Sandlow, L.J., York, J.W., Yudkowsky, R. & Bashook, P.** Poster: Strategies for supporting institutional and programmatic compliance with the general competencies 5 years experience at the ACGME Annual Educational Conference in Orlando, FL, Mar. 3, 2005.
- Sufian, S.** AIDS: Issues and Solutions. Honors College Seminar. New Jersey Institute of Technology, Nov., 2005.
- Sufian, S.** Cooperation and contestation: malaria and the Arab/Zionist conflict. New Jersey Institute of Technology and Rutgers-Newark Dept. of History. Nov. 2005.
- Sufian, S.** A general overview of AIDS in the Middle East. Univ. of Illinois-Chicago Hillel Center. Mar. 2006.
- Sufian, S.** HIV/AIDS in the Middle East: A regional research agenda. Satellite Meeting entitled Global Network of Researchers on HIV/AIDS in the Middle East and North Africa Region. International AIDS Congress. Bangkok, Thailand, July 13, 2004.
- Sufian, S.** Infectious disease in Mandatory Palestine. Infectious diseases. Science and technology and medicine in the modern Middle East. Harvard Univ., May 5-6, 2006.
- Sufian, S.** Integrating medical history into the history of Mandatory Palestine. Thematic conversation on new perspectives on Mandate Palestine. Presented at the Middle East Studies Assn, Nov. 2004.
- Sufian, S.** Meeting the needs of a neglected region: HIV/AIDS in the Middle East. Thematic Conversation on HIV/AIDS in the Middle East and North Africa. Organized and presented at the Middle East studies Assn. Nov. 2004.
- Sufian, S.** Mosquitos know no borders: land, disease and nationalist healing in Mandatory Palestine, 1920-1947. Feinberg School of Medicine, Apr. 2006.
- Sufian, S.** Swamp draining and the absorptive capacity of Mandatory Palestine. Disease in Modern Society. Hebrew Univ. of Jerusalem, Dec. 2005.
- Sufian, S.** Thematic Conversation. AIDS in the Middle East. Middle East Studies Assn., Nov. 2005. Chair and Organizer.
- Tekian, A.** Advanced level course (one-week) on Curriculum Development. Faculty of Health Sciences, Aga Khan Univ., Karachi, Pakistan, Apr. 24-28, 2006.
- Tekian, A.** Assessment and Evaluation. One week course in the Master of Medical Education Program, Faculty of Medicine, Univ. of Bern, Bern, Switzerland, July 19 - 23, 2004.
- Tekian, A.** Assessment in PBL Curriculum. Workshop. Al-Qassim College of Medicine, Al-Qassim, Saudi Arabia, Mar. 5, 2005.
- Tekian, A.** Assessment in PBL Medical Schools. Workshop. Assn. for Medical Education in Europe (AMEE), Edinburgh, Scotland, UK, Sept. 5- 8, 2004.
- Tekian, A.** Assessment of clinical skills. Saudi Council for Health Specialties, Riyadh, Saudi Arabia, Feb. 28, 2005.
- Tekian, A.** A brief overview of curriculum development and curricular models. Presented at the Faculty of Health Sciences at Aga Khan Univ., Karachi, Pakistan, Apr. 27, 2006.
- Tekian, A.** Challenges and innovations in health professions education. Where are we heading? Jazan Univ., Faculty of Medicine, Jazan, Saudi Arabia, Mar. 25, 2006.
- Tekian, A.** Comparison between PBL and other Medical Curricula. Presented at the King Fahd Medical City, Riyadh, Saudi Arabia, Feb. 26, 2005.
- Tekian, A.** Concept mapping: an efficient tool/ strategy for conceptual teaching and learning and curriculum development. [Workshop (conducted) with Gonul Peker] Assn. for Medical Education in Europe (AMEE), Edinburgh, Scotland, UK, Sept. 5- 8, 2004.
- Tekian, A.** Curricular Approaches: Integrated modules. First medical education Conference in Vienna entitled, The Medical Curriculum in Vienna in International Context. Billroth House, Vienna, Austria, Nov. 23, 2005.

- Tekian, A.** Curriculum Development. One week course in the Master of Medical Education. Faculty of Medicine, Univ. of Bern, Bern, Switzerland, July 12-16, 2004.
- Tekian, A.** Curriculum Development. One week course in the Master of Medical Education Program at the Faculty of Medicine, Univ. of Bern, Bern, Switzerland, Feb. 15-19, 2005.
- Tekian, A.** Curriculum Development. Workshop conducted at the College of Medicine, Univ. of Illinois at Chicago for the Scholars for Teaching Excellence Faculty Development Fellowship program, Dec. 2, 2004.
- Tekian, A.** Curriculum planning and improvement. Workshop. King Fahd Medical City, Riyadh, Saudi Arabia, Feb. 27, 2005.
- Tekian, A.** Does a medical school influence students' performance on national examinations? Assn. for Medical Education in Europe (AMEE), Edinburgh, Scotland, UK, Sept. 5- 8, 2004.
- Tekian, A.** Developing education methods, leadership skills professional networks. FAIMER Institute's Training Program for International fellows. FAIMER Institute, Philadelphia, Pennsylvania, Oct. 17-20, 2005.
- Tekian, A.** Establishment of medical education departments. Presented to a Special Interest Group. Assn. for Medical Education in Europe (AMEE), Edinburgh, Scotland, UK, Sept. 5, 2004.
- Tekian, A.** Improving clinical assessment through observation. Workshop. King Saud Univ., College of Medicine, Riyadh, Saudi Arabia, Mar. 7, 2005.
- Tekian, A.** Incidence of flaws in high-stakes multiple choice questions in the German Second National Medical Board Examination. Univ. of Munich Medical School and Hospital, Downtown Campus, Munich, Germany, Sept. 15, 2005.
- Tekian, A.** Integration of basic medical sciences courses in a traditional curriculum -- creation of a longitudinal PBL tutorial sessions. Medical School of Vienna, Vienna, Austria, Nov. 28, 2005.
- Tekian, A.** Interactive teaching tools. 2<sup>nd</sup> King Saud Univ. Workshop on Medical Education. Riyadh, Saudi Arabia, Mar. 2, 2005.
- Tekian, A.** Latest innovations in medical education. King Abdulaziz Univ., Faculty of Medicine and Allied Sciences, Jeddah, Saudi Arabia. Mar. 22, 2006.
- Tekian, A.** MCAT and GPA Thresholds: Stability across statistical methods and institutions. (Symposium Participant) Central Group on Educational Affairs, Assn. of American Medical Colleges, Madison, Wisconsin, Apr. 7-10, 2005.
- Tekian, A.** Medical education workshop: gaining expertise in teaching and assessment. Three-day workshop. Medical School of Vienna, Vienna, Austria, Nov. 24, 25 and 28, 2005.
- Tekian, A. & Downing, S.** Medical education workshop on assessment. Workshop. Jawaharlal Nehru Medical College, Belgaum, India, Oct. 25- 29, 2004.
- Tekian, A.** Providing feedback and review of course evaluation forms. Workshop. King Saud Univ., College of Medicine, Riyadh, Saudi Arabia, Mar. 9, 2005.
- Tekian, A.** Role of the PBL tutor and tutorial skills. Al-Qassim College of Medicine, Al-Qassim, Saudi Arabia, Mar. 6, 2005.
- Tekian, A.** Scholarships of teaching and learning. (Chair/Organizer of the symposium). American Educational Research Assn., San Francisco, CA, Apr. 10, 2006.
- Tekian, A.** Six-step approach for curriculum development. 2<sup>nd</sup> King Saud Univ. Workshop on Medical Education. Riyadh, Saudi Arabia, Mar. 1, 2005.
- Tekian, A.** Standard setting. King Saud Univ., College of Medicine, Riyadh, Saudi Arabia, Mar. 8, 2005.
- Tekian, A.** Teaching and assessment of communication skills. Workshop. King Saud Univ., College of Medicine, Riyadh, Saudi Arabia, Mar. 2, 2005.
- Tekian, A.** Toolbox of assessment methods. 2<sup>nd</sup> King Saud Univ. Workshop on Medical Education. Riyadh, Saudi Arabia, Mar. 3, 2005.
- Tekian, A.** Training of trainers. Two-week course (4 credits) in the Master of Public Health Program. American Univ. of Armenia, Yerevan, Armenia, Sept. 20 - Oct. 8, 2005.

- Tekian, A.** Toolbox of assessment methods for competence assessment in public health. ASPHER XXVII Annual Conference in Yerevan, Armenia, Sept. 18, 2005.
- Tekian, A. & Hruska, L.** What factors influence underrepresented minorities in their choice of medical school? American Educational Research Assn., Montreal, Canada, Apr. 12, 2005.
- Tekian, A, Majors, S. & Jamali, F.** Does the choice of standard setting method make a difference in medical students' passing rate? Assn. of American Medical Education (AAMC) in Washington, D.C., Nov., 2005.
- Tekian, A, Majors,S. & Jamali, F.** Incidence of flaws in unedited achievement tests. Assn. for Medical Education in Europe (AMEE) meeting in Amsterdam, Aug. 2005.
- Trudel, J.L., Bordage, G. & Downing, S.** Reliability and validity of key features cases for the self-assessment of surgical specialists. Abstract. Annual Meeting of the Assn. of American Medical Colleges, RIME, Washington, DC, Nov., 2005.
- Waickus, C.M., Schwartz, A., Cortez, E. & McNutt, R.** Integrating a longitudinal course in shared medical decision making into a traditional medical school curriculum Poster Presentation, The Society of Teachers of Family Medicine 32nd Annual Predoctoral Education Conference, Charleston, South Carolina, Feb. 2006.
- Weiner, S.J., Schwartz, A., Yudkowsky, R., Schiff, G., Weaver, F., Goldberg, J., & Weiss, K.B.** Contextual errors in medical decision making: what are they and how do we find them? Abstract. SGIM Midwest Regional Meeting, Chicago, IL Sept 2005.
- York, J.W., Stapleton, G.T., & Yudkowsky, R., Bashook , P., & Sandlow, L.J.** Strategies for supporting institutional and programmatic compliance with the general competencies 5 years experience. Poster. ACGME Annual Education Conference, Kissimmee, FL Mar. 2005.
- Yudkowsky, R.** Establishing passing standards for performance examinations. Workshop. Medical Univ. of Vienna, Vienna Austria, Mar. 2006.
- Yudkowsky, R.** An institution-wide, cross-specialty assessment of residents' communication and interpersonal skills. Abstract. International Conference on Communication in Healthcare, Chicago IL, Oct 2005.
- Yudkowsky, R.** Using the UIC CIS-OSCE to teach and assess residents' interpersonal and communication skills: Workshop. Stroger-Loyola Family Medicine Residency Program. Chicago IL, Feb. 2005.
- Yudkowsky, R, Cannon, B., Gelula, M. & Lodhavia, T.** Institutional competency training: a teaching-skills needs assessment of residents across specialties. Poster. AAMC 2004 Annual Meeting, Boston MA,Nov. 2004.
- Yudkowsky, R.** (Convener), Cook, S., Slawinski, K.& Higbee, D. Using task-trainer models for instruction and assessment. Symposium. Annual Meeting of the Central Group on Educational Affairs, Kansas City MO, Mar. 2006.
- Yudkowsky, R. & Downing S.** Prior experiences associated with Residents' scores on a communication and interpersonal skill OSCE. Annual Meeting of the AAMC Central Group on Educational Affairs, Madison WI, Mar. 2005.
- Yudkowsky, R., Downing, S.M., Auewarakul, C. & Lodhavia, T.** Using the Hofstee Method to establish passing standards for a medical school OSCE. Abstract. AAMC 2004 Annual Meeting, Boston MA, Nov. 2004.
- Yudkowsky, R., Downing, S., Olthoff, A. & Ommert, D.** Does prior experience with standardized patients affect interpersonal and communication skill ratings of residents? Fifth Annual MHPE Summer Conference, Chicago, IL, July, 2004.
- Yudkowsky, R., Gelula, M. & Cannon, B.** Things I swore I would never do reflections of rising interns. Innovation in Medical Education Exhibit, 43rd Annual Conference on Research in Medical Education. 115th Annual Meeting Assn. of American Medical Colleges, Boston, MA, Nov. 5-10, 2004.

- Yudkowsky, R., Hurm, M., Anzur, T. & Noles, J.** Modeling collaboration: a learner-centered approach to SP feedback. Poster. Annual Meeting of the AAMC Central Group on Educational Affairs, Madison WI, Mar. 2005.
- Yudkowsky, R., Loy, G., Sandlow L., Noles, J., O'Keefe, S. & Wirth, S.** Improving medical students' procedural skills via instruction and practice on task-trainer models. Poster. Simulation Technology in Medical Education Conference, Chicago II, Oct 2005.
- Yudkowsky, R., Sandlow, L. & Loy, G.** Using task-trainer models to facilitate medical students' acquisition of basic procedural skills. Abstract. 12<sup>th</sup> Annual Ottawa Conference on Clinical Competence, New York City, NY, May 2006.
- Yudkowsky, R., Sandlow, L.J., Loy, G., York, J. & Mayer, D.** Ensuring medical student competency in basic procedural skills. Poster. Annual Meeting of the AAMC Central Group on Educational Affairs, Madison WI, Mar. 2005.
- Yudkowsky, R. & Tekian, A.** Establishing passing standards for medical school performance examinations. Workshop. 12<sup>th</sup> International Ottawa Conference on Clinical Competence in New York, New York, May 22, 2006.
- Yudkowsky, R. & Tekian, A.** Establishing passing standards for medical school performance examinations. Workshop conducted at the 11<sup>th</sup> Ottawa Conference in Barcelona, Spain, July 5, 2004.
- Zuberi, R., presenter, **Bordage, G.** & Norman, G. Individual and collective feedback to teachers in outpatient clinics using the SETOC instrument. AMEE Conference, Edinburgh, 2004.
- Zuberi, R., presenter, **Bordage, G.** & Norman, G. Validation of the SETOC Instrument. Student evaluation of teaching in outpatient clinics. Ottawa Conference, Barcelona, July, 2004.

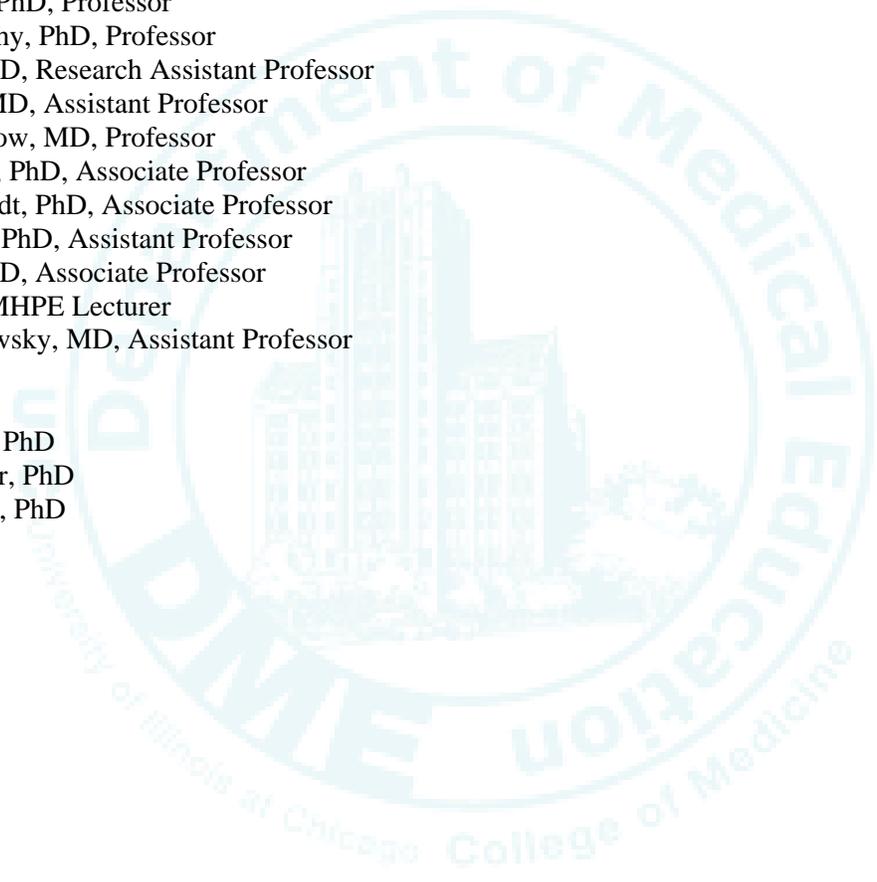


## **DME Faculty 2005-2006**

Philip Bashook, EdD, Research Assistant Professor  
Georges Bordage, MD, PhD, Professor  
Steven Downing, PhD, Associate Professor  
Marcia Edison, PhD, Research Assistant Professor  
Mohan Garg, ScD, Professor  
Mark Gelula, PhD, Research Assistant Professor  
Jorge Girotti, PhD, Assistant Professor  
Julie Goldberg, PhD, Assistant Professor  
Ilene Harris, PhD, Professor  
Robert Mrtek, PhD, Professor  
Timothy Murphy, PhD, Professor  
Jobe Payne, PhD, Research Assistant Professor  
Janet Riddle, MD, Assistant Professor  
Leslie J. Sandlow, MD, Professor  
Alan Schwartz, PhD, Associate Professor  
Michael Seefeldt, PhD, Associate Professor  
Sandra Sufian, PhD, Assistant Professor  
Ara Tekian, PhD, Associate Professor  
Loreen Troy, MHPE Lecturer  
Rachel Yudkowsky, MD, Assistant Professor

### **Emeritus**

Arthur Elstein, PhD  
Suzanne Poirier, PhD  
Thomas Telder, PhD



## **Joint and Adjunct Appointments 2005-2006**

William Ahrens, MD, Department of Emergency Medicine (UIC)  
Barbara Barzansky, PhD, American Medical Association  
Lisa Beardsley, PhD, MPH, Loma Linda University  
Lionel Bernstein, MD, PhD, Washington  
Fred Beuttler, PhD, Office of the UIC Historian  
Keith Block, MD, Institute for Integrative Medicine  
Bradley Cannon, PharmD, College of Pharmacy (UIC)  
Donald Chambers, PhD, Department of Biochemistry and Molecular Genetics (UIC)  
Deborah Cummins, PhD, American Dietetic Association  
Lennard Davis, PhD, Department of English (UIC)  
Claude Desjardins, Ph.D, Department of Physiology and Biophysics (UIC)  
Josephine Dorsch, MALS, Library of the Health Sciences, UI-Peoria  
Nona Flores, PhD, Department of Pediatrics (UIC)  
Geraldine Fox, MD, Department of Psychiatry (UIC)  
Carol Gill, PhD, Institute on Disability & Human Development (UIC)  
Anne Gunderson, GNP-CRRN-A, College of Nursing (UIC)  
Arun Haleyur, MD, Holy Cross Hospital  
Sydney Halpern, PhD, Department of Sociology (UIC)  
William Hammett, MA, College of Medicine, Student Academic Affairs (UIC)  
Memoona Hasnain, MD, Department of Family Practice (UIC)  
Jordan Hupert, MD, Department of Pediatrics (UIC)  
Medha Joshi, MD, M.S. Ramaiah Medical College  
Dorthea Juul, PhD, American Board of Psychiatry & Neurology  
Debra Klamen, MD, Department of Psychiatry (UIC)  
Françoise Kusseling, PhD, Chicago  
Faith Lagay, PhD, American Medical Association  
David Mayer, MD, Administration, College of Medicine (UIC)  
Robert McAuley, PhD, College of Medicine Administration (UIC)  
Beverly McElmurry, EdD, College of Nursing (UIC)  
William McGaghie, PhD, Medical Education, Northwestern University  
Michele Raible, MD, Department of Pathology (UIC)  
Inon Schenker, PhD, Hebrew University  
Carol Scherrer, MALS, Library of the Health Sciences (UIC)  
Lisa Anderson Shaw, DPH, University of Illinois Hospital, Ethics Consult Service  
Mark Shields, MD, Advocate Health Partners  
Patrice Tadel, MSN, Maclean Center for Medical Ethics, University of Chicago  
Patrick Tranmer, MD, Department of Family Medicine (UIC)  
Annette Valenta, PhD, School of Biomedical Health Information (UIC)  
Dhampuri Vidyasagar, MD, Department of Pediatrics (UIC)  
Ann Weller, MLS, Library of the Health Sciences (UIC)  
Reed Williams, PhD, Southern Illinois University

Medical education is education related to the practice of being a medical practitioner, including the initial training to become a physician (i.e., medical school and internship) and additional training thereafter (e.g., residency, fellowship and continuing medical education). Medical education and training varies considerably across the world. Various teaching methodologies have been used in medical education, which is an active area of educational research. Medical education is education related to the practice of being a medical practitioner; either the initial training to become a physician (i.e., medical school and internship), or additional training thereafter (e.g., residency, fellowship and continuing medical education). Medical education and training varies considerably across the world. Various teaching methodologies have been utilised in medical education, which is an active area of educational research.[1]. YouTube Encyclopedic. 1/5. The Department of Medicine's Cybele Renault, Maya Rossin-Slater, Hannah Valentine, and Joy Wu have received four of the sixteen 2021 Faculty Women's Forum Awards. COVID-19 Grand Rounds and Community Resources. Upcoming Grand Rounds. Through our integrated research, education, patient and community outreach programs, we are committed to maintaining the highest standards of academic medicine and patient care. Visit our website. Gastroenterology & Hepatology. We are continuing to expand our medical education every day as we expand services at SHC-VC. Furthermore, we are growing in the areas of clinical research and quality improvement.