

**2006-2007 Annual Report**

**DEPARTMENT OF MEDICAL  
EDUCATION**



**Attendees Discuss a DME Poster at  
the AAMC 2007 Annual Conference**

**College of Medicine**

**University of Illinois at Chicago**

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## Report from the Head

Welcome to our annual report. This past year has been a very exciting one with new activities and accomplishments. This report demonstrates the vitality and growth of the Department even during the austere times we are in. Now, in spite of over six years of budget cuts, the Department of Medical Education continues as one of the premier healthcare professional educational units both nationally and internationally.

The spirit and vitality of DME are nowhere more evident than in our annual conference. We've now completed our eighth 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. The conference, including paper presentations given by our MHPE students and alumni around themes with discussants is the major formal activity, along with 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." Alan Schwartz, who planned and was responsible for our first conference has agreed to plan and run this year's conference. It will be July 31- August 1, 2008 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. We have had eight successful and interesting summer conferences with increasingly strong scientific programs each year. We are most pleased to welcome Dr. David Irby and Dr. Darrell Kirch as our keynote speakers for the 2008 conference.

**REGISTRATION: Free!!!** Please email Laura Schaaf at [lbschaaf@uic.edu](mailto:lbschaaf@uic.edu) to register or for additional information.

As you will see in this report we've have 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.

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

We have made some changes in our entire ECM activities since people moved up and along. Congratulations to Maureen Valaski in her new position. Welcome Dale Lorens to the Program. Dr. Schwartz has agreed to take on the responsibilities of Director of Research, as well as continue his productive role as a faculty member.

Over the years, our involvement in the educational programs of the university has increased from essentially only with medical student education and our own graduate (MHPE) program to the point where we are now involved in graduate medical education, undergraduate education through the GPPA program, patient safety, and providing educational services to most of the clinical medicine departments as well as the other health science colleges and our MATEC colleagues.

In our own medical school our real role in undergraduate medical education has expanded from being involved in physical diagnosis. I think we were (believe it or not) the department responsible for physical diagnosis because it was the only way to provide a neutral area where no one department or discipline could take responsibility, to now having three courses that go through all four years of the curriculum. Starting with Physical Diagnosis and "growing" it into Essentials of Clinical Medicine, then expanding to the M3 year by developing Essentials of Clinical Practice and Professionalism, and finally adding our Senior Forum, we have developed a four-year thread through the curriculum dealing with the essential skills, knowledge, and attitudes of a beginning physician. This is the start of our endeavor at the college level to "blur" the components of clinical science, basic science, professionalism and humanism throughout the curriculum. At the same time, with all of the budgetary cuts that

have been going on, we have had an area that has really suffered greatly in terms of ability to have full faculty involvement and therefore activities. That particularly applies in the areas of the humanities and ethics. And although we have a couple of very excellent faculty in the area we don't have the number we need, and one of the things that we are looking for are the ways to fund and increase that. We are therefore beginning to look the way the president of the university wants us all to look: to philanthropy and finding funds that will help us support our programs and allow us to get back to expanding them.

But I also wanted to mention something that has come up relating to global initiatives. While we have been expanding our role in international health, so has the university. We are now involved at the level of global initiative for the College of Medicine. A group is just starting to get together, and we have a significant number of members from our department that will be involved looking at all the components of partnership around the world. To be honest, some of the pieces will look very familiar to the International Affairs Committee of our department and its chair, Dr. Tekian, since the organization of that group is partially based on ideas generated by the DME International Committee; and of course the part that has the most information relates to the educational component. This College initiative includes much more in clinical care, service, and research than our departmental efforts. At the same time the DME has been very involved in the efforts of the global campus. Jerry Stapleton and I have been involved in the health science component looking at it as a campus-wide activity, while members of the department and Dave Mayer with Anne Gunderson have been developing programs in patient safety which will be an online global initiative example for the College of Medicine. There will be both patient safety certificates as well as a masters program. So we are involved at the global campus level and we are involved in the College international global initiative, and we will be continuing to increase our activity at international levels directly. Ara and I have been going through the frustrations of determining how PAHO and WHO fit in all of our activities. As Ara mentions, we were one of first groups of collaborating centers and that likely makes us probably the longest standing one

The growth in the Clinical Performance Center, its involvement with the other health science colleges, and its coordination of the simulation center as a component of the patient safety institute for the university lead us to hope that the Center will soon move into its new home on the third floor of the Health Sciences Library. The space is there but I have been hearing about space in the library for five years and so I am a little more cynical than the others of when it will really happen. But we do hope that it will occur shortly.

We now have our testing service and its director Pat Conley back with us full time and not trying to run UGME in spare moments.

Finally, it is important to note that this department was probably the first of the departments in medical education to start looking at graduate medical education issues, and clearly we are further along than at least most of them. The endeavors include our online core curriculum, the development of a portfolio (which may hopefully meet the needs of many programs around the country), assistance in the development of curricular and assessment methods for the GME programs, and the use of our Clinical Performance/Simulation Center in the assessment of our new residents as a mechanism for credentialing those residents for activities when they start their programs.

As you can see, in spite of budgetary problems in the university and budgetary problems in the department we are moving forward, so much so that we hope to recruit new faculty this year. Dr. Bordage is chairing a large search committee for this purpose as well as continuing his efforts in the many areas of seminar planning, chairing the Promotions and Tenure Committee, and especially his research and teaching activities. I want to recognize and thank him at this time.

I will leave the news about our programs to the reports that follow.



*L.J. Sandlow, MD  
Professor & Head*

## **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, 2006-2007

### 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 leadership. 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, with 23 of 37 applicants admitted this past year, a 62% admission rate. A new curriculum was developed during the nineties, that has provided a broad and solid foundation in health professions education leadership 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 (11 full-time faculty, 5 faculty with joint appointments and over 30 with adjunct appointments), from a wide array of disciplines in education, the social sciences, humanities, and biomedical sciences, has developed 19 electives that cover a range of educational issues relevant to students' needs and responsive to trends in health professions education.

During the past seven 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 MHPE Program, developed under Georges Bordage's stewardship, 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 these 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 2005-06, we completed a comprehensive process of deliberation about every aspect of the program, involving all DME faculty members.

### **Administration and Governance**

Part of the success of the program has been due to the exceptional staff, Janet Settle, Coordinator of Education Programs and Laura Schaff, Research Information Specialist, The MHPE Associate Program Director is Steve Downing. The Program has an Advisory Committee that met monthly during the 2006-07 academic year. Members included: Georges Bordage, Chad Braun, Steve Downing, Mark Gelula, Ilene Harris (chair), Gary Loy (MHPE Student), Les Sandlow (ex officio), Alan Schwartz, Janet Settle (ex officio), and Rachel Yudkowsky.

### **MHPE Students**

There are 97 students currently enrolled in the MHPE program, all involved in health professions education leadership, from various parts of the world and various professions. Enrollment of online students continues to increase, from 48 students last year to 57 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.

Enrollment of students from around the United States, and the world, provides a rich resource for learning about health professions education leadership. Of

our students, 63% (61) are American, with 9 from UIC, 15 from the Chicago area or greater Illinois, and 37 from other states; 37% (36) are international students, with 23 from Canada, 3 from India, 3 from Turkey, 2 from Chile, and 1 each from Lebanon, Mexico, Pakistan, Switzerland, and Thailand.

The vast majority of students, 92% (89), are physicians. Students from other health professions provide important perspectives, comparisons and contrasts, particularly about interdisciplinary aspects of health care. The other health professions currently represented are: dentistry (1), EMS education (1), hospital education (1), molecular biology (1), occupational therapy (1), pharmacy (1), podiatry (1), and psychology (1).

### **July Conference**

The July Conference, chaired by Ara Tekian, was again a sparkling summer event. The conference theme was *Performance Assessment: Scholarly Standards and Social Accountability*. The plenary speakers were Jon Norcini (Foundation for Advancement of International Medical Education and Research) who gave a provocative talk entitled: *Future of Performance Assessment*; and Jeannie Heard (Accreditation Council for Graduate Medical Education) who gave an interesting talk entitled *Performance Assessment of Residents – ACGME Current and Future Directions*. The conference also included paper sessions, symposia, works-in-progress sessions, a poster session, and a reception and graduation recognition ceremony.

## Evolution and Future Directions

In the DME tradition of reflection and innovation, this past year we implemented several significant recommendations resulting from the MHPE curriculum deliberation: (1) a new admissions cycle, in which students are admitted once a year for the Fall semester versus each semester; (2) a required on-site orientation course (*MHPE 505: Introduction to Health Professions Education*) for all students entering the Program in Fall of 2007; and (3) a new required course, *MHPE 501: Scholarship in Health Professions Education*, consistent with a major Program mission to educate leaders and scholars.

These changes 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.

Our **goals for 2007-2008** are to:

- 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 the revised capstone requirement, the “thesis” as a work of scholarship, as characterized by Boyer and Glassick, with guidelines for students and faculty.
- Refine 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, and a PhD program in the College of Education with a concentration in Health Professions Education..

### For more information

The MHPE Web Sites

(<http://www.uic.edu/com/mcme/degrees.htm>) and (<http://www.mhpe-online.org>)

are a valuable source of information about the MHPE program for candidates, students and others interested in the program.

## Faculty Development

**Janet M. Riddle MD,  
Rachel Yudkowsky MD MHPE,  
Mark H. Gelula PhD**

The faculty development group continues to focus on the improvement of teaching and on the development of instructional leadership. Major activities include the Scholars for Teaching Excellence Faculty Fellowship, the Teaching Skills Program for Residents, and workshops for fourth-year medical student tutors of Essentials of Clinical Medicine Working Groups.

### Scholars of Teaching Excellence Faculty Fellowship:

The Faculty Fellowship is a program for faculty interested in supporting ongoing curricular and instructional improvement, and interested in developing themselves as educational leaders. This nine-month program consists of 20 workshops and independent study or collaborative group work in an online format. The Fellowship provides grounding in instructional design, curriculum development, learner assessment, program evaluation and educational leadership.

Each Fellow is also required to pursue a project focused on curriculum, instruction, assessment or faculty development. Projects may encompass the effect of a curricular or instructional change, modification of an assessment procedure, establishment of a web-based instructional system, or other projects important to the Fellow's department or training program. The project can be focused on undergraduate, graduate, or continuing medical education.

During 2006-7, eight faculty completed the Faculty Fellowship program.



*Dr. Janet Riddle and Participants in the 2006-2007 Faculty Fellows Program*

Elements of the Fellowship workshops were presented in a workshop at the 2007 Spring Meeting of the Central Group on Educational Affairs entitled "Having Fun with Faculty: Creative Activities Used in Faculty Development."

### Skills Program for Residents:

The Teaching Skills Program for Residents is required for all residents entering the UIC Medical Center. The first workshop, provided to all new residents during orientation in June, introduces the residents to the principles of brief clinical teaching and giving effective feedback. Subsequent workshops reinforce this material and focus on additional teaching skills:

- Teaching at the Bedside
- Teaching Procedural Skills
- Lectures and Presentations
- Teaching on rounds
- Teaching Professionalism
- Teaching in Small Groups
- Advanced Clinical Teaching

Each resident attends two of these workshops according to their interests. Groups of 10-30 residents from different specialties and programs participate in the 90-minute long workshops. The sessions are highly interaction and include opportunities to practice the new skills acquired by the residents.

The workshops received favorable ratings by the residents. They are able to list learning points for each workshop that reflect achievement of the objectives for the workshop. End-of-workshop evaluations indicate that residents value the interactivity of the workshops, the opportunity to practice new skills, and the opportunity to work with residents from other specialties.

Resident teaching skills acquired during the PGY1 workshops are enriched and reinforced by participation in the GME on-line core curriculum module on “Teaching and Learning Skills for the Physician Educator” later in the course of residency training.

Teaching materials used in several of the workshops had been accepted for inclusion in the AAMC’s MedEdPORTAL, a peer-reviewed repository of educational resources. A poster describing the conceptual framework for this teaching skills program, “Learning Through Experience: A Resident Teaching Skills Program Based Upon Kolb’s Experiential Learning Theory”, was presented at the 2007 Annual Meeting of the Society of General Internal Medicine.

#### M4 Student Tutors in ECM working Groups:

We continue to teach 80-85 students each year who are tutors for the first- and second-year student working groups in Essentials of Clinical Medicine. Students learn skills in teaching and leading small groups and in giving feedback.

One of the leading members of the group, Dr. Mark Gelula, retired during the year. Each of the group’s major activities will continue. We look forward on-going scholarship in the ways that our programs lead to improved teaching and learning in the College of Medicine.

## **International Affairs**

**Ara Tekian, PhD, MHPE**

During the previous 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 policymaking bodies worldwide 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.

In the past year, DME has begun exploring potential areas of collaboration with two Saudi universities: Jazan University Faculty of Medicine and King Abdulaziz University Medical College of Jeddah. In 2007, Dr. Tekian traveled to Saudi Arabia, along with Drs. Geoff Norman of McMaster University and David Swanson of The National Board of Medical Examiners (NBME), to offer a series of workshops in medical education focusing on assessment. Since that visit, various collaborations have been proposed, including clinical performance assessment projects and designing and evaluating a new degree program.

Dr. Tekian, together with Dr. John Norcini of The Foundation for

Advancement of National Medical Education and Research (FAIMER), also conducted workshops on performance assessment at Jordan University of Science and Technology (JUST) in Irbid in May 2007, and at the American University of Beirut (AUB) in July 2007. Further collaboration with these institutions is being discussed as a result of these workshops.

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 (FAIMER). Taking as part of its mission the creation of educational opportunities for international medical education leaders, FAIMER has begun sponsoring candidates in the MHPE program. Currently, there are four FAIMER-sponsored MHPE candidates: Drs. Thomas Chacko, Muhammad Zakaullah Khan, Vivek Saoji, and Rashmi Vyas.

Involvements with the World Health Organization have increased. In February of 2007, Dr. Tekian attended meetings at WHO headquarters in Geneva with the intention of reinvigorating the collaboration between DME and WHO. DME will be working with the Geneva Office to launch some organizational “twinning” projects. During the past year, DME contributed a report on medical education in North America, as part of a PAHO white paper. In addition, Dr. Tekian has proposed a joint project with the Pan American Health Organization involving a comprehensive survey of medical education in Latin America.

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.

## Medical Humanities – Ethics

### Timothy Murphy, PhD

The Department of Medical Education took the lead in sponsoring ethics programs on the campus again this year. In the fall of 2006, a number of speakers came to campus to discuss ethical issues in transplant medicine. The Department co-sponsored this event which addressed ethical problems that will continue so long as a gap continues to exist between the number of patients needing organs and tissues and the number available for transplant. Among others, the program included Angelique Reitsma, Ph.D., of the Center for Bioethics at the University of Pennsylvania and Joel Frader, M.D., of Feinberg School of Medicine Northwestern University, both of whom have done considerable work in transplantation ethics.

We also asked Mary Faith Marshall, Ph.D., of the University of Minnesota to give a talk on the allegations that physicians killed some of their patients in desperate circumstances during the worst hours of Katrina's rampage through New Orleans. That presentation took the audience through the horrific circumstances in the hospitals and the gruesome choices that healthcare workers there faced. A few months later, a former editor of the *New England Journal of Medicine*, Jerome Groopman, M.D., addressed the campus about the increasing financial inroads on medicine. His presentation made it clear that clinical independence faces real threats from conflicts of interest that are growing across the healthcare system. The inroads of industry into academe, he suggested, should be resisted precisely to the extent they threaten clinical

independence and the welfare of patients. We also sponsored the visit of Audiey Kao, M.D., Ph.D., to the UIC medical center. Dr. Kao is Vice President for Ethics Standards at the American Medical Association and gave an extremely well attended talk, "True or Not?" In a back-and-forth format, Dr. Kao presented pairs of opposing statements on topics important to medicine and asked the audience to engage the apparent contradictions. Rarely have so many physicians become so vocal and engaged so early in the morning! This talk was also the Clifford Piltz Memorial Lecture in the Department of Medicine, and Dr. Kao took away a plaque commemorating the event. Being in part of the country that knows its share of snow and ice, we had to cancel a few events, which will be rescheduled for the coming academic year.

Timothy Murphy continued to advise the MD student Bioethics Interest Group, which sponsored programs that dealt with issues of contemporary interest, including the advisory adopted by the World Medical Association declaring opposition to all armed conflict and the ethics of human embryonic stem cell research, among others. After the Institute of Medicine issued a report on ethical issues in the conduct of research with prisoners, Professor Murphy also made several presentations on campus to alert researchers to its recommendations about ways to protect the rights and welfare of prisoners in relationship to research.

**MEDICAL HUMANITIES –  
HISTORY OF MEDICINE**  
SANDY SUFIAN, PhD

The 2006-2007 academic year in Medical Humanities (History) included several guest speakers for the History of Medicine Student Interest Group, with excellent attendance (40-50) for each session. Sanober Amin served as student president.

A writing workshop was held again this past year with Garrett Brown as our writer in residence. Attendance varied but averaged 5 students each session.

The twenty-third annual *Body Electric* journal was published with medical students contributing essays, poems and visual pieces. A reception was held to honor the contributors and highlight their work.

Coursework: The Medical Humanities program offered *History of Disability* in December 2006 to 6 medical students and several fellows from the University of Chicago. Two sections of *History and Philosophy of Medicine* were offered in the Spring semester to honors college undergraduate students.

## Hispanic Center of Excellence

### Jorge A. Girotti, PhD

The Hispanic Center of Excellence (HCOE) continues to succeed in its mission to increase the capacity of the College of Medicine and contribute to its diversity by enrolling and graduating a greater number of Latino physicians. 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.

The Center's work is best demonstrated through accomplishments in our programs. We continue to be the leader in the nation in enrolling and graduating a significant number of Latino medical students. In spite of funding challenges, the Center and its staff managed to accomplish many goals. In 2006 we had the largest Latino incoming class in the country with 51 medical students of a total of 324. UIC outnumbered Texas, California, New York and Florida. In addition, in 2006 UIC graduated the largest number of Latinos in the State of Illinois and in the country with 30 Latino physicians. In 2006 *Diverse Issues in Higher Education*, ranked UIC #2 in medical schools nationwide in minority student graduation. "*Hispanic Business Magazine*" September 2006 issue, ranked UIC College of Medicine one of the top 10 Medical schools for Hispanics.

In the Summer Research Fellowship, the number of Hispanic medical students involved in research from 2000 to 2006 totaled 110 students. We reached our peak of 24 summer research fellows in 2005, however due to cuts in funding we were only able to support 17 students

last year and this year even fewer due to further cuts in our budget.



*Professor Jorge Girotti, HCOE Director*

Our Hispanic Faculty Fellowship Program designed to address the need for underrepresented Latino faculty in academic medicine was placed on hold last year due to a decrease in our funding. However, Dr. Luisa Madronero, Clinical Assistant Professor of UIC Pediatric Cardiology and Attending Pediatric Cardiologist at the Heart Institute for Children at Advocate Hope Children's Hospital and Dr. Evelyn Figueroa, Department of Family Medicine, both benefited from the DME Scholars in Teaching Excellence Faculty Fellowship. The Center's collaboration with DME has been instrumental in the training and development of Hispanic Faculty Fellows. From 2000 to 2006 we had 11 Hispanic Faculty Fellows.

In response to the need for competitive Latino applicants from Illinois, the HCOE three-year curriculum called "Medicina Scholars" has been very successful! The program consists of

courses that introduce young scholars to the art and science of medicine and provides exposure to clinical work. This program includes seven academic lectures on Saturdays: Professionalism, History of Medicine, Public Health Policy, Cultural Competence, Grand Rounds in Primary Care and Specialized Care. Students in good academic standing commit to this three-year program supplemented with practicum experience as students volunteer in Latino health-related activities.

We had 60 participants who are Latino high school seniors, college freshmen and sophomores from local institutions. We had 12 doctors teach and are recruiting 6 additional doctors to teach this year. We are also adding 30 additional students to start this fall, for a total of 90 participants! We have three students who drive from Urbana, Indiana, and Michigan to attend the lectures. Although they are undergraduates at other institutions, they feel more confident in working towards their goal of becoming a doctor. This year we collaborated with the American Diabetes Association and conducted training for glucose testing. Training 60 students will benefit the Latino community as our Medicina Scholars volunteer for community health fairs.

The Annual Leadership Development Conference had 28 participants and featured talks by eight UIC Latino clinicians and faculty. This one-and-a-half day conference helps students develop leadership skills, builds confidence, advocacy skills, and ability to work in teams. It also exposes students to Latino case studies, UIC Latino faculty, clinicians, and community physicians.

The HCOE Network continues to be a major recruiting program for HCOE. This year an additional 139 students became members, bringing our total in 2006 to 1762. Our goal is to keep these students on track by exposing them to the medical field and having them become part of the Illinois applicant pool. The network provides a “Medical Admissions 100” lecture and, two open sessions in the Medicina Scholars Grand Rounds. Members also receive our *Newsletter-Adelante*, which is published bi-annually.

We introduced USMLE-Step 1 Diagnostic Exams for the first time. The Hispanic Center of Excellence partners with the University of Missouri Kansas City. The Center monitors the academic performance, and processes registration and administration of the exam. The Diagnostics provides students with an understanding of their strengths and weaknesses in test-taking and comprehensive knowledge of basic medical sciences. Upon completion of the exam, each student receives feedback, which includes their score as well as a mathematical breakdown of time spent per answer. Of 39 Latino M2s, 18 participated in the diagnostic test-taking. Sixteen of the eighteen passed on their first attempt, the remaining two on their second attempt. HCOE makes this available to all Latino students. Staff meets individually 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.

The Center has established a strong track record, and we are proud to report that the state legislators awarded HCOE \$400,000 for fiscal year 2007 and another 400,000 for fiscal year 2008. 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.

Over the past year, in spite of limited funding we added some noteworthy events.

HCOE collaborated with Dr. Enrico Benedetti, Head of Surgery, and hosted the second annual Transplant Symposium, *Nuevas Fronteras en el Tratamiento Medico para la Comunidad Hispana en la Universidad de Illinois en Chicago*, a Medical/Surgical Symposium, June 2, 2006 for Latino physicians. The symposium offered CME credits and updated physicians on new surgical procedures and technology as well as introduction to UIC surgeons. We had 110 physicians in attendance! We also coordinated the Illinois Hispanic Physician Association Symposium titled: *The Role of the Hispanic Center of Excellence in Training Future Latino Physicians*, November 17, 2006. We had 129 registered physicians and guests, including: Dean Flaherty, the former President of Cook County Board of Commissioners, Bobbie Steel, and former Senator Del Valle among other state representatives and senators. Our

Latino physicians have played a major role in our funding and commitment to the mission of HCOE programs.

We continue to work with Professors Phil Bashook and Ilene Harris on evaluation of the Medicina Scholars Program and scholarship.

Information Resources, clinical education, and curriculum: Our website continues to draw interest, averaging 200 hits per month. The Center also produces the HCOE newsletter which is published two times a year. HCOE is an active partner with Undergraduate Medical Education, and provides an ever-growing number of Latino preceptors for the Longitudinal Primary Care component. These physicians are affording more UIC medical students an opportunity to experience medical care for Hispanic patients.

On another note, we are working on diversifying our funding sources. The HCOE Scholarship received funding from the MacNeal Foundation, the Jorge Prieto Family and Cavero Medical Group. The HCOE Gift Account (which supplements funding for Center programs) continues to grow as well. We have benefited from noteworthy contributions from recent alumni as well as a donation from one of our Latino-medical students of modest means.

We will continue to work on improving our programs in our pursuit of excellence.

## **DME Distance Education Programs**

**Gerald R. Stapleton, MS**

Since the late 1990s the faculty and staff of the Department of Medical Education have been leaders in providing medical education programs for learners at a distance. Over the past year our focus has turned to weaving an even tighter fabric of educational experiences and strengthening the bonds that bind our community of learners wherever they are found around the world. Program faculty have worked persistently to assure a seamless integration of technology in the learning experience for our distance education participants. Whether at the level of undergraduate, graduate, or continuing medical education, the staff of the Distance Education Office have worked with faculty to develop effective tools and programs to facilitate collaboration, assessment, and learning regardless of the limitations of time and space. The following examples are a few of the highlights from the past year.

### **Webcasting and Multimedia Services**

Over the past year, the DME has taken the use of Webcasting for educational conferences from the experimental level to the mainstream. The DME's monthly seminar series has attracted capacity audiences including regular participants from India, Japan, Israel, and South America. Under the direction of Dr. Georges Bordage, a new format has been adopted helping to focus the discussion and create an even more rewarding experience. Using the DME's Web-based conferencing system, 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. The past year's seminars included such timely and interesting topics as the use of simulations for procedural skills training (Dr. Rachel Yudkowsky), patient safety (Dr. Dave Mayer and Anne Gunderson), and images of the body in political cartoons (Dr. Sandy Sufian). A complete listing and the archives can be found on the departmental Web at [www.uic-dme.org](http://www.uic-dme.org). Department staff led by Mr. Philip Bertulfo also provided Webcasting services for the Clinical Research Training Program's monthly seminar series on translational research. Archives for this series can be found at [www.crtp.uic.edu](http://www.crtp.uic.edu).

The DME distance education multimedia services team has supported College of Medicine programs in surgery and pediatrics as well. In one such activity, a live feed of a kidney removal was beamed from a UIMC operating room to a medical center in Argentina where a team of surgeons watched and awaited delivery of the very same organ for transplant to a recipient in their facility hours later. In our own Clinical Performance Center, DME staff assisted in the creation of a library of procedural videos available to students anytime anywhere for reference. Also over the past year, the DME distance education staff has been instrumental in designing and building the infrastructure for a new digital video recording and archiving system for the Clinical Performance Center. We're also excited to have opened a new studio in recent months that will facilitate filming and

Webcasting DME and College of Medicine programs.

### **Continuing Medical Education**

Among the exciting new projects currently in their beginning stages are two Continuing Medical Education (CME) projects of particular interest. The DME distance education staff assisted Dr. Claudia Hernandez from the Department of Dermatology and Dr. June Robinson of Northwestern University in submitting a successful proposal to the American Academy of Dermatology to create a series of dermatology programs to be available via cable television, the Internet, and podcast. This project is planned as a precursor to creating on-demand CME programming via satellite and cable television.

Equally innovative and exciting is a program in Religion / Spirituality and Mental Health being developed through a grant from the Templeton Foundation. The DME distance education staff and DME Administrator, Diane Rudall worked with Dr. Kal Kaplan and the Department of Psychiatry to develop a proposal for an ongoing three-year program addressing the disconnect between the Greek and Biblical views of mental health and its impact on the provision of counseling services by medical and religious counselors. The program will include both multimedia components and interactive online asynchronous discussion and will be offered exclusively online.

### **DME Alumni Community**

Working with an ad-hoc committee of faculty and alumni, the DME distance

education staff has assisted in the creation of an online environment for the sharing and exchange of information and ideas among the hundreds of individuals who have been involved in DME programs over the years including MHPE alumni, DME faculty, fellows, and staff. This new site provides for the online sharing of medical education news and accomplishments, discussion and debate about hot topics in the field, and opportunities to engage in research and scholarship. All members of the DME Alumni Community are encouraged to participate in this exciting new forum that can be found at <http://community.uic-dme.org>

### **Ongoing Programs**

DME Distance Education staff continue to support the online segment of the M HPE program and the GME Core Curriculum. The GME Core Curriculum was one of the first programs in the country to address the general competencies of the Accreditation Council for Graduate Medical Education (ACGME) in a comprehensive way utilizing an online system of instruction for medical residents. Originally developed under the direction of the department head, Dr. L. J. Sandlow, to address UIC's own institutional needs, the program has grown to include almost 3000 residents from more than twenty institutions in locations around the United States. It is the largest online instructional program in the University of Illinois system. Our newest course, developed with assistance from the Institute of Medicine Chicago and released during this past year is GME 115 Focus on Patient Safety. This course was created in response to requests from program faculty at many

institutions that we provide residents with a foundation in strategies for creating an environment where the safety of patients is paramount. For information about the GME Core Curriculum go to <http://www.gme-core.org>.

Additional ongoing programs include the online Health Insurance Portability and Accountability Act (HIPAA) training program developed by the DME distance education staff and faculty through which medical students at all four College of Medicine campuses learn about privacy issues and compliance. For information see <http://www.hipaa-online.com>.

### **Service**

The DME Distance Education Office provides services affecting many programs and departments in the College of Medicine.

Media services and HIPAA training are good examples. The development of a Web-based survey system to measure Undergraduate Medical Education outcomes is another, as is our work with the Office of Continuing Medical Education on a Web-based CME management system and our participation in committees and taskforce groups on behalf of the college. Hardware and software support are also part of the picture. The DME distance education staff provides support for the users of more than 250 computers in departmental facilities including numerous servers and specialty applications. In the year ahead, the DME distance education staff looks forward to the opportunity to continue serving the needs of the department and college.

## Clinical Performance Center

**Rachel Yudkowsky, MD, MHPE,  
Director**

**Martin Hurm, MFA, Associate Director**

**Jane Noles, Assistant Director**



*Dr. Yudkowsky, CPC Director*

Established in 1987, the Clinical Performance Center (CPC), now the Allan L. and Mary L. Graham Clinical Performance Center) is one of the oldest and largest performance assessment centers in the United States. Over one thousand individual students and residents come to the CPC each year for educational activities with standardized patients (SPs) and other simulations. CPC staff and SPs also serve as workshop instructors, plenary speakers and Special Project faculty for medical students at UIC.

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 allows standardized patients and students to enter information online at CPC or remote computers. Faculty can log remotely to view reports and grade short answer questions. An upgrade to digital video recording (in progress) will allow faculty and students to remotely view and comment upon recordings of the encounters as well.

A generous gift of \$1 million from UIC alum Dr Allan Graham is allowing the CPC to renovate and expand our existing facility. The gift also funded the acquisition of a high-fidelity human patient simulator mannequin. The combination of standardized patients, task trainers and mannequins in a single center will facilitate the integrated learning of clinical skills, decision making, teamwork, communication and interpersonal skills, to the ultimate benefit of both learners and patient care.

### **The Clinical Performance Center in the News**

The CPC was featured in several pieces focusing on the use of standardized patients to improve physician’s communication skills. These included an article in the Chicago Tribune (August 2006), TV coverage on both Channel 5 and Channel 2 evening news (December 2006), and a widely distributed article by AP Medical Writer Lindsey Tanner (February 2007).

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

**New rating scale** - Dr Cherdsak Iramaneerat, an MHPE alum, working with Drs. Rachel Yudkowsky and Tali Lowenstein, developed and piloted a new instrument for the assessment of

residents' communication skills. Dr Iramaneerat uses Multi Facet Rasch Measurement to assess rating errors and guide efforts to improve rating instruments.

**NBME Stemmler Grant** – Drs Yudkowsky, Georges Bordage, Janet Riddle and Tali Lowenstein completed work on their NBME Stemmler Fund for Medical Education grant: “Validation of a hypothesis-driven physical exam assessment procedure.” The study utilized standardized patients and part-task mannequins to simulate clinical findings and assess students' ability to anticipate key discriminating findings, perform the maneuvers with standardized patients, interpret simulated findings, and formulate a working diagnosis.

**VA Grant** – Drs. Saul Wiener, Julie Goldberg and Alan Schwarz are investigating physicians' ability to gather and utilize contextual information when making medical decisions.

Standardized patients visiting doctors' offices incognito (with appropriate prior consent) help shed light on the actual behavior of practicing clinicians. 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 (the Association of American Medical Colleges) annual conference, CGEA (Central Group on Educational Affairs) Annual Meeting 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.

The CPC has had an active year, conducting standardized-patient-based instruction and assessment for over 3500 students and residents from UIC and outside clients. We look forward to another exciting and productive year!

## Publications, 2006-2007

Angelos, P., **Murphy, T.F.**, Sampson, H., Hollings, D.C., & Kshetry, V. Informed consent, capitation, and conflicts of interest in clinical trials: views from the field. *Surgery* 2006 (140): 740-748.

**Bordage, G.** Chapter 7: How knowledge organization influences diagnostic reasoning. *In: How to Teach and Learn the Skills for Residency Training.* (J. Otaki, Japanese translator) Nanzando Co, Ltd, Publisher, Tokyo, Japan, 2006.

**Bordage, G.** Final Report to the International Research Center in Medical Education (IRCME), Graduate School of Medicine, University of Tokyo. IRCME Publication 2, September, 2006, p.57-79.

Gilliland, W.R., Pangaro, L.N., **Downing, S.**, Hawkins, R.E., Omori, D.M., Marks, E.S., Adamo, G. & **Bordage, G.** Standardized versus Real Hospitalized Patients to teach history taking and physical examination skills. *Teaching & Learning in Medicine.* 2006;18:188-195.

**Goldberg, J.** Being there is important, but getting there matters, too: The role of path in the valuation process. *Medical Decision Making*, 2006; 26(4), 323-337.

**Goldberg, J.** World view of high-risk juvenile delinquents: Relationship to decisions to shoot. *Criminal Justice and Behavior.* (2007); 34(6), 846-861.

**Harris, I.** Analyzing qualitative data. *MedEdPORTAL.* 2006. Available from: <http://www.aamc.org/mededportal>.

MacNabb, C., Schmitt, L., Michlin, M., **Harris, I.**, Thomas, L., Chittendon, D., Ebner, T.J., & Dubinsky, J.M. Neuroscience in middle schools: A professional development and resource program that models inquiry-based strategies and engages teachers in classroom implementation. *Life Sciences Education.* 2006, 5: 144-157.

**Murphy, T.F.** On being downstream from faked scientific reports. *British Medical Journal* 2006 (332): 674-674.

**Murphy, T.F.** Equity and access: International standards and assisted reproductive technologies, *Reproductive Biomedicine Online* 2007 (14) supplement 1: 12-18.

Norman, G., **Bordage, G.**, Page, G., & Keane, D. How specific is case specificity? *Medical Education.* 2006;40:618-23.

Power, D.V., **Harris, I.**, Swentko, W., Halaas, and G.W., & Benson B. J. Comparing rural-trained medical students with their peers: Performance in a primary care OSCE. *Teach Learn Med.* 2006, 12 (4): 30-34.

Regehr, G. & **Bordage, G.** To blind or not to blind? What authors and reviewers prefer. *Medical Education.* 2006;40:832-39.

Sedlack, R.E., Baron, T.H., **Downing, S.M., & Schwartz, A.J.** Validation of a colonoscopy simulation model for skills assessment. *American Journal of Gastroenterology*. January 2007, 102:64-74.

Stagnaro-Green, A.S. & **Downing, S.M.** Use of flawed multiple-choice items by the New England Journal of Medicine for continuing medical education. *Medical Teacher*. 2006, 2: 566-568.

**Sufian, S.** Colonial malariology: Medical borders and sharing of scientific knowledge in mandatory Palestine. *Science in Context*, Vol. 19, No. 3, Fall, 2006, 381-400.

Torkelson, C., **Harris, I., & Kreitzer, M.J.** Evaluation of a complementary and alternative medicine rotation in medical school. *Altern Ther Health Med*. 2006, 12 (4): 30-34.

**Yudkowsky, R., Bordage, G., Lowenstein, T. & Riddle, J.** Residents anticipating, eliciting, and interpreting physical findings. *Medical Education*, 2006;40:1123-47.

**Yudkowsky, R., Downing, S.M., & Ommert, D.** Prior experiences associated with residents' scores on a communication and interpersonal skill OSCE. *Patient Education and Counseling*. 2006, 62:362-373.

**Yudkowsky, R., Downing, S.M., & Sandlow, L.J.** Developing an Institution-based Assessment of resident communication and interpersonal skills. *Academic Medicine*. 2006, 81: 1115-1122.

Zuberi, R., **Bordage, G.** & Norman, G. Reliability and validity of ratings from the student evaluation of teaching in outpatient clinics (SETOC) instrument. *Advances in Health Professions Education*. 2007;12:55-69.

## National and Regional Leadership Activities Faculty Activities 2006-07

While DME faculty members serve extensively as members of many regional, national, and international organizations and as reviewers of notable medical and other publications, we have chosen to highlight a sample of their leadership roles for AY07.

### **Philip Bashook**

**Member** - Medical Council of Canada, Evaluation Development Advisory Committee

**Member** - Royal College of Dentists of Canada, Examination Committee

### **Georges Bordage**

**Chairman of the Editorial Board** – *Medical Education*

**Editorial Board Member & Founding Member** – *Medical Education*

**Member** - Carnegie Foundation: Preparation for the Professions–Medical Education Review Panel

### **Steven Downing**

**Member & Discussant** - American Educational Research Association (AERA), Division I (Education in the Professions): Program Committee

### **Jorge Girotti**

**Member** - Board of Governors, Institute of Medicine

**Member** - Illinois State Board of Health, Policy Subcommittee

**Treasurer** - Hispanic Serving Health Professions Schools

### **Julie Goldberg**

**Co-chair** - 2007 Society for Medical Decision Making Conference abstract category committee on The Science of Decision Making.

**Editorial Board Member** - *Society for Medical Decision Making*

### **Ilene Harris**

**Chair** – Distinguished Career Award Committee, AERA Division 1

**Editorial Board** - *Archives of Laboratory Medicine and Pathology*

**Grants Review Committee** – Association for Surgical Education, members, Grants Review Committee

### **Timothy Murphy**

**Editorial Board** - Virtual Mentor: *The American Medical Association Journal of Ethics*, 2005 - present

**Editorial Board** - *Journal of Homosexuality*, 1980s - present

**Editorial Advisory Board** - Encyclopedia of the Philosophy of Sex

### **Janet Riddle**

**Chair** – Clinician - Educator Awards Committee 2006 MWSGIM Regional Meeting

### **L.J.Sandlow**

**Board of Governors** - Institute of Medicine

**Co-Chair**, Resource Management Committee of Quality Assurance Forum of American College of Physician Executives

**Member of the Board** - Portes Foundation

**Member of Board** and Executive Committee - Research and Education Foundation of Michael Reese Hospital Medical Staff

**Alan Schwartz**

**Abstract Committee Chair** - Psychology of Medicine Decision Making, 2007

**Board of Trustees** - Society for Medical Decision Making 2005-2008

**Coordinator** - Teaching MDM interest group, Society for Medical Decision Making, 2006

**Editorial Board** - *Medical Decision Making* 1998 -

**Executive Board** - Society for Judgment and Decision Making 2004-

**Gerald Stapleton**

**Convener** - Educause Midwest

**Sandra Sufian**

**Board Member** - Association of Environmental Studies of the Middle East

**Board Member** - Listserv on History of Disability (H-Disability)

**Chair** - Global Network of Researchers on HIV/AIDS 2004-in the Middle East and North Africa (GNR-MENA).

**Chair** - Advisory Committee Communications Committee. Global Network of Researchers on HIV/AIDS in the Middle East and North Africa (GNR-MENA).

**Chair** - Communications Committee. Global Network of Researchers on HIV/AIDS in the Middle East and North Africa (GNR-MENA).

**Chair** - Conference Committee for International AIDS Conference. Global Village Committee for International AIDS Conference Global Network of Researchers on HIV/AIDS in the Middle East and North Africa (GNR-MENA)

**Ara Tekian**

**Editorial Board** - *Educational Researcher*

**Secretary** – 2006-2008. Division “T” Education in the Professions American Educational Research Association (AERA)

**Rachel Yudkowsky**

**Chair** - Grants and Research Committee, Association of Standardized Patient Educators (ASPE)

**Chair** - Grants Review, Association for Standardized Patient Educators

**Editorial Board** - *Academic Psychiatry*

## Faculty Presentations

### 2006-07

**Boddipalli, V.,** Mayer, D.,  
**Gunderson, A. & Tekian, A.** Baseline attitudes, knowledge, and skills regarding patient safety in first-year medical, pharmacy, nursing, and applied health students. Poster presented at the Central Group on Educational Affairs, Association of American Medical Colleges, Indianapolis, Indiana, March 24, 2007.

**Bordage, G.** Deux Raisons de Consultation : Celle du malade et celle de l'étudiant. Collation des Grades, Université Laval, Québec, Canada, June, 2007.

**Bordage, G.** Pourquoi j'ai raté le diagnostic? Révéler sans être blâmé. Faculté de Médecine, Université Laval, Québec, Canada, June, 2007.

**Bordage, G.** La Recherche en Education: Elements de Succès. Faire Avancer le Domaine. Symposium Micher Weber, Centre Hospitalier Ste-Justine, Montréal, Canada, May, 2007.

**Bordage, G.** Hypothesis-driven physical exam. Beyond checklists to context and meaning. 7<sup>th</sup> Alberta Meeting on Medical Education, Jasper, Canada, May, 2007.

**Bordage, G.** The Summative Assessment of Clinical Performance in the Workplace. (with T. McGuire) Medical Council of Canada and Medical Council of Australia. Whistler, Canada, April, 2007

**Bordage, G.** My resident is struggling with her diagnoses? Fostering disclosure without blame. Association of Program Directors in Internal Medicine. San Diego, April, 2007.

**Bordage, G.** Prototypes, and semantic networks – Moving the field forward. American Education Research Association. Chicago, April, 2007.

**Bordage, G.** Improving the quality of reporting: Editors' perspectives. American Education Research Association. Chicago, April, 2007.

**Bordage, G.** Abstracts and titles of research reports in medical education omit essential information: A systematic review. (D. Cook, presenter). Annual Meeting of the Society for General Internal Medicine, Toronto, April 2007.

**Bordage, G.** Can 4<sup>th</sup>-year medical students anticipate, elicit, and interpret physical findings in a hypothesis-driven exam? (J. Riddle, presenter). Central Group on Educational Affairs, AAMC, Bloomington, Indiana, March, 2007.

**Bordage, G.** Assessing Clinical Decision Making: Focusing only on the critical, challenging decisions, the key features. School of Medicine Chiba University, March 2007.

**Bordage, G.** Hypothesis-driven physical examination. Anticipating, eliciting & interpreting clinical findings. Tokyo Medical University, Tokyo, March, 2007.

**Bordage, G.** The teaching moment. University of Tokyo Graduate School of Medicine. March, 2007.

**Bordage, G.** Assessing clinical decision making: The key features approach. Congreso Nacional de Educacion Medica. Puebla, Mexico, January, 2007.

**Bordage, G.** Quantitative – Qualitative : Theory building and testing. Research in Medical Education Conference, Association of American Medical Colleges. Seattle, WA, November, 2006.

**Bordage, G.** Validity evidence for undergraduate internal medicine OSCE. (N. Kassam, presenter) Research in Medical Education Conference, Association of American Medical Colleges. Seattle, WA, November, 2006.

**Bordage, G.** Quality of abstracts in reports of experimental studies in medical education: A systematic review. Research in Medical Education Conference, Association of American Medical Colleges. Seattle, WA, November, 2006.

**Bordage, G.** Medical education research. Moving the field forward. Medical Education Research Consortium, American Medical Association. Chicago, October, 2006.

**Bordage, G.** Getting started in education research. Moving the field forward. First GAMES Education Symposium, University of Western Ontario, London, Ontario. October, 2006.

**Bordage, G.** Why did I miss the diagnosis ? Disclosure without blame. Larry Greenberg Lecture - Grand Rounds. Children's National Medical Center, Washington, DC, September, 2006.

**Bordage, G.** Evaluer les activités d'enseignement pour le recrutement ou la promotion. Maryse Fiche & Georges Bordage. Société Internationale Francophone d'Education Médicale, Beyrouth, June 2006.

**Downing, S.** Standard setting: Establishing defensible passing scores for performance examinations. Invited workshop, Current Concepts in Clinical Assessment Conference, Texas Chiropractic College, Houston, TX, August 2006.

**Downing, S.** Threats to validity of performance exams: what can go wrong and how to fix it. Invited Plenary Lecture, Current Concepts in Clinical Assessment Conference, Texas Chiropractic College, Houston, TX, August 2006.

**Downing, S., Yudkowsky, R. & Tekian, A.** Standard setting: establishing defensible passing scores for performance examinations. Invited workshop, Simulation Technology in Medical Education Conference, Northwestern University Feinberg School of Medicine, Chicago, IL, October 13, 2006.

**Downing, S.** Assessment with multiple-choice questions in medical education: arguments for selected-response formats. Invited presentation, Congreso Nacional De Educacion Medica, Puebla, Mexico, January 11, 2007.

**Downing, S.** Validity and reliability in medical education assessment: current concepts. Invited presentation, Congreso Nacional De Educacion Medica, Puebla, Mexico, January 12, 2007.

**Downing, S.** Writing higher-order in-training and self-assessment items: evidence-based principles. Invited workshop, American College of Obstetricians and Gynecologists (ACOG), Washington, DC, March 2, 2007.

**Downing, S.** Testing higher-order cognitive knowledge: creating effective test items. Invited workshop, UIC-College of Medicine Excellence in Teaching Faculty Development Series, March 15, 2007.

**Downing, S.** Writing effective test items to measure achievement. Invited presentation, American Council on Education, GED Testing Service—Tests of General Educational Development (GED), Washington, DC, May 9, 2007.

**Girotti, J.** Writing for the reviewer: The K07 application process. UIC Vice Chancellor for Research Workshop, Chicago, IL, September 2006.

**Girotti, J.** Cultural competence in current pediatrics practice. Advocate Christ Medical Center, CME, Chicago, IL., February 2007.

**Girotti, J.** Hispanic faculty development from a dean's perspective. National Hispanic Medical Association Conference, San Antonio, TX, March 2007.

**Goldberg, J., Surati, M. & Richards, M.** How vicarious experience and a multistage decision-making process influence prostate and breast cancer screening decisions. Paper presented at the annual meeting of the Society for Medical Decision Making, Boston, MA. October, 2006.

**Harris, I.** Qualitative and quantitative research methods in medical education. Presented at annual meeting of International Association of Medical Science Educators (IAMSE), San Juan, Puerto Rico, July 15, 2006. (Invited Workshop).

**Harris, I.** Focusing instruction: principles of learning and use of educational objectives. Costin Institute, Midwestern University, Chicago, September 30, 2006. (Invited Workshop).

**Harris, I.** Qualitative methods. Presented at Foundation for the Advancement of International Medical Education and Research (FAIMER), Philadelphia, October 17, 2006. (Invited Workshop).

**Harris, I.** (Participant in Symposium). Career transitions and sustaining vitality. CGEA Annual Meeting, Indianapolis, March 23, 2007.

**Harris, I.** Finding themes in course evaluations using qualitative methods. CGEA Annual Meeting, Indianapolis, March 23, 2007. (Invited Workshop).

**Harris, I.** (Invited Education Grand Rounds). Qualitative research methods: applications in our scholarship and in our practice. University of Miami Miller School of Medicine, Miami, FL, March 30, 2007.

**Harris, I.** (Invited Discussant for Paper Session). A vision for an empathic reflective medical education curriculum. American Educational Research Association Annual Meeting, Chicago, IL, April 9, 2007.

**Harris, I.** Qualitative research methods in medical education. AAMC Southern Region Group on Education Affairs, Louisville, KY, April 19, 2007. (Invited Workshop).

Kassam, N., Skakun, E., **Downing, S., & Bordage, G.** Validity evidence for an undergraduate internal medicine OSCE. Abstract presented at the Annual Meeting of the Association of American Medical Colleges, RIME, Seattle, WA, November, 2006.

Mayer, D., Barach, P. & **Tekian, A.** Designing a patient safety and quality outcomes medical curriculum. Presented at the Association for Medical Education in Europe (AMEE), Genoa, Italy, September 14 – 18, 2006.

Mayer, D., Barach, P., **Tekian, A. & Gunderson, A.** Designing, implementing, and evaluating an interdisciplinary patient safety and quality outcomes medical school curriculum. Workshop conducted at the Association of American Medical Education (AAMC) in Seattle, Washington, November 1, 2006.

Mayer, D., Klamen, D., **Tekian, A., Gunderson, A.** & Smith, C.L. Should patient safety education be implemented in the UGME curriculum? Workshop conducted at the Central Group on Educational Affairs, Association of American Medical Colleges, Indianapolis, Indiana, March 23, 2007.

**Murphy, T.** Choosing children with disability. Evanston Ethics Club, summer 2006. Invited presentation.

**Murphy, T.** The ethics of sexual orientation research. Thomas Jefferson Center for Religion and Culture, Ashland Oregon, August 2006. Invited presentation.

**Murphy, T.** Ethics and organ transplant policy: Disputes regarding waiting list placement. Integritas Institute of the Newman Center at UIC, Chicago, IL, November 2006. (Invited presentation).

**Murphy, T.** IRB presentation on prisoner research, general, sponsored by Office for Human Subjects Protection, UIC, Chicago, IL, December 2006.

**Murphy, T.** Ethics and professional relationships. Presentation at Rosalind Franklin University, Scholl College of Podiatric Medicine, North Chicago, IL, February 2007. Invited by student group.

**Murphy, T.** Workshop on ethics of prisoner research, Jane Addams College of Social Work., Chicago, IL, February 2007. (Invited presentation).

**Murphy, T.** When science looks at sex: biology and the ethics of homosexuality. University of Notre Dame, sponsored by Program in Gender Studies, Dept. of Philosophy, Dept. of Sociology, Gender Relations Center, Core Council for Gay and Lesbian Students, Feminist Voice. March 2007. (Invited presentation).

**Murphy, T.** Ethics and anti-aging research," George Washington University, sponsored by Vice President for Academic Affairs, Washington, DC, April 2007. (Invited presentation).

**Murphy, T.** Fraud, plagiarism and other ethical issues in authorship, Center for Bioethics, Medical College of Wisconsin, Milwaukee, WI, April 2007. Invited presentation).

**Murphy, T.** Genetics and identity, Illinois Humanities Council, Chicago, IL, April 2007. (Invited presentation).

**Murphy, T.** The ethics of human embryonic stem cell research. Presentation at Bioethics Interest Group, College of Medicine, UIC, Chicago, IL, April 2007. (Invited by student group).

**Murphy, T.** Workshop in research ethics, Northern Illinois University, DeKalb, IL, April 2007. (Invited presentation).

**Murphy, T.** Justice after the human genome project. Canadian Bioethics Society, Toronto, Canada, May 2007. Competitive application.

**Murphy, T.** The ethics of reproductive tourism. International Bioethics Retreat, St. Catharine's College, Cambridge University, Cambridge, England, June 2007.

**Riddle, J.** Advanced level course on teaching and learning, Department of Educational Development, Aga Khan University Faculty of Sciences Medical College. Karachi, Pakistan, August 15-19, 2006 (Invited Presentation).

**Riddle, J.** Does good clinical teaching really make a difference? Aga Khan

University Faculty of Sciences Medical College. Karachi, Pakistan, August 18, 2006 (Invited Presentation).

**Riddle, J., Gelula, M., & Tulley, J.E.** A longitudinal faculty development program based upon the PRECEDE Model. Innovations in Medical Education Poster Session, Midwest SGIM Regional Meeting, September 29, 2006.

**Riddle, J., Tulley, J.** Using an Outcomes-Logic Model Approach to Develop, Implement and evaluate faculty development programs. The Generalists in Medical Education Annual Conference, Seattle, WA, October 29, 2006.

**Riddle, J., Gelula, M.** Needs Assessment for a Longitudinal Faculty Development Program Using Q-Methodology. RIME Poster Session, AAMC Annual Meeting, October 30, 2006.

**Riddle, J., Rosenbaum, M., Shropshire, J.** Developing faculty development activities that respond to the need of community-based preceptors. AAMC Annual Meeting, Seattle, WA, October 31, 2006.

**Riddle, J., Gelula, M.** Brief clinical teaching and giving effective feedback. John Stroger Hospital of Cook County, General Medicine Clinic. February 27, 2007 (Invited Presentation).

**Riddle, J. & Marcdante, K.** Career transitions & sustaining vitality : A conversation with CGEA Laureates. Central Group on Educational Affairs Spring Meeting, March 23, 2007.

**Riddle, J.** Case report writing boot camp. Resurrection Health Care Residents Research Day, March 31, 2007 (Invited Presentation).

**Riddle, J., Gelula, M. & Tulley, J.** A longitudinal faculty development program based upon the PRECEDE Model. Society of General Internal Medicine Annual Meeting, April, 2007.

**Riddle, J.** Setting expectations and goals: A learner-centered approach. Caterpillar Scholars Fellowship program, UIC COM-Peoria. April 3, 2007. (Invited Presentation).

**Riddle, J., Yudkowsky, R., & Gelula, M.** Learning through experience: A resident teaching skills program based upon Kolb's Experiential Learning Theory. Society of General Internal Medicine Annual Meeting, April, 2007.

Rosenbaum, M., Huggett, K., Simpson, D., & **Riddle, J.** Having fun with faculty: Creative activities used in faculty development. Central Group on Educational Affairs Spring Meeting, March 23, 2007.

**Sandlow, L.J.** Technical and Management Considerations when Implementing an Electronic Student Teaching Learning Portfolio Project. Slice of Life Workshop, July 2006.

**Schwartz, A., Hazan, G., Leifer, A., & Heckerling, P.** Life goals and health decisions - what will people live (or die) for? Paper presentation at Society for Decision Making annual meeting, Boston, MA, October 2006.

**Schwartz, A., Leifer, A., Hazen, G. & Heckerling, P.** Life goals and health

decisions - what will people live (or die) for? Society for Judgment and Decision Making annual meeting, Houston, TX, November 2006.

**Sufian, S.** Uncovering Data on HIV/AIDS in the Middle East and North Africa: Status and Issues. International AIDS Conference-Toronto. Organized Satellite Meeting. Co-sponsored with UNAIDS. August 2006.

**Sufian, S.** Vulnerability and AIDS in the Middle East. History of Medicine Student Interest Group. University of Illinois School of Medicine at Chicago., Chicago, IL, August 2006.

**Sufian, S.** A culture of health: malaria education and the zionist project. On panel entitled: Britain's Moment in Palestine. Middle East Studies Association. November 2006.

**Sufian, S.** Meeting the needs of a neglected region: HIV/AIDS in the Middle East- Part III. Continued Thematic Conversation on HIV/AIDS in the Middle East and North Africa. Organized and presented at the Middle East Studies Association. November 2006.

**Sufian, S.** AIDS and globalization: the case of the Middle East. Loyola University Chicago Stritch School of Medicine. AIDS Awareness Week., Chicago, IL, March 2007.

**Sufian, S.** The nation as caregiver: The case of malaria education in Palestine. Spring Colloquium on the History of Caregiving. Assuming Responsibility for the Sick: Global Perspectives. Barbara Bates

Center for the History of Nursing  
University  
of Pennsylvania, PA, April 2007.

**Sufian, S.** Using disease to capture complex historical relationships: The case of malaria and settlement in mandatory Palestine. For *Absent Spheres, Silent Voices: Recovering Untold Histories*. Third Istanbul Workshop, the Institute for Advanced Studies at the Hebrew University of Jerusalem, Tel Aviv University, and Sabanci University in Istanbul. May 2007.

**Tekian, A.** Curriculum Development. One week course in the “Master of Medical Education Program” at the Faculty of Medicine, University of Bern, Bern, Switzerland, July 10 – 14, 2006.

**Tekian, A.** Simulations and gaming. Presentation and workshop at the Second Annual Roundtable on “Designing a patient safety and quality outcomes health sciences curriculum” held in Telluride, Colorado, July 31- August 3, 2006. (Invited Presentation).

**Tekian, A.** Developing education methods, leadership skills professional networks. Participated at FAIMER Institute’s training program for International fellows. FAIMER Institute, Philadelphia, Pennsylvania, October 6 – 13, 2006.

**Tekian, A.** Curriculum development. Presented at the FAIMER (Foundation for Advancement of International Medical Education and Research) Institute, Philadelphia, Pennsylvania, October 10, 2006. (Invited Presentation).

**Tekian, A.** Underrepresented minorities in medicine: research findings and future directions. Seminar presented as part of the Research in Medical Education Conferences at the University of Chicago, Pritzker School of Medicine, December 7, 2006. (Invited Presentation).

**Tekian, A.** Innovative simulations to assess professional competence. Keynote speaker at the 4<sup>th</sup> Asia Pacific Education Conference (APMEC), National University of Singapore, February 10, 2007. (Invited Presentation).

**Tekian, A.** Moving beyond physician competence to patient outcomes. Presented at the 4<sup>th</sup> Asia Pacific Education Conference (APMEC), National University of Singapore, February 11, 2007. (Invited Presentation).

**Tekian, A.** How to improve oral examinations. Workshop conducted at the 4<sup>th</sup> Asia Pacific Education Conference (APMEC), National University of Singapore, February 12, 2007.

**Tekian, A.** Challenges and opportunities of a medical education department in the 21<sup>st</sup> century. World Health Organization Headquarters’ Office in Geneva, Switzerland, February 23, 2007. (Invited Presentation).

**Tekian, A.** Design and assessment of a curriculum development course for a masters in medical education program. Faculty of Medicine, University of Bern, February 25, 2007. (Invited Presentation).

**Tekian, A.** Using simulation to improve reality (Discussant). American Educational Research Association, Chicago, IL, April 10, 2007.

**Tekian, A.** Standardized oral examinations. Workshop conducted at the Jordan University of Science and Technology, in Irbid, Jordan, May 19, 2007.

**Tekian, A.** Setting standards for written and performance examinations. Workshop conducted at the Jordan University of Science and Technology, in Irbid, Jordan, May 19, 2007.

**Tekian, A.** Design and assessment of a curriculum development course for a masters in medical education program. Presented at the Faculty of Medicine, University of Standard Setting for Written Examinations. Keynote speaker at the first regional conference “Taif Forum for Enhancement of Medical Education,” held in Taif, Saudi Arabia, May 27 – 29, 2007. (Invited Presentation).

**Tekian, A.** How to improve the validity of oral examinations. Workshop conducted at the first regional conference “Taif Forum for Enhancement of Medical Education,” held in Taif, Saudi Arabia, May 27 – 29, 2007.

**Tekian, A.** Standardized and simulated patients for teaching and assessment. Workshop conducted at the first regional conference “Taif Forum for Enhancement of Medical Education,” held in Taif, Saudi Arabia, May 27 – 29, 2007.

**Tekian, A.** How to train simulated patients. Workshop conducted at the Taif University, Faculty of Medicine, in Taif, Saudi Arabia, May 31, 2007.

**Tekian, A.** Integrated Curriculum. Workshop conducted at the Taif University, Faculty of Medicine, in Taif, Saudi Arabia, June 2, 2007.

**Tekian, A.** How to Teach and Assess Communication Skills. Presented at the Faculty of Medicine, Taif University, Taif, Saudi Arabia, June 3, 2007. (Invited Presentation).

**Tekian, A. & Gruppen, L.** Curricular change: how to succeed. Workshop conducted at the Association for Medical Education in Europe (AMEE), Genoa, Italy, September 14 – 18, 2006.

**Tekian, A. & Sandlow, L.J.** Overview of the Department of Medical Education. Presented at the Medical Education Partners’ Forum at the Pan American Health Organization, Washington, D.C., July 6, 2006. (Invited Presentation).

**Tekian, A. & Yudkowsky, R.** Oral examinations: how effective are they as an assessment instrument? Presented at the Association for Medical Education in Europe (AMEE), Genoa, Italy, September 14 - 18, 2006.

**Tekian, A. & Yudkowsky, R.** Designing oral examinations: Challenges and opportunities. Workshop conducted at the Association of American Medical Education (AAMC) in Seattle, Washington, November 1, 2006.

**Yudkowsky, R., Pato, M.** Master educator workshop: Assessment. Workshop presented at the Annual Meeting of the Association for Academic Psychiatry, San Francisco, CA, October 2006.

**Yudkowsky, R.,** Nendaz, M. Can a checklist based on the performance of experienced clinicians discriminate between medical students and residents? RIME Poster presented at the AAMC Annual Meeting, Seattle WA, November 2006.

**Yudkowsky, R.,** Mayer, D., Centomani, N., McDonald, T., & **Gunderson, A.** Facilitating patient safety through simulated full disclosure encounters. Work in Progress poster presented at the International Meeting for Simulation in Healthcare, Orlando, Florida, January 2007.

**Yudkowsky, R.** Using standardized patients to teach and assess residents interpersonal and communication skill. Workshop for faculty of the Stroger-Loyola Family Medicine Residency Program. Chicago, IL, January 2007.

**Yudkowsky, R., Bordage, G., Lowenstein, T., Riddle, J.** Can 4th year medical students anticipate, elicit, and interpret physical findings in a hypothesis-driven physical exam? Abstract presented at the Annual Meeting of the Central Group on Educational Affairs, Indianapolis, IN, March 2007.

## Ongoing Research Projects 2006-07 Externally Funded

**Adding Intrinsic Goals to the QALY,**  
A. Schwartz  
National Science Foundation  
\$204,101

**AMA Consortium Planning Grant,** R.  
Yudkowsky  
American Medical Association  
\$15,000

**Application of Fluoride Varnish by  
Pediatricians,**  
(J. Niederman, PI; A. Schwartz, Co-PI)  
Illinois Department of Healthcare and  
Family Services  
\$24,825

**Clinical Research Training Program,**  
(J. Zwanziger, PI; L. Sandlow,  
Collaborator)  
National Institutes of Health (NIH)  
\$300,000

**Experience of Care and Patient  
Physical Value Fit in Hispanic,  
African-American and Caucasian  
Populations,** A. Schwartz  
Robert Wood Johnson Foundation  
\$98,847

**Formulating Leverage Improved  
Prescribing Project (FLIP),** M. Edison  
Hektoen Institute  
\$24,408

**Identifying and Predicting Contextual  
Errors in Medical Decision Making, I**  
J. Goldberg  
Veterans Administration - Jesse Brown  
Medical Center  
\$28,233

**Identifying and Predicting Contextual  
Errors in Medical Decision Making, II**  
A. Schwartz  
Veterans Administration - Jesse Brown  
Medical Center  
\$25,854

**Implementation of CDC Guidelines  
for Routine HIV Testing,**  
P. Bashook, M. Edison  
Society for General Internal Medicine  
\$87,734

**Maximizing Measurement Efficiency  
and Reliability: Optimum Number of  
Options for Multiple-Choice Items for  
Case-Based Testlets,**  
S. Downing, G. Bordage  
American Dental Association  
\$29,488

**Medical Education for Cultural  
Competence,** J. Girotti, P. Bashook  
National Institutes of Health (NIH)  
\$456,560

**Midwest AIDS Training and  
Education Center – American Indian/  
Alaska Native Project,** P. Bashook, M.  
Edison  
Health Resources and Services  
Administration (HRSA)  
\$49,838

**Pregnancy Intention in Young  
African-American and Latina  
Women,**  
Schwartz (Co-PI)  
American School of Public Health/CDC  
\$14,038

**Reducing Errors in Medicine – Using the Aviation Model in Medical Education,**

D. Mayer, A. Gunderson, M.  
EdisonFund for the Improvement of  
Post-Secondary Education (FIPSE)  
\$279,725

**Spirituality and Mental Health**

(K. Kaplan, PI; L. Sandlow, G.  
Stapleton, Collaborators)  
Templeton Foundation  
\$67,000

**Standardized Patients,** R. Yudkowsky,  
Clinical Performance Center  
Veterans Administration –  
Jesse Brown Medical Center  
\$156,666

**Validation of a Hypothesis-Driven Physical Exam Assessment,**

R. Yudkowsky, J. Riddle  
NBME/Stemmler  
\$69,290

**Web-Based Evidence Based Medicine Consult Service,**

A. Schwartz  
National Library of Medicine  
\$414,441

## **DME Seminars 2006-2007**

July 12, 2006

**Qualitative Methods: What are they?  
How can we use them in our teaching,  
our scholarship, and our leadership?**

Ilene Harris, Ph.D.

Professor, Department of Medical  
Education

University of Illinois at Chicago

October 4, 2006

**The Ethics of Medical School Blogs -  
Work in Progress**

Timothy F. Murphy, Ph.D.

Professor of Philosophy in Biomedical  
Science

Department of Medical Education  
University of Illinois at Chicago

January 5, 2007

**The Longitudinal Performance Exam  
- A New Initiative at Southern Illinois  
School of Medicine**

Debra Klamen, M.D.

Associate Dean for Education &  
Curriculum

Southern Illinois University School of  
Medicine

January 11, 2007

**Undergraduate Medical Education at  
University of Sao Paulo, Brazil:  
Innovations & Challenges**

Joaquim Edson Vieira, MD, Ph.D.

Coordinator, Center for Development of  
Medical Education

University of Sao Paulo, Brazil

April 18, 2007

**Using Simulators to Learn Procedural  
Skills**

Rachel Yudkowsky, M.D.

Assistant Professor

Associate Director of Faculty  
Development

Director, Clinical Performance Center  
Department of Medical Education  
University of Illinois at Chicago

May 23, 2007

**Can Medical Education Learn  
Anything From the Aviation Industry  
Besides**

**How to Lose One's Luggage**

David Mayer, MD

Assistant Dean for Pre-Clerkship  
Curriculum, College of Medicine

Assistant Professor, Department of  
Anesthesiology

University of Illinois at Chicago

Anne Gunderson, GNP-CRRN-A

Research Assistant Professor

Department of Medical Education,  
University of Illinois at Chicago

June 27, 2007

**Anatomy of the 1936-1939 Revolt:  
Images of the Body in Political  
Cartoons of Mandatory Palestine**

Sandra Sufian, Ph.D.

Assistant Professor

Medical History & Humanities

Department of Medical Education

University of Illinois at Chicago

## **DME FACULTY, 2006-2007**

Philip Bashook, EdD, Research Assistant Professor

Georges Bordage, MD, PhD, Professor

Patrick Conley, PhD, Lecturer

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

Anne Gunderson, MSN, GNP, Research Assistant Professor

Ilene Harris, PhD, Professor

Robert Mrtek, PhD, Professor

Timothy Murphy, PhD, Professor

Janet Riddle, MD, Assistant Professor

Leslie J. Sandlow, MD, Professor

Alan Schwartz, PhD, Assistant Professor

Gerald Stapleton, Lecturer

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

### **Retired**

Jobe Payne, PhD, Research Assistant Professor

Michael Seefeldt, PhD, Associate Professor

## Joint and Adjunct Appointments, 2006-2007

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, DC  
 Fred Beuttler, PhD, Office of the UIC Historian (UIC)  
 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 Biophysiology and Biomedical (UIC)  
 Josephine Dorsch, MALS, Library of the Health Sciences, UI-Peoria  
 Nona Flores, PhD, Department of Otolaryngology (UIC)  
 Geraldine Fox, MD, Department of Psychiatry (UIC)  
 Carol Gill, PhD, Institute on Disability & Human Development (UIC)  
 Arun Haleyur, MD, Holy Cross Hospital  
 Sydney Halpern, PhD, Department of Sociology (UIC)  
 William Hammett, MA, College of Medicine, Student Academic Affairs (UIC) - Retired  
 Memoona Hasnain, MD, Department of Family Practice (UIC)  
 Jordan Hupert, MD, Department of Pediatrics (UIC)  
 Medha Joshi, MD, M.S. Ramaiah Medical College  
 Dortha 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