

DME Newsletter news & updates

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Send contributions and suggestions for the DME Newsletter at dmenews@uic.edu.



From the Editors

Welcome to the first issue of the Department of Medical Education (DME) Newsletter, bringing news and updates from our community. This issue includes content from our departmental leaders as well as celebrations from the community.

Future contributions and suggestions can be sent to dmenews@uic.edu. Wishing everyone a happy and warm holidays!

Yoon Soo Park, PhD and Rebecca Fiala, MA
DME Newsletter Co-Editors

From the Desk of the Interim Head, Alan Schwartz, PhD



In 2021, the [Department of Medical Education \(DME\)](#) and its members undertook a variety of exciting initiatives to further our mission to advance the theory and practice of health professions education with the ultimate goal of improving patient care.

The inaugural cycle of the [Dr. Ilene B. Harris Legacy Fund grant](#) program, supported by [generous gifts from Dr. Morton Harris](#), saw 45 letters of intent submitted. Subsequently, five applicants were invited to submit full proposals in early 2022.

In addition, faculty member [Dr. Laura Hirshfield](#) was named the first [Dr. Georges Bordage Medical Education Faculty Scholar](#). The fund's initiating donors, Dr. Richard and Nancy Christiansen, Dr. Phil and Susan Zimmerman, and Jeanne and Richard Wegner, have made additional generous contributions toward increasing the endowment to transform it eventually into a named professorship in Georges' honor.

Contributions to the **Ilene and Morton Harris Fund** and to the **Dr Georges Bordage Medical Education Faculty Scholar fund**, as well as other funds that support departmental activities, can be made through [DME's website](#). [Dr. Nicole Perez](#) recently joined the department as our first Bridge to the Faculty postdoctoral fellow. We are currently in the process of [recruiting a second fellow](#) under this innovative program.

Several faculty and alumni have recently received new grants and contracts, national and international awards, and opportunities to present their work as invited keynote speakers at meetings worldwide. Please connect with us (and each other) via LinkedIn or twitter ([@uicdme](#)).

Sadly, this year, the department also lost two long-standing members, **Dr. Les Sandlow**, past Head of DME, and **Dr. Janet Riddle**. We will miss their intellectual energy and collegiality. A [tribute to Dr. Riddle](#) was presented at the 2021

A tribute to Dr. Sandlow will take place at next summer's conference on July 28, 2022 when we hope to welcome our students and alumni back in person.

We are always excited to see the names of our students and graduates as coauthors of important and novel work in our field's journals and meetings. Please take a moment to share your notable accomplishments so we can celebrate along with you: DMEnews@uic.edu, [@uicdme](https://twitter.com/uicdme), and/or via [LinkedIn](https://www.linkedin.com/).

Director, MHPE Program, Rachel Yudkowsky, MD, MHPE



We congratulate our summer and fall 2021 graduates:

Summer 2021 Graduates

- **Sara Awad, MD, MHPE**, Queen's Univ. - Barriers and Facilitators to the Use of Personal Learning Plans in Internal Medicine Residency Program (A Schwartz, J Cheung, D Taylor)
- **Yerko Berrocal, MD, MHPE**, Univ. of Illinois Peoria - Proctored Formative Assessment Improves Medical Student Performance on Future Summative Assessments (YS Park, A Tekian, R Tapping, A Darr)
- **Holly Caretta-Weyer, MD, MHPE, Stanford Univ.** - The Medical School to Residency Transition: Examining Program Directors' Expectations and Perspectives (YS Park, A Tekian, S Sebok-Syer)
- **Christopher Mattson, MD, MHPE, Univ. of Chicago** - Mixed Effects Logistic Regression to Inform Component Weighting for a Graduation Competency Exam (A Tekian, YS Park, R Yudkowsky, HB Fromme)
- **Kendra Parekh, MD, MHPE, Vanderbilt Univ.** - Measuring Mindsets in Medical Students: Validity of the Implicit Theories of Intelligence Self-Scale (A Schwartz, R Yudkowsky, W Cutrer)

Fall 2021 Graduates

- **Zayir Malik, MD, MHPE**, Univ. of Chicago - Narrative Medicine Workshops for Emergency Medicine Residents: Effects on Empathy and Burnout (M Blackie, A Schwartz, J Ahn)
- **Paul Kukulski, MD, MHPE**, Univ. of Chicago - Racial Bias on the Emergency Medicine Standardized Letter of Evaluation (A Schwartz, L Hirshfield, K Carter)

MHPE 2022 Summer Conference

Conference Co-Chairs [Alan Schwartz, PhD](#) and [Rachel Yudkowsky, MD, MHPE](#) are happy to announce the return of the in-person Annual MPHE Summer Conference on campus, Thursday, July 28, 2022.

The keynote speaker will be [Brian George, MD, MA](#), Director of the Center for Surgical Training and Research at the University of Michigan and senior scholar at the Center for Professionalism and Value in Healthcare. Dr. George also serves as executive director of the Society for Improving Medical Professional Learning ([SIMPL](#)), an international collaborative of more than 100 training programs working together to address systemic problems in medical education.

The tentative title of the keynote address is "Using 'Big Data' to Improve Medical Education."

MHPE Alumni Honors and Awards

- **2021 Alpha Omega Alpha Robert J Glaser Distinguished Teacher Award** - The Association of American Medical Colleges awarded the 2021 Alpha Omega Alpha Robert J Glaser Distinguished Teacher Award to **Valerie J Lang, MD, MHPE**, associate professor at the University of Rochester School of Medicine and Dentistry. This award recognizes outstanding contributions to medical education made by gifted teachers.
- **Linnea Hauge Promising Educational Scholar Award** - The Association for Surgical Education awarded **Brigitte Smith, MD, MHPE**, vice chair of education in the department of surgery at the University of Utah, the Linnea Hauge Promising Educational Scholar Award. This award recognizes individuals who demonstrate promise as future leaders and scholars in surgical education.



Director, PhD Program, Laura Hirshfield, PhD

We are proud to announce that Angela Blood, MPH, MBA, PhD, and Lauren Anderson, MEd, PhD recently successfully defended their dissertations.

- **Lauren Anderson, MEd, PhD**, Rush University - Specialty, Institution and Evaluator Influence on End of Rotation Form Written Comments and Numeric Data (A Tekian, YSPark, M Blackie, T Murphy, A Razfar)
- **Angela Blood, MPH, MBA, PhD**, AAMC - Medical School Use of

They join **Pedro Tanaka, MD, PhD**, and **Nadia Bajwa, MD, MHPE, PhD**, who are, respectively, spring and summer 2021 program graduates.



PhD Alumni Recognition

New graduate Nadia Bajwa recently had her research featured in the Research in Medical Education (RIME) issue of *Academic Medicine*.

Director, Patient Safety Leadership (PSL), Aarti Raghavan, MD, MS



PSL is proud to announce an exciting new professional development course titled **“Essentials of Healthcare Quality and Safety for Clinicians.”**

This 16-week asynchronous online course is taught by internationally renowned faculty and designed for evolving and current clinical and academic leaders in healthcare. Join group discussions with a network of leaders from across the country to develop strategies and problem-solve your quality and safety challenges in real time.

Anticipated start date: spring 2022. Anticipated weekly time commitment: 5-10 hours. CME credit: 40 hrs. Program coordinator: Sharon Lanza (lanza3@uic.edu). Course fee: \$3,500.

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

Like the rest of the world, **SAIL** has spent the past year and a half keeping operations going while maintaining the highest standards of safety. Initially, SAIL reimagined simulation in the age of COVID by moving all human-based simulation encounters to telesimulation, with technology-based, mannequin simulation scenarios facilitating various modalities. These efforts ranged from completely virtual simulations to hybrid experiences with learners participating remotely while simulation technicians were physically at SAIL. To provide information on how SAIL shifted modalities, we produced a webinar series, **“Navigating Uncharted Waters: Simulation in the Age of COVID”**.



An unexpected benefit was the opportunity to reexamine our work through the challenges of the COVID pandemic. We discovered that these simulations encouraged learners to implement a heightened awareness of communication. We are thrilled to explore how to create new, innovative approaches to simulation using these new insights.

The pandemic has not stopped growth at SAIL and we have been exploring many new initiatives. One new offering will give learners more opportunities to “choose their own adventures” in their simulation experiences. This innovation has created new levels of authentic communication experiences for both learners and standardized patients (SPs). SAIL continues to be dedicated to diversity, equity, and inclusion. We are exploring how simulation can be used as a strategy to make meaningful change in knowledge, attitudes, and skills. We are also looking to expand the type of patient scenarios we provide to better reflect the diversity of the patient populations we portray as well as exploring new recruitment methods to hire new SPs to increase representation.

SAIL has recently acquired new equipment, including an electric vehicle to transport equipment for in situ simulations and a 3D printer to make supplies, useful attachments, and pieces for procedural task trainers at a fraction of what it would cost to purchase them.

In September, SAIL participated in the inaugural University of Illinois **Healthcare Simulation Summit**, chaired by SAIL Director Christine Park, as part of worldwide Healthcare Simulation Week 2021, showcasing live programs and video presentations that highlighted the ongoing work and innovations across the University of Illinois Health System.

SAIL now has its own podcast series, **“BS-Beyond Simulation.”** Each month, this unique program offers a glimpse into some of the most influential simulation professionals’ lives and what really makes them tick: Why did they get into simulation? What passions and interests from their outside world fuel their simulation creations? How do they see simulation helping to heal the world? **Episode 13 was released on Dec 1:** Episode 13 - Dr. Dinker Pai, MS (Gen Surgery), FRCS (Edin), CHSE, FSSH. Make sure to check it out on Apple Podcasts or Spotify!

Director, International Programs, Ara Tekian, PhD, MHPE



As experienced by institutions worldwide, the pandemic has disrupted the normal operation of most programs. International travel was banned for some time from several countries and, up till now, some travel restrictions remain in place.

[International Programs](#) suspended acceptance of short-term fellows and of scholars from half a dozen countries, particularly from institutions where there was a previously established collaboration. Many wanted to study and complete specific and important projects under the supervision of educators at DME.

In addition, consultations by faculty members from the department were cancelled due to unsafe travel conditions and advisories from the Centers for Disease Control and Prevention. We intend to resume normal activities when the pandemic is under control.

Health Humanities, Kristi Kirschner, MD

In fall 2017, the College of Medicine launched a transformed undergraduate medical education curriculum, which now includes a new, longitudinal subtheme in health humanities led by DME faculty.

The overarching goal of this program is to enrich students' understanding of the subjective experiences of health, illness, and disability within social and cultural contexts by introducing them to various health humanities lenses (or scholarly methods, such as literature and narrative medicine, sociology, medical history, graphic medicine, and disability studies) and honing their skills in moral decision making, including professional and clinical ethics normative guidelines—all skills that are critical to the practice of medicine in the 21st century.

This revised and updated curriculum is in keeping with national trends in medical education, providing an increased recognition of the fundamental importance of the health humanities. As articulated this summer by Academic Medicine Editor-in-Chief Laura Weiss Roberts, MD, MA, the arts and humanities provide “different ways of knowing, sharing, and meaning-making,” as well as “strengthen our understanding, inspire compassion and creativity, and stimulate our cognitive capacities.”

We agree—not that it has been easy. As the third largest medical school in the country with 3 campuses and a dearth of existing health humanities faculty, the challenges of creating and implementing this revised curriculum have been significant. Thus far, the results have been encouraging though very much a “work in progress.” What follows is a brief overview of the health humanities template.

In [phase 1 of the curriculum](#), students have required sessions on topics such as clinical, professional and research ethics; health equity; race and racism; disability; death and dying; gender and medicine; history of medicine, and narrative medicine. This content is provided in a variety of formats, including stand-alone conceptual frameworks sessions, integrated core cases, team-based learning application exercises, and medical colloquia (e.g., elective opportunities to try out graphic medicine, medical improvisation, art and observation, and writing groups).

In the curriculum's second phase (the core clinical clerkships and elective options), students have a clinical intersections course with sessions on moral clarity and decision making in working with patients who are deaf or hard of hearing. There are plans underway to launch an asynchronous chat group pilot in winter 2022 to cultivate reflective practice and advanced moral clarity/moral decision making.

In phase 3 (advanced/elective clerkships), students can choose from a variety of electives, including death and dying, narrative medicine, and disability studies.

We look forward to sharing more about the growth and development of UIC's health humanities programming and assessment strategies in the future.

For more information on health humanities in medicine, please see the following resources:

- Association of American Medical Colleges. [The Fundamental Role of the Arts and Humanities in Medical Education \[free e-book\]](#). 2020.
- 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):932-935.
- Roberts LW. [The importance of integrating the arts and humanities into medical education \[editorial\]](#) Acad Med. 2021 Aug;96(8):1075.

New Faculty Announcement

Health Humanities is happy to announce a new DME adjunct faculty appointment. [Eric Swirsky, JD, MA](#), is a clinical associate professor, director of graduate studies, and PhD program director in the department of biomedical and health information sciences at the College of Applied Health Sciences. Eric also serves as preceptor for the ethics rotation in the clinical informatics fellowship program. His research interests include moral distress in health professions education, vaccine hesitancy among caregivers, and the ethical milieu of healthcare technology.



Faculty Honors and Awards



- **Society of Directors of Research in Medical Education -[Jeffrey J.H. Cheung, PhD](#)** was awarded the **[SDRME Research Review/Synthesis Award](#)** for the project, "How and Why is "Fidelity" Applied in Simulation-Based Learning? A Scoping Review of Realism, Authenticity, and Functional Task Alignment in Health Professions Education."

● **American College of Surgeons Award -[Ara Tekian, PhD, MHPE](#)**, was honored by **[ACS and the Academy of Master Surgeon Educators](#)** and inducted as an affiliate member at a virtual ceremony on October 15, 2021. The Academy's mission is to play a leadership role in advancing the science and practice of education across all surgical specialties, promoting the highest achievements in the lifetimes of surgeons. As the October ceremony was virtual, champagne glasses were sent to all "attendees" to toast at the end of the ceremony.



AAMC Annual Meeting - DME was well represented at the **[Association of American Medical Colleges' Learn Serve Lead 2021](#)**. Presenting faculty included: Laura Hirshfield, Yoon Soo Park, Ara Tekian, and Rachel Yudkowsky. In addition, there were presentations by current students and alumni, including: Nadia Bajwa, Lisolotte Dyrbye, Jeanne Farnan, Jeremy Lipman, Seetha Monrad, Mathieu Nendaz, Heather Ridinger, and Trevonne Thompson.