

DME Newsletter news & updates

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Please **e-mail us** to send contributions and suggestions for the **DME Newsletter**



From the Editor

Welcome to the 2023 summer edition of the Department of Medical Education (DME) newsletter, bringing news and updates from our community. This issue includes content from our department leaders and celebrations from the community.

Future contributions and suggestions can be sent to DMEnews@uic.edu. Wishing everyone a fantastic summer!

Rebecca J. Fiala, MA
DME Newsletter Editor

From the Executive Dean of the College of Medicine Mark I. Rosenblatt, MD, PhD, MBA, MHA

I am pleased to announce that **Yoon Soo Park, PhD**, has been appointed Head of the Department of Medical Education at the University of Illinois College of Medicine in Chicago.

Dr. Park earned his PhD in Measurement, Evaluation, and Statistics from Columbia University. He joined the faculty at the University of Illinois College of Medicine in 2012. Dr. Park's research has contributed to advancing assessment validity and developing innovative methodologies in learning analytics, influencing assessment practices in the National Board of Medical Examiners, Accreditation Council for Graduate Medical Education, and medical specialty boards. His work has improved clinical reasoning, workplace-based assessments, and learning analytics, addressing the transition from medical school to residency and learner developmental trajectories in residency education, contributing to emergency medicine, family medicine, internal medicine, pediatrics, psychiatry, and surgery.



I would like to thank the search committee, chaired by **Jay Noren, MD**, for their strong commitment to this important search. Their thoughtful engagement was critical in addressing the unique and multiple roles of DME within our College of Medicine. I am also deeply grateful to **Alan Schwartz, PhD**, who has led the department on an interim

basis.

Please join me in congratulating Dr. Park on his new leadership role with the DME and the College of Medicine.

From the Director of the MHPE Program



Message from Rachel Yudkowsky, MD, MHPE

Immediate-Past Director of Graduate Studies, MHPE Program

Transitions

Maura Polansky, PhD, MHPE ('11), MS, PA-C, joined full-time DME faculty as clinical professor on Apr 16, having served as a visiting faculty member at DME during the past year. She will become the director of the MHPE program when I step down from that role at the conclusion of the 2023 MHPE summer conference.

Dr. Polansky's research focuses on interprofessional education and practice. She received her PhD in HPE from the Massachusetts General Hospital (MGH) Institute of Health Professions after earning a Master of Science degree from Baylor College of Medicine (Houston, TX) within their highly ranked physician assistant program. Her career has involved extensive interprofessional and interdisciplinary collaborations in teaching, learning, clinical practice, and research. She has experience in program development, curricular design, and evaluation—having led and participated in the development of a spectrum of programs, including online courses, national and regional conferences, institutional lecture series, clinical training programs, mentorship programs, and others. Dr. Polansky has more than 20 years of experience as a clinician, practicing as a PA in medical oncology and critical care at the University of Texas MD Anderson Cancer Center (Houston). During her tenure in her previous position at George Washington University School of Medicine and Health Sciences (Washington, DC), Dr. Polansky held several leadership positions, including chair and director of research for the Physician Assistant Studies Department, where she taught within the Doctorate of Health Sciences and Master of Science in Health Sciences programs.

In addition, we welcomed **Suah Cho, MEd, MA**, this spring as the new assistant director for education and international programs. Suah earned her MEd in instructional leadership from the UIC College of Education and an MA in Cross-cultural Studies from Fuller Theological Seminary (Pasadena, CA). Suah previously managed the overall program administration and operation of the Master of Science in Medical Biotechnology at UIC Health Sciences Campus-Rockford, where she received the 2019 Outstanding Service Award. Among her other activities, Suah has served as a volunteer teacher trainer in Rwanda, Tanzania, and Uganda.

After 26 years of service to the College of Medicine and DME, our beloved **Janet L. Settle, MA, MEd**, retired at the end of April. Janet served ably as assistant director of education and international programs since 1996, working with three directors of graduate studies (**Drs Georges Bordage, Ilene Harris, and Rachel Yudkowsky**) and with Director of International Programs **Ara Tekian**,

Message from Maura Polansky, PhD, MHPE, MS, PA-C

New Director of Graduate Studies, MHPE Program

Hello students and alumni:

At the recent annual MHPE conference, I was excited to be introduced as the new director of graduate studies for the MHPE program. It is a true honor to serve in this role.

Since joining DME in a full-time capacity in April, I have been working closely with **Rachel Yudkowsky, MD, MHPE ('00)**, to prepare for this transition. As most of you know, Rachel has served as director for nearly 5 years and has left a wonderful mark on the program.

I am looking forward to working closely with the faculty and staff as we move the program into the next phase of its history. I know the entire team is highly committed to ensuring the program remains preeminent as it prepares leaders and scholars in HPE. As an alumna myself, I know how truly transformational the program can be for its graduates. At such a critical time in healthcare, I believe we have a special opportunity to ensure that innovations in HPE result in meaningful improvement in patient care.

— Maura Polansky, PhD, MHPE, MS, PA-C

PhD, MHPE. She was an empathic and effective student advocate; her warm smile and infectious laugh greeted generations of students, making one and all feel welcome and embraced.



Spring 2023 MHPE Graduates

Congratulations to our spring 2023 MHPE graduates:

- **Meenakshy Aiyer**, University of Illinois College of Medicine Peoria - Entrustable Professional Activities in an Intern Preparedness Course: Perceptions and Entrustment Decisions (R



MHPE 2023 Summer Conference: Thu, Jul 27

The Annual MHPE Summer Conference will take place on site in Chicago. The 2023 Georges Bordages keynote address, "In

- **Abigail Elmes**, UIC College of Pharmacy - Evaluating the Quality of the Core Entrustable Professional Activities for New Pharmacy Graduates (A Schwartz, A Tekian, J Jarrett)
- **Khuansiri Narajeenron**, Chulalongkorn University - Feedback Quality of Thai Emergency Workplace-based Assessments after Implementing Mobile Application (YS Park, A Tekian, C Iramaneerat)
- **Eric Swirsky**, UIC College of Applied Health Sciences - Development and Testing of a Survey to Measure Moral Distress in Undergraduate Medical Students (A Schwartz, K Kirschner, T Murphy)

Pursuit of Fairness: Overcoming Bias in Assessment," will be presented by **Karen Hauer, MD, PhD**, Associate Dean, Competency Assessment and Professional Standards, School of Medicine, University of California, San Francisco.

New this year: In addition to an alumni panel on aligning methodology to address your research question and get the thesis done, we're excited to present a panel featuring research updates by the American Board of Medical Specialties, Accreditation Council for Graduate Medical Education, and American Medical Association.

We'll also enjoy abstract presentations, graduation ceremonies, and plenty of time for networking and conversation.

We look forward to seeing familiar faces again, getting to know new ones, and facilitating connections among our warm and generous MHPE community members.

Summer 2023 Courses

- Core: Leadership in HPE
- Current & Innovative Assessment Methods
- Survey Research Methods
- Leadership & Professional Identity
- Essentials of Persuasive Writing
- Leading Change in Healthcare
- Admissions, Student Progress, and Oversight

MHPE Virtual Open House

The registration deadline for MHPE students matriculating in 2024 is Fri, Dec 1. Virtual information sessions will be held Tue, Aug 15, 7PM CDT, and Wed, Oct 25, 7PM CDT. Please encourage any colleagues who may be interested in the program to attend. To register or request information, please contact

Suah Cho.

Introducing... Suah Cho, MEd, MA
Assistant Director for Education
and International Programs



MHPE Alumni Honors and Awards

After serving as assistant dean, Associate Dean for Medical Education, and also interim dean, **Sola Aoun Bahous, MD, PhD, MHPE ('17)**, became dean at the Lebanese American University Gilbert and Rose-Marie Chagoury School of Medicine last year. She writes: "In my position, I am in charge of all [school] academics and operations [as well as] all academic affairs at the LAU Medical Centers. The most challenging tasks have been surviving the economic crisis and brain drain that Lebanon is witnessing. Despite the loss of around 33 faculty, we were able to recruit 66 full-time faculty and maintained a good workforce to sustain the mission of the school. During my tenure we obtained accreditation of the MD program by the Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD, Association for Evaluation and Accreditation of Medical Education (TEPDAD, Tıp Eğitimi Değerlendirme ve Akreditasyon Derneği; Turkey) and reaccreditation of [our] Clinical Simulation Center by the Royal College of Physicians and Surgeons in Canada. We also were approved for registration by the New York State Education Department. I was recently awarded the Choice Critics Award by [the journal] Medical Education. (I think this is important and related to what I learned during my MHPE studies)." The

Congratulations to **Rami A. Ahmed, DO, MHPE ('15), FACEP**, who published his 100th peer-reviewed paper this spring. Dr Ahmed is adjunct professor of emergency medicine at Indiana University School of Medicine and at the MGH Institute of Health Professions where he teaches in the master's and PhD simulation tracks. Since leaving his position as division chief of simulation and simulation fellowship director at Indiana University, he is working at the Indianapolis VA Clinic having recently colanched a simulation-based consulting company that aims to improve patient safety at small hospital systems outside of academia.

Keep in touch with your colleagues! To share alumni honors and awards as well as accomplishments and life events with the UIC MHPE/CHPE community, please email us (DMEnews@uic.edu) or connect with us on **Twitter/X** (@uicdme) or **LinkedIn**. We look forward to hearing from you and sharing your news!

Alumni Publications

Please consider sharing your ORCID iD with us at **DMEnews@uic.edu** so that we can track and help promote your work.

Director, Simulation and Integrative Learning Institute (SAIL) Christine Park, MD

We hope that all of you are well and enjoying a prosperous 2023. Our amazing team at the Simulation and Integrative Learning Institute continues to "SAIL" along. SAIL is dedicated to remaining a leader in simulation innovation, championing health equity, ethics, and justice; promoting compassion and patient-centered and -partnered care, including self-care; and partnering with all stakeholders, including the surrounding community.

The SAIL team was well represented at the recent International Meeting on Simulation in Healthcare (IMSH) in sunny Orlando, Florida. With multiple accepted presentations and panels, the SAIL team, once again, showed why we continue to be leaders in the simulation community. And we're proud to share an article hot off the presses on the topic of **bias in simulation training in healthcare professions**.

Upcoming, SAIL will be partnering with the Illinois Department of Children and Family Services to create new, powerful simulation experiences for their team to better prepare them for the unique and challenging experiences they encounter every day working with clients. More information coming soon!

And, as always, the success of SAIL is built on the talents of the entire SAIL team! We want to end our note by acknowledging their dedication, flexibility, and ingenuity. Our hats are off to them as Associate Director **Robert (Bob) Kiser, CEC, CHSE**, and I humbly say, "Thank you!"



Human Based Simulation (HBS)

With the end of winter and the beginning of spring comes the M1 Mock Core Exam and the M3 Graduation Competency Exam—those old chestnuts! There will be a lot of laundry happening on the 4th floor.

The Multi-Mini Interviews have wrapped for the year. Thank you to all our remote standardized patients (SPs; and some non-remote) that interviewed potential med school Students! You saved the day for the Admissions Department!

The M1 Cardiology SP Encounter was a new project that experimented with the feedback format. SPs used the CIS (Center for Intelligent Systems) Scale as a jumping off point for giving feedback to learners. Keep an eye out for this new adjustment for projects involving first- and second-year students.

The M1 Dermatology Workshop was tweaked this year to incorporate an easier application for the psoriasis moulage. Cue the horn toot: the HBS team will be presenting their work on this particular moulage at the ASPE (Association of Standardized Patient Educators) conference this summer. Bust out the medical makeup and get this party started! Huge props to Technology Based Simulation (TBS) Coordinator **Angelo Dindia, CC-EMTP, CHSOS**, for working with us to design and manufacture molds using the 3D printer.

The graduate medical education (GME) Pediatrics

In addition, we'd like to introduce SAIL's newest fulltime employee, **Aidan Kernochan**. Aidan graduated from Loyola's EMT class in 2016 and has been with SAIL since 2017 as a skills instructor and operations

specialist. His skills and abilities complement the TBS team well and have become a great asset to us! Aidan is technologically inclined and socially distanced. You can catch him behind the scenes setting up for upcoming programs, maintaining the skills trainers and manikins, and 3D printing among other duties. Some might say he's "universally in the wrong place at the right time." Welcome, Aidan!

The TBS team is full steam ahead through one of our busiest times of year!

In addition to our regular programming:

- M3 Pediatrics Clerkship
- M3 Surgery Clerkship
- M4 Anesthesia Clerkship
- M4 Emergency Medicine Clerkship
- GME Emergency Medicine Conference
- GME Pediatrics In-situ
- UI Health Resuscitation Workshop

We are gearing up for:

- NEW! M1 Synthesis Week 4
- M2 Synthesis



Department created a half-day of simulation that started on the 4th floor with an SP encounter in the rehearsal for authenticity format, and then moved up to the 5th floor for skills and mannequin simulation.

And to state the obvious – we survived another year of the M2 OSCE (Objective Structured Clinical Examination)! Thanks to all the SPs and quality assurance (QA) Raters that helped deliver another successful high stakes exam. It was our first year working with a QA team, and it was HUGELY helpful to the HBS team.

Other projects that have wrapped include TTR (Advanced Patient Scenarios and Informed Consent), M2 Synthesis (Evidenced Based Medicine case), Kinesiology and Nutrition, and several physical exam workshops.

Thank you to our SPs participating in our ongoing clerkship exams for Psychiatry, Internal Medicine and Family Medicine. Believe it or not the new rotations are right around the corner!

Technology Based Simulation

Let's take a moment to give a warm virtual welcome to SAIL's newest skills instructors:

- **Bryan Liu**
- **Evelyn Morales**
- **Vivian Nguyen**
- **Maria Oesterle**
- **Janiece Theeke**
- And returning instructor, **Samuel Cooper Peterson!**

- Transition to Clerkships
- Global Health
- GME Resident Procedural Skills Assessments

Something to brag about!

The TBS team is always thinking of ways to improve the fidelity of our simulations to enhance our learners' experiences. For instance, they recently updated the simulated crash carts to mimic exactly the ones that are at UI Health. They even go the extra mile to create simulated medication labels that are just different enough that you can tell they are simulated and delicious. They've utilized the 3D printer to do a multitude of tasks from custom-made storage boxes for the crash carts to something as simple as hooks to hang things from. They've also custom-made numerous silicone molds to use in collaboration with their SP counterparts to simulate dermatological findings such as urticaria and psoriasis.

Let's keep looking forward toward the horizon for bright skies and steady waters!



SAILing

June was the 5th anniversary for Dr. Park as Director of SAIL, formerly the Graham Clinical Performance Center, and it's been an action-packed 5 years.

One of Dr. Park's first major achievements at the helm was to lead the **Healthcare Simulationist Code of Ethics** in partnership with **Timothy F. Murphy, PhD**, and a global author group of nearly 50 simulation leaders from 22 countries. As a critical milestone in the professionalization of simulation practice, the Code asserts key values for the quality and ethical practice of simulation. It now exists in 19 different languages, including translations authored by **Selçuk Akturan, MD, PhD(c)**, and **Fadekemi Olufunmilayo Oginni, BChD, FMCDS, FWACS, FIBCSOMS, MHPE ('20), MD**. It has been formally adopted by nearly 100 organizations and institutions globally and has been integrated into accreditation standards for simulation. There have been nearly 24,000 downloads of the Code since 2018.

2019 saw the debut of the First Death program, a simulation-based experience. First Death is groundbreaking work in that it was created with the central purpose of supporting learners in processing their inner journey of dealing with patient death. While most simulation strategies focus on taking excellent care of patients, this program leverages simulation for learners to explore and discover how to take excellent care of themselves. In addition, the team sought to integrate health humanities, employee assistance counseling, and topics of self-care directly into the program's fabric. Rather than leave patient death and how it is handled to chance, First Death serves as a full-strength, fully curated, anchoring experience. Students participate in reflective writing based on a prompt developed by **Michael Blackie, PhD**. Other cocreators of First Death include **Leah Burt, PhD, APRN**, **Bob Kiser**, **Geri K. Biamonte**, **Sandra L Yingling, PhD**, and a long list of staff, operations specialists and SPs. In the program's inaugural year, SAIL staff did a full-scale traveling "show" to bring First Death to all 300 students at the Chicago, Peoria, and Rockford campuses—the first fully standardized three-campus simulation program. Since its debut, First Death has grown to include a film version used during the pandemic as well as grant-funded interprofessional research. The extensive data set to be mined includes years of learner reflections, production staff interviews, and group debriefings.

The SAIL Institute celebrated its grand opening in September 2019, but alas, just 6 months later, the COVID-19 pandemic hit. Dr. Park and SAIL staff carried out just-in-time simulation training for PPE (personal protective equipment) donning/doffing for the entire Anesthesiology Department—training that was later incorporated into simulation training for onboarding interns beginning in 2020. Seeing the need to protect gig workers, especially during the first year of the pandemic, Dr. Park became a leading voice in advocating for the addition of worker safety as a third and equal leg of a triangle including learner and patient safety. She was the lead author on the **Manifesto for Healthcare Simulation Practice**, coauthored by 17 global thought leaders in simulation. She also spearheaded the creation of a pandemic-related webinar series, which garnered more than 10,000 views in 1 year. In addition to thousands of hours of both human- and technology-based simulation delivered to learners online, Dr. Park leveraged the creativity of SPs to establish a series of short videos, filmed by patients at home during the shutdown, to explore the intersections of COVID, racism and bias, as well as clinician burnout.

In the past couple of years, Dr. Park and SAIL have been busier than ever. Some of Dr. Park's many initiatives and collaborations include:

- Partnership with Almost Home Kids, an organization that provides a bridge from hospital to home through an innovative community-based care system for children with medical complexities. The programming includes a technical training course for providers as well as a full-day conflict management training course
- Created "BS: Beyond Simulation" podcast with cohost **Bob Kiser**. To date the audience includes listeners from 48 countries, including Nepal, Ukraine, and Zimbabwe. BS was selected as a feature podcast to record live from IMSH in January 2023
- Developed a new methodology "Rehearsal for Authenticity," now integrated into undergraduate medical education (UME) curriculum. **Bob Kiser** is the PI on a grant funded by Association of SP Educators to study this methodology further
- Developed simulation cases for informed consent in partnership with **Leah R. Eisenberg, JD, MA**, now integrated into UME curriculum
- SP development workshop for diverse individuals
- Professional SP development to enhance interactions with learners, including coaching elements (as opposed to traditional feedback)
- Received funding from Alvin H. Baum Family Fund to support two TBS faculty fellowships. Inaugural fellows are **Keia Hobbs, MD, FAAFP**, and **Tushar Patel, MD**
- Developed new conceptual approach to simulation case writing with experiential objectives to hone case developers' understanding of case design
- Designed new case development template to update the >25-year-old previous version, to include design prompts to promote mindfulness of bias, unintended consequences, and other foundational principles in the Code
- Initiated focus group project exploring health inequities and enhancing patient-partnered simulation
- Designed faculty development simulations on giving/receiving feedback
- Delivered a grant-funded, interprofessional mindfulness series titled "Mindfulness Is a Professional Competency"
- Partnership with Religious Studies program in the School of Literatures, Cultural Studies, and Linguistics within the College of Liberal Arts and Sciences
- Project for students of the School of the Art Institute of Chicago
- Partnered with Jesse Brown VA Medical Center to bring simulation experiences to underrepresented youth participating in an Introduction to Medicine course
- Collaborating with **David Ansari MSc, PhD**, on his Macy Gold Humanism project exploring perceptions of race, diversity, and inclusion in simulation

SAIL was featured as the cover story of the [Fall 2022 issue of Illinois Medicine](#) as a "jewel in the crown" of the college. In this article, Dr. Park mentions her future vision to create simulation experiences that will lead to safer, human-centered patient care, implement trauma-informed education, address implicit/explicit biases, and foster the development of interpersonal skills. As she stated, "Just as we need to embrace health professions in terms of public, social, and clinical responsibility, we can also leverage the power of simulation to achieve transformative change for clinicians, learners, and patients."

In addition to her leadership of SAIL and clinical duties, Dr. Park is a sought-after speaker on the national and international stage on topics of simulation ethics as well as innovation and transformation in simulation.

Moving into the next 5 years, Dr. Park's vision for SAIL is to continue to create collaboratively as a makerspace, continuing to expand the horizons of what is achievable with simulation and how to achieve it. She has an unflagging curiosity, keeps up forward momentum, and is always in favor of SAILing into blue skies and blue oceans. She led a staff retreat for SAIL in order for staff to bring their voices to the forward momentum of SAIL. The resulting vision and mission statement is:

SAIL's vision is to elevate the health and wellbeing of everyone in local, statewide, and global communities through the application of simulation strategies. Our mission is to:

- Partner with all of our stake- and shareholders, including patients, learners, and community members
- Design and deliver transformative simulation experiences
- Advance the practice of simulation through diversity, equity, inclusion, representation, and justice
- Maintain the highest standards of ethical simulation practice

[Facebook](#) | [Podcast: Beyond Simulation](#) | [Twitter/X](#)



ICYMI...@UIC_Simulation: Bringing support #dogs into the processing phases of the First Death simulation experience has been a dream come true

Health Humanities Curriculum Lead, UI COM Director, Undergraduate Education in DME, Kristi L. Kirschner, MD

"How We Die"

Developed by DME faculty member **Michael Blackie, PhD**, "How We Die" is a popular health humanities elective in the College of Medicine. Offered in spring, the course takes 10 senior medical students on a journey to explore questions about what it means to die in modern medicine. These students, having already seen and touched death in their clerkship experiences, are ripe for such explorations. Through this elective, they ask how the tools of medicine have influenced what it means to die and where this most profound of transitions happens? What does it mean to have a "good" death? And how can a doctor "show up" for patients at the end of life?



Dr. Blackie describes the elective as follows: Despite death's inevitability, we consciously and unconsciously disguise or resist its reality in dreams, fairy tales, allegories, and even jokes. In his book, *How We Die: Reflections on Life's Final Chapter* (from which this elective borrows its name and a good deal of its inspiration), Sherwin B. Nuland, MD, FACS, describes how we have turned increasingly to modern medicine as one more means of denying the reality of death. As a surgeon with more than 40 years of experience in a major metropolitan hospital, Nuland admits to participating actively in this denial. Modern medicine, he argues, influences how we, as individuals and as a culture, not only view but also experience death. "Modern dying," he contends, "takes place in the modern hospital, where it can be hidden, cleansed of its organic blight, and finally packaged for modern burial." This course uses literature, film, and history related to death as points of reference for examining the role modern medicine has come to play in how we die. Using the methodologies of the health humanities such as close reading and textual analysis students learn to plumb the depths of patient stories, literature, and cultural source materials.

As students prepare to enter the next phase of their lives as residents, this elective helps prepare them to move from technician to midwife with their dying patients. By paying close attention to the text, Dr. Blackie helps students shift their cultural frame away from a physician-centric perspective to a more democratic, interdisciplinary one. Indeed, just like death. Whether doctor or patient, no one will be left untouched.

Dr. Blackie came to DME in 2017 with a PhD in English from the University of Southern California (Los Angeles). His passion for narrative medicine, health humanities, and medical education started there and continued to deepen as his professional journey took him from Hiram College (Ohio) to Northeast Ohio Medical University (Rootstown) and now UI COM. Along the way, Dr. Blackie has held prominent professional positions as associate editor of *The Journal of Medical Humanities* and as editor of the Literature and Medicine book series published by Kent State University Press. One of his most-cited articles has changed the parlance: Jones T, Blackie M, Garden R, Wear D. **The almost right word: the move from medical to health humanities.** *Acad Med.* 2017 Jul;92(7):932-5. doi: 10.1097/ACM.0000000000001518. PMID: 28657553.

Faculty News

Recent Activities, Publications, Honors, and Awards

Schwartz A, King B, Mink R, et al. **The APPD Longitudinal Educational Assessment Research Network's first decade.** *Pediatrics.* 2023;151(5):e2022059113.

At the March 2023 Association of Pediatric Program Directors (APPD) annual meeting, Alan Schwartz, PhD, received a special award recognizing his Outstanding Leadership of APPD's research network, APPD LEARN, which Dr. Schwartz has served as director since 2011. The network involves over 160 pediatrics residency programs in collaborative education research and serves as the leading model for practice-based research network (PBRN) in medical education.



SAIL is proud to announce that our very own **Christine Park, MD**, was selected for the 2022-23 cohort of **OpEd Project's Public Voices Fellowship**. She has spent this past year working with professional journalists to learn to communicate her work and contribute to public conversations on important topics. Dr. Park is one of 20—and one of only two non-tenure track faculty—to participate as a Public Voices Fellow of the OpEd Project.

Dr. Park will be DME's second faculty member to receive this highly competitive fellowship, following **Sandra (Sandy) Sufian PhD, MPH**, in 2020. Congratulations Dr. Park! The staff at SAIL could not be more excited for you to receive this amazing opportunity.

In May, **Ara Tekian, PhD, MHPE**, Director, International Programs, co-conducted an onsite mock accreditation for the Qatar University College of Medicine (Doha) with **John Norcini, PhD**. In addition, Dr. Tekian delivered a 2-day workshop on assessment.

Later in the month, Dr. Tekian delivered the opening keynote address, "Quality in the Context of Health Professions Education," at the first International Health Professions Education conference at Aga Khan University Faculty of Health Sciences (Karachi, Sindh, Pakistan) at their 40th anniversary celebration, "IQRA: Impact, Quality, Relevance, and Access in Health Professions Education." The conference was organized by **Naveed Yousuf, PhD, MBA, MBBS**, Chair and Associate Professor of Practice, Department for Educational Development. Dr. Yousuf trained with us at DME as an international fellow in 2013.

Finally, Dr. Tekian will be honored at the fall Faculty Awards Ceremony (October 25, 2023) as honorable mention for the 2023 Piergiorgio L.E. Uslenghi Global Engagement Faculty Award from the UIC International Advisory Council. The selection committee wrote "Dr. Tekian's internationalization efforts reflected [a] commitment beyond anything that would be expected of a faculty member's research and scholarship. [Dr. Tekian's] record as a faculty member and as Associate Dean for International Education in the College of Medicine demonstrates [a] decades-long passion and commitment to internationalization and global engagement. Of particular note is [Dr. Tekian's] work in supporting and mentoring short-term fellows, developing partnerships with universities around the world, and providing trainings abroad."

Featured Faculty Publication Professor Emeritus, Georges Bordage, MD, MSc, PhD

DME and Clinical Problem Solving: An Enduring Tradition of Scholarship

Cheung JJH, Kulasegaram KM. **Beyond the tensions within transfer theories: implications for adaptive expertise in the health professions**. *Adv Health Sci Educ*. 2022; 27(5):1293-1315.

In a series of invited papers on adaptive expertise in health professions education, **Jeffrey Cheung** (Assistant Professor in DME) and Kulamakan Kulasegaram (Associate Professor at The Wilson Center at the University of Toronto) published a comprehensive and inspiring review aimed at bridging theories of transfer of learning and adaptive expertise, to provide "a more fulsome understanding of expertise and transfer perspective that are typically contrasted to adaptive expertise." The commonalities between the theories led them to propose three instructional principles to help educators "take deliberate steps to promote learning that aligns with transfer," namely: "identifying and incorporating meaningful variability in practice, integrating conceptual knowledge [both cognitive and contextual] during practice, and using assessments of trainees' [to strengthen] transfer." They also provide avenues for researchers to explore, such as how best to operationalize variability at different stages of education to "bolster the development of conceptual knowledge and enhance future transfer."

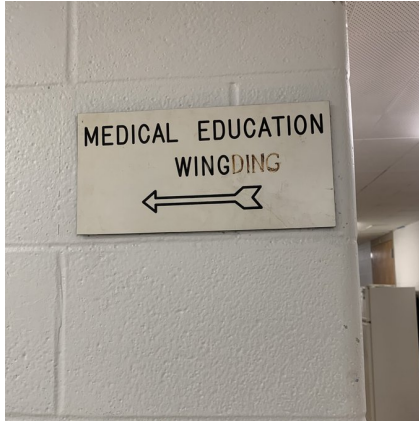


Jeffrey Cheung's scholarship is the continuation of DME's long-standing commitment to the study and assessment of clinical problem solving... beginning with **George Miller's** ubiquitous pyramid (*knows, knows how, shows how, and does*) and plea for criterion-referenced testing, followed by **Christine McGuire's** focus on simulation and the assessment of patient management competencies (PMPs), then **Arthur Elstein's** decision analytic models, followed by **Georges Bordage's** assessment of critical clinical decisions, the key-features approach, and the role of abstract problem representations in diagnostic reasoning, both derived from Elstein's notion of case specificity, then **Alan Schwartz** with contextual issues in patient care and choices, followed by **Rachel Yudkowsky, Janet Riddle, and Yoon Soo Park's** work on discriminating clinical findings and documenting clinical performance and reasoning from standardized patient encounters and patient notes, and now **Jeffrey Cheung's** transfer and adaptive expertise in the health professions. Each generation broadened the conceptual and methodological frameworks, sparking occasional spirited debates; in the words of Christine McGuire (*JAMA*. 1995;274:735-40), "Written simulations have, for reasons both valid and spurious, now been largely abandoned in programs of medical testing and are currently under renewed attack, especially from north of the border." Christine was referring to Page and Bordage's work on key features assessment at the Medical Council of Canada (*Acad Med*. 1995;70:104-110). These debates and state-of-the-art perspectives led to successive renewed insights, moving the field forward, one step at a time.

DME's tradition and commitment to clinical problem solving is alive and well. Fittingly, Cheung and Kulasegaram end with these parting words, "...the plurality of approaches to understanding and fostering transfer can help us build [the] wisdom to understand what works best, when, and why," reminding us of the different purposes of scholarship

(description, justification, and clarification) and the importance of conceptual frameworks, also echoing the series editors' concluding remark, that "...combining research from different perspectives (in order to account for both cognitive processing and the context of activity) enhances theory building and provides educators across the continuum of education with the evidence they need to impact the future of work in the health professions" (Mylopoulos et al. *Adv H Sci Educ.* 2022;27:1207-1212.).

Calendar of Events



Please [sign up](#) to receive our [biannual \(Jul/Aug □ Dec*\) e-newsletter!](#)

AUGUST

Tue, Aug 15, 7PM CDT - MHPE Virtual Open House || register via [e-mail](#)

OCTOBER

Wed, Oct 25, 4PM CDT - 2023 Faculty Awards Ceremony and Reception

Wed, Oct 25, 7PM CDT - MHPE Virtual Open House || register via [e-mail](#)

NOVEMBER

Mon, Nov 27 - Deadline to [submit material](#) for inclusion in winter 2023 DME newsletter. Alternatively, please connect with us online via [Twitter/X](#) (@uicdme) and/or [LinkedIn](#)! Finally, please consider sharing your ORCID iD with us so that we can track and help promote your work.

DECEMBER

Fri, Dec 1 - Deadline to [apply to MHPE program](#) (2024 fall cohort)

In Memorium: Edward J. Stemmler, MD (1929-2023)

For those of you who benefitted from a Stemmler grant—and there are many in DME—Dr. Stemmler passed away in January at the age of 93. "He had been dean emeritus of the Perelman School of Medicine at the University of Pennsylvania and former executive vice president of Penn Medicine. He served as dean from 1975 to 1988 and served as Association of American Medical Colleges (AAMC) executive vice president until his retirement in 1994" (AAMC News. March 9, 2023). "Dr. Stemmler started as an NBME [National Board of Medical Examiners] board member in 1984 and served two terms as NBME's board chair." (NBME News. January 19, 2023)

I had the good fortune and honor to have known Dr. Stemmler. He was a kind person and made significant contributions to both the AAMC and the NBME, and thus the fund in his name. At the 10th anniversary of the [Stemmler Fund](#) in 2005, I wrote that two statements have become the hallmark of the Stemmler Medical Education Research Fund of the NBME: "...to advance research and development for innovative assessment methods in medical education and practice and to encourage applicants to depart from previous thought and practice and pursue new areas of investigation to advance the field of assessment in medical education; expected outcomes include advancements in the theory, knowledge, and practice of assessment at any point along the continuum of medical education." These are bold statements that come from a vision that is well grounded in the NBME and consistent with Dr. Stemmler's lifetime work and contributions in medical education.

We are most grateful to Dr. Stemmler for his vision and leadership.—Georges Bordage, MD, MSc, PhD, Professor Emeritus

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