

DME Newsletter news & updates

December 23, 2022 | Volume 2, Issue 2 (Winter Edition)

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Contributions

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



From the Editors

Welcome to the 2022 winter 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 winter break--and a wonderful new year!

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

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



As I complete my 25th year in the Department of Medical Education, I am very excited for what we've done and what's still to come. In 2022, DME and its members continued our work to advance the theory and practice of health professions education with the ultimate goal of improving patient care.

[David Ansari, PhD](#), joined us as our second Bridge-to-Faculty postdoctoral fellow. [Nicole A. Perez, PhD](#), our first B2F fellow, is expected to join DME faculty in fall 2023 as an assistant professor. Drs. Ansari and Perez were each recently

awarded [2023-2024 Faculty Fellowships](#) from the Institute for Research on Race and Public Policy, hosted by UIC's College of Urban Planning and Public Affairs. Fellows receive support for exceptional research projects focusing on race and ethnicity that have the potential to influence public debate, community practice, and policy decisions.

We are actively engaged in a search for a new, permanent department head as well as an additional DME faculty member.

Several faculty and alumni received new grants and contracts, national and international awards, and opportunities to present their work as invited keynote speakers at meetings worldwide.

The Disability History Association Awards Committee selected [Familial Fitness: Disability, Adoption, and Family in Modern America](#) by [Sandy Sufian, PhD, MPH](#), as Honorable Mention for the Outstanding Book Award of 2022. Dr. Sufian also received new funding from the Cystic Fibrosis Foundation for her work. [Christine Park, MD, FASA, FSSH](#), received a Public Voices Fellowship sponsored by the university system. [Jeffrey JH Cheung, PhD](#), obtained a UIC COVID-19 Relief Program grant. And, during the summer conference, we recognized [Dorthea Juul, PhD](#), for her 50 years (!) of collaboration with DME.

The [Dr. Ilene B. Harris Legacy Fund](#), supported by generous gifts from Morton E. Harris, PhD, entered its second year. This year's cycle saw 30 letters of intent submitted, with five applicants invited to submit full proposals in early 2023. The funded project from the inaugural cycle, "Validity evidence for ENTRUST, an innovative assessment platform for entrustable professional activities in graduate medical education," has recently begun its work and we will hear from co-PIs [Cara A. Liebert, MD, FACS, MHPE\(c\)](#), and [Dana Lin, MD](#), in a future DME presentation.

DME is very close to establishing the [Dr. Georges Bordage Endowed Professorship](#), building on initial and continuing contributions of the initiating donors, [Dr. Richard and Nancy Christiansen](#), [Jeanne and Richard Wegner](#), and [Dr. Phil and Susan Zimmerman](#), and many DME faculty and alumni who have contributed to this important campaign that will strengthen DME and honor Georges. If you haven't yet, please consider contributing; your gift may well be the one that gets us to a professorship. Contributions to this fund and other funds that support department activities can be made through [DME's website](#).

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 let the [department](#) know about your notable accomplishments so we can celebrate along with you: DMEnews@uic.edu, [Twitter](#), and/or via [LinkedIn](#). Finally, please consider sharing your ORCID iD with us so that we can track and help promote your work.

On Reflection Professor Emeritus, Georges Bordage, MD, MSc, PhD

Building on Others and Moving the Field Further. *A Personal Experience: Case Specificity, Key Features, Summative and Formative Assessment*

During the mid-seventies, Elstein, Shulman, and Sprafka conducted a series of studies at Michigan State University (the Inquiry Project) to better understand the processes by which physicians make diagnostic decisions. During a period when theories of general problem-solving heuristics were emerging,^{1,2} they found that medical problem solving was not a general skill; it is highly case specific, with each case posing unique challenges that rely heavily for their resolution on the physician's retrieval of relevant knowledge and experiences stored in memory.³



A decade later, a group of young Turks, including Geoff Norman and myself, former graduate students at MSU, gathered in Cambridge (England) to take stock and explore future avenues of research and development. Pursuing the notion of case specificity, the group proposed the development of Cambridge cases, later known as Key Feature (KF) cases, to assess medical problem solving, using a broad range of short clinical cases, each focusing exclusively on their unique challenges.⁴

On our return from the Cambridge Conference, Gordon Page (University of British Columbia) and I (then at Laval University) were asked to attend a retreat organized by the Medical Council of Canada (MCC). We argued for them to consider replacing their latent-image Patient Management Problems (PMPs) to assess medical problem-solving skills on the last section (Q4 paper) of their national licentiate qualifying exam (LMCC). PMPs, first developed in DME under the leadership of Christine McGuire in the sixties and seventies,⁵ yielded low test score reliabilities due to the limited number of cases presented in a 3-hour testing period, typically 10-12 cases, and scoring that overly rewarded thoroughness, a problem-solving strategy that Elstein et al had shown to be a poor predictor of performance.

The MCC subsequently launched a 6-year R&D project (the Q4 Project, Ian Bowmer, project director; Page and Bordage, principal investigators) to pilot test KF cases to assess the clinical decision-making skills of graduating medical students taking the LMCC exam and to gather validity evidence that would support replacing their PMPs with a more representative and reliable set of cases. Results showed that 40 KF cases, administered within a 3-hour testing period, were needed to reach test score reliabilities of 0.80 or more. Other findings showed that KFs item-writers had a high degree of agreement in pinpointing the challenges that graduating students would encounter in each case; constructed (write-in) responses were harder, by 18%, but more discriminating than selected (short-menu) response

formats; partial credit scoring for each KF contributed more assessment information than dichotomous (0/1) scoring; no significant translation effect (English-French) was detected; and a modified Angoff procedure using examinee performance data was preferred to Nedelsky to set standards.^{6,7} In 1992, the MCC replaced their PMPs with KF cases, which are still in use to this day.

The MCC's initiative led to subsequent inter-institutional collaborative research projects. Generalisability studies showed that case specificity stems, not from cases, but from items (KFs) within cases, and that 2 to 3 KFs per case are optimal in enhancing test score reliability⁸; cases presented using medical terminology, compared to lay language, advantaged weaker candidates⁹; and blueprinting strategies targeting candidates' abilities to avoid suboptimal care and adverse events can be useful to licensing and certification organizations to better fulfill their mission of protecting the public.¹⁰

Using Messick's unitary framework of construct validity as a conceptual basis (ie, content, response process, internal structure, relations to other variables, and consequences), a comprehensive review of the validity evidence for the KFs approach supported "the decision-making construct measured and its use to assess clinical decision-making skills at all levels of training and practice [in the health professions] and with various types of exam formats".¹¹

More recently, the American College of Surgeons (ACS) developed a KF-based formative assessment program for entering surgery resident, the ACS Entering Resident Readiness Assessment (ERRA). Using state-of-the-art, best-practice procedures for test development, a rigorous multiyear, nationwide R&D project was undertaken to pilot test the KF cases and gather validity evidence¹² prior to launching the program in 2018. A validity analysis of the first 3 years of ACS-ERRA administration, with 125 residency programs across the United States, showed excellent case discrimination indexes and test score reliabilities that can "provide valuable information to entering surgery residents and surgery program directors to identify strengths and weaknesses in their decision-making skills and create individualized and group learning plans," including decisions involving potentially harmful actions.¹³ The use of constructed (write-in) response proved useful in further identifying the frequency and nature of the difficulties of junior residents compared to selected formats. A similar R&D initiative is currently under way for the formative assessment of senior surgery residents' readiness for independent practice.¹⁴

Building on others... The sequence of events presented in this reflection illustrates how science, and assessment in this case, progress by building on others, by knowing what they did and where they came from, their **conceptual frameworks**, and at times challenging their ideas and findings. It also illustrates the usefulness of interweaving development and research initiatives, **making it count twice**, and the synergistic effects of inter-institutional and interdisciplinary collaborations--not only by multiplying resources and study samples but, most importantly, by providing opportunities to exchange and debate ideas and stimulate creativity, evocative of Chamberland's multiple working [competing] hypotheses,¹⁵ all of which resting on strong conceptual foundations.
...and thus, **contributing to increasing our scientific understanding and moving the field further**

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Summer 2022 MHPE Graduates

Congratulations to our summer 2022 MHPE graduates:

- **Hussein Ageely**, Jazan University - Challenges for the Integration of SaudiMED Competencies into the UGME Curriculum: Deans' Views (A Tekian, YS Park, S El-Refaey)
- **Michael Awad**, Washington University - Needs Assessment for a National Robotic Surgical Curriculum: A Scoping Review (M Blackie, R Yudkowsky, A Emke)
- **Scott Benken**, University of Illinois Chicago - An Evaluation of Multimedia Content in a Critical Care Pharmacotherapeutic Course (J Cheung, R Yudkowsky, J Mucksavage) || On June 2, Scott Benken successfully defended his MHPE thesis without revisions! Scott did an amazing job with his presentation and written dissertation.
- **Dom Doster**, Indiana University - Why the Gap? Analyzing the Etiology of Gender-Based Performance Discrepancy in Laparoendoscopic Skills (A Tekian, YS Park, EM Ritter)
- **Babak Givi**, New York University - Needs Assessment in Head and Neck Surgical Oncology Training: A Qualitative Study of Expert Opinions (A Tekian, YS Park, W Lydiatt)
- **Roy Khalife**, University of Ottawa - Integrating Direct Observations in Clinical Teachers' Workflow: An Exploratory Cognitive Task Analysis (R Yudkowsky, A Tekian, E Papautsky, S Halman)
- **Gregory Podolej**, University of Illinois Peoria - Rapid Cycle Deliberate Practice Is More than Repetition: The Role of Subtasks in Mastery Learning (A Tekian, YS Park, J Vozenilek)
- **Nicholas Robillard**, University of Montreal - Applying Flipped Learning Concepts to Simulation and Its Impact on the Retention of Nontechnical Skills (A Tekian, YS Park, M Lineberry, V LeBlanc)

And congratulations to our CHPE graduates, **Zoe Haemer** and **Ana Clara Mauro**.

Return of the MHPE Summer Conference

The 2022 Georges Bordage keynote address, "Using 'Big Data' to Improve Medical Education," was given this past July by **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.

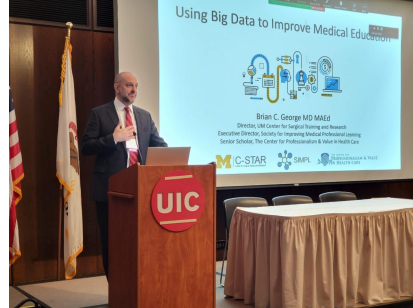
At our first hybrid MHPE conference, we celebrated **Dorthea Juul's** 50 years at DME with a photo presentation by **Tim Murphy**.

We also remembered **Les Sandlow**, 1993-2011 Head of DME, with a tribute by **Alan Schwartz** and **Mark Gelula**.

MHPE alumni **David Rogers** ('03), **Hilary Haftel** ('04), and **Jeanne Farnan** ('07) were members of an engaging panel, "Pursuing Leadership After the MHPE."

We enjoyed abstract presentations by students and alumni, the Ilene Harris Best Thesis Presentation by **Leizl Nayahangan** ('22), graduation and award ceremonies, and had plenty of time for networking.

Finally, we are happy to announce next summer's hybrid conference, which will be held on Thursday, July 27, 2023. The keynote address will be delivered by **Karen Hauer, MD, PhD**. Dr. Hauer is Associate Dean for Competency Assessment and Professional Standards and Professor of Medicine at the University of California, San Francisco. She is active within the National Board of Medical Examiners, deputy editor of Medical Education, and past president of Clerkship Directors in Internal Medicine. **Please save the date for the 2023 MHPE Summer Conference: Thursday, July 27, 2023!**



On-Campus Courses Return!

In July 2022, we were delighted to welcome our new cohort of MHPE and PhD students to the Chicago campus for the Introduction to Health Professions Education core course (MHPE 505), led by **Ara Tekian** and **Rachel Yudkowsky**.

The room buzzed with energy as students worked together in pairs and small groups to learn key concepts related to scholarship, leadership, teamwork, core courses, and electives.

A panel of current and former students provided tips for success--and the conference itself provided an opportunity to network with students, alumni, and faculty.

We look forward to learning with our new students and welcome them to our DME family!

Alumni Publications

Please consider sharing your ORCID iD with us at DMENews@uic.edu so that we can track and help promote your work. Below, we highlight an article by **Claire Touchie, MD, MHPE ('09)**, and **Debra Pugh, MD, MHPE ('09)**, with commentary from DME Professor Emeritus **Georges Bordage**.

Featured Alumni Publication

Touchie C, Pugh D. [Cancel culture: exploring the unintended consequences of cancelling the](#)

MHPE/CHPE Alumni Honors and Awards

Hearty congratulations to **Ellen J. Hagopian, MD, MHPE ('21), FACS**, who was appointed Dean for Clinical Education at the University of Toledo (OH) College of Medicine and Life Sciences this past summer!

Also this summer, **Miguel A. Paniagua, MD, CHPE ('20), FACP, FAAHPM, FCPP**, was named [**Vice President for Medical Education**](#) at the American College of Physicians.

This fall, **Memoona Hasnain, MD, MHPE ('00), PhD**, received the [**UIC Award for Excellence in Teaching**](#), UIC's highest award. Dr. Hasnain graciously shared with department leadership how important her DME experiences have been in her development as an educator. At the dean's November 2022 Faculty Recognition Ceremony (see below), Dr. Hasnain was honored along with three DME faculty members.

To share alumni honors and awards with the UIC MHPE/CHPE community, please do not hesitate to email us (DMENews@uic.edu) or connect with us on Twitter ([@uicdme](https://twitter.com/uicdme)) or [LinkedIn](#).

We look forward to hearing from you and sharing your news!

Assessing Core Clinical Skills...Where To?

Commentary from Professor Emeritus, Georges Bordage, MD, MSc, PhD

In their recent commissioned scientific report, distinguished alumnae **Claire Touchie, MD, MHPE ('09)**, and **Debra Pugh, MD, MHPE ('09)**, invite readers to reflect on the consequences of discontinuing the SP-based assessment of clinical skills on the Medical Council of Canada's Qualifying Examination Part-II (similar to USMLE Step-2 Clinical Skills exam). They address multiple issues of: assessment of and for learning; core clinical skills that go beyond H&P skills to include diagnosis, management, and communication skills, as well as professional behaviors and attitudes; assessment driving the curriculum; having benchmarks in the absence of high-stakes national examinations that value and promote core clinical skills; and protecting the public. Their scholarly analysis and outlook exemplify the tradition of Boyer (1990) and Glassick (1997)—knowing and critically appraising the work of others and one's own situation, from which to build on and move forward, in this case, to safeguard and continuously improve quality healthcare and patient safety. We can all learn from and build on Drs. Touchie and Pugh's thoughtful views on assessing core clinical skills.

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



This fall, UIC's PSL programs cohosted an online conference with the UIC Illinois Department of Public Health Administrative Perinatal Center, "[Patient Safety: When Errors Turn Deadly](#)", discussing current topics with exemplars in the field. Our PSL programs were also a proud Storyboard Sponsor of the Institute for Healthcare Improvement's (IHI) forum this December in Orlando, FL.

Degrees, Certificates, and Professional Development

Our PSL programs have multiple online, asynchronous course offerings, including:

- Master of Science (MS) degree in Patient Safety Leadership
- Graduate certificate for Essentials in Healthcare Safety and Quality

Online applications will open very soon for our next, Fall 2023 cohort.

We also offer two professional development courses several times a year, including:

- Essentials for Clinicians Patient Safety/Quality Improvement
- Digital Health

For any questions regarding UIC's PSL programs, please do not hesitate to contact our Program Coordinator **Sharon Lanza** (slanza3@uic.edu). Please [visit our website](#) for updates and news.

Faculty Presentations

This summer, **CJ Wolf, MD, MEd** presented virtually on the topic of healthcare compliance at a conference cohosted by the American Health Lawyers Association and the AAPC. More recently, Dr. Wolf presented at the AAPC's AUDITCON, offering an "Approach to Handling Focus of the OIG Workplan."

Likewise, this fall, **Amanda Kuentler, MSc, BSN, RN, CPHRM, CPHQ**, presented "Pearls and Perils of Nursing Documentation" at the University of Texas Medical Branch (Galveston). Ms. Kuentler's presentation focused on the value of nursing documentation, asked the audience about the struggles involved with documentation, and then analyzed the significance of liability associated with the lack of documentation.

Earlier this month, **Jonathan B. Cohen MD, MS, FASA** presented at the Systems Thinking & Design and Human Factors Analysis section of the Certified Professional in Patient Safety Review Course at the IHI Virtual Forum.

Faculty Publications

Cohen JB, Patel SY. [Parallels between our response to COVID-19 and approach to patient safety](#) [editorial]. Br J Anaesth. 2022;129(5):647-9. doi: 10.1016/j.bja.2022.07.016. Epub 2022 Aug 1.

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

SAIL has had a busy fall!

Standardized patients from SAIL have been assisting the College of Medicine Admissions Department with their Multi Mini Interviews, taking on the roles of facilitators and application reviewers.

In addition, SAIL recently added a new Neuro Workshop for second-year students and a new SP case in Synthesis Week 6 for the College of Medicine.



As always, SAIL continues in its commitments to partner with community organizations and serve the needs of the greater Chicago area. This month, our SPs begin providing simulation experiences for the School of the Art Institute of Chicago's Master of Arts in Art Therapy and Counseling program.

Our Technology-Based Simulation team recently assisted with the opening of the UI Health Specialty Care Building. We held simulations to prepare SCB staff for emergency responses and fires.

We also provided three very interactive days of skills practice with various task trainers for the Innovation Medicine Program faculty and students. The objective of these sessions was for the IMED group and SAIL staff to generate ideas on how to improve task trainers for a more enhanced educational experience.

In September, **Christine Park, Bob Kiser, Laura McKenzie, and Tanja Barac** were invited by the Society for Simulation in Healthcare to present "How Does Our Code of Ethics Inform Excellence in a New Era?" This was an exploration of the SSH's Code of Ethics' Domain 3: "Mutual Respect" and how this domain calls us as simulationists to create scenarios that respect the rights, dignity, and worth of all.

SAIL's Director, **Christine Park**, was also selected for the 2022-23 cohort of Public Voices Fellowship, sponsored by the University of Illinois System. She is busy working with professional journalists on how to communicate her work to contribute to public conversations on important topics. She is DME's second faculty member to receive this highly competitive fellowship (following Sandy Sufian in 2020).

Our podcast, "BS: Beyond Simulation," is currently wrapping up its second season. To date, the 22-episode podcast has had more than 2,500 listens worldwide. To catch up on episodes, please go to [Apple Podcasts](#) or wherever you get your podcasts.

This past fall, **Jose Cardenas** joined SAIL as our new IT Associate and **Aidan Kernochan** joined the team as a full-time Simulation Operations Specialist.

We're expecting an equally busy winter and look forward to sharing those updates with you in the next newsletter.

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

Director, International Programs, Ara Tekian, PhD, MHPE



With a relatively relaxed pandemic situation and fewer travel restrictions, DME is accepting applications for short-term fellowships.

Prospective international fellows are invited to submit applications that specify project focus and outcomes. All applications must be submitted for review at least 3 months in advance.

Other international collaborations are currently under discussion.

Subtheme Leader, UICOM Health Humanities and Ethics Director, Undergraduate Education in DME, Kristi L. Kirschner, MD

This fall, there has been growing momentum at UICOM for developing an educational enrichment program for medical students in academic

education. A variety of proposals were received and range from a certificate program to a curricular track in medical education.

This groundswell emanates from the Student Curricular Board, with a number of members who desire to become better peer teachers and coaches while others wish to pursue careers in academic medical education. With substantial expertise in medical education at UICOM--particularly in DME--it feels to many like a lost opportunity not to plumb these depths!



In reality, the ideas and energy for such programs are not new but have been percolating for quite some time:

- 2017: The SCB, led by Medical Scientist Training Program student **Joseph Geraghty, PhD, MD/PhD(c)**, worked with medical education leadership to first propose an Education in Medicine (EdMED) Program for UICOM-Chicago students.
- 2020: New SCB leadership, **Ryan Yang** and **Jinhee Kim**, updated Joe's original proposal. The goals for this longitudinal program would be "to prepare future leaders in academic medicine that will go on to work in academic health centers throughout the country as physician-educators."
- Summer 2022: **Yoon Soo Park, PhD**, suggested a DME certificate in Foundations in Educational Scholarship and Practice. The goal of the program would be to train medical students to be scholars and clinical educators, providing foundational skills for "translating educational innovation into high-quality scholarship."
- Summer 2022: Concurrently, a third proposal was developed by **Elizabeth Balderas, EdD, MA, NCC, LPC**, Academic Learning Specialist/Coordinator of Peer Education--Chicago and DME Adjunct Assistant Professor, with the active support and engagement of **Stacey Walters, MEd**, Assistant Dean of Admissions, and **Heather Heiman, MD, FACP**, Interim Associate Dean for Undergraduate Medical Education. This newest proposal envisions a larger partnership among the Office of Student Affairs, Office of Curricular Affairs, Urban Health Program, Hispanic Center of Excellence, UICOM Resiliency Center, and the UIC College of Education. The focus for this program would be to elevate the skill set of peer educators through training in a medical education track that focuses on teaching, service, and scholarship. Enrolled students would have the ability to teach and coach in elective courses and programs (e.g., Fundamentals of Clinical Reasoning, Peer Education/Tutoring, Peer Support Network).

During the next year, the new Director of Special Curricular Programs in the Office of Educational Affairs, **Julie Mann, MA**, will be taking the lead in organizing a working group to hone the vision and strategic roadmap to move these combined efforts forward. In the meantime, DME faculty have volunteered to facilitate SCB workshops on the following topics:

- Survey methods and development - **Yoon Soo Park, PhD**
- Curriculum design - **Geoffrey V. Stetson, MD**
- Publication - **Alan Schwartz, PhD**
- Program evaluation - **Karin J. Opacich, PhD, MHPE, OTR/L, FAOTA**

We also want to learn from those of you who are currently working on similar efforts at your medical schools. What has been your experience? Any lessons learned or words of wisdom? Please contact me directly at kkirschn@uic.edu.

We look forward to providing updates on this exciting collaborative journey throughout the next year!

Faculty and Staff News



Grants, Honors, Recent Publications, and Awards

Jeffrey JH Cheung, PhD, was one of three DME faculty members to be honored at the November 2022 [Faculty Recognition Ceremony](#) hosted by Executive Dean Mark I. Rosenblatt, MD, PhD, MBA, MHA. Dr. Cheung received the DME Rising Star Award for 2021-2022. In addition, **Geraldine S. Fox MD, MHPE, FAACAP**, received the 2022 UICOM Distinguished Service Award and **Laura E. Hirshfield, PhD**, received the DME Faculty of the Year Award.

Rebecca J. Fiala, MA, recently had two poems published, "[el emenopi](#)" in *Consilience* and "[Downstream Effects](#)" in *Anthropocenes*.

Joanna Michel, PhD, became a committee member of UICOM's Antiracist Urgent Action Committee and its Subcommittee on Community Engagement. The charge of the ARUAC is to establish action plans to mitigate the impacts of racism and reduce systemic inequities facing people of color. Dr. Michel was also invited by the vice chancellor's office to join the College of Medicine's Strategic Plan Subcommittee on Community Engagement. The goals of this committee are to establish mutually agreed upon approaches, philosophy, and practice with existing and new community partners to strengthen community engagement work within UICOM.

This fall, **Timothy F. Murphy, PhD**, gave the annual Ernst and Sarah Krug Lecture in Biomedical Ethics at Oakland University William Beaumont School of Medicine (Oakland, MI). He discussed the [ethics of body hormonal and surgical modifications of the bodies of transgender adolescents](#). In addition, at the 24th annual meeting of the American Society for Bioethics and Humanities (Portland, OR), Dr. Murphy presented an ethical analysis of sex designations in the medical record. Dr. Murphy recently published two commentaries concerning *Dobbs v. Jackson*, one on the [overlooked importance of health in the case's moral logic](#) (*Am J Bioethics*. 2022;8:77-9. doi: 10.1080/15265161.2022.2089272), the second on its [implications as an invitation and blueprint for overturning key decisions affecting LGBT rights](#).

Pilar Ortega, MD, MGM, recently published a research report, "[Development of a tool to assess medical oral language proficiency](#)," in *Academic Medicine*.

Sandy Sufian, PhD, MPH, is co-PI for a Cystic Fibrosis Foundation Pilot and Feasibility Grant called "[MENstrual Symptom TRacking to Understand and Assess \(women\) Living with CF](#)". This mixed-methods study examines the nature, timing, and severity of menstrual-related CF symptoms and the strategies women utilize to address them and manage their effect on women's daily routines and obligations. This patient engagement study is the first of its kind to gather patient-reported outcomes and patient voices narrating their experiences about the intersection of gender, CF, menstruation, and disability. As previously noted, the Disability History Association Awards Committee selected Dr. Sufian's [Familial Fitness: Disability, Adoption, and Family in Modern America](#) as Honorable Mention for the Outstanding Book Award of 2022. The committee shared the following assessment: "Sufian's study...represents intersectional history at its best by unpacking numerous entanglements such as race, eugenics, and epidemics...The narrative is persuasive in showing how dominant views on normality and health in American society have shifted throughout the century." *Familial Fitness* is a "masterful book...The analysis is clear, compelling, and well substantiated." The book is "a well-argued and rigorously researched history of disability and adoption in the United States. The author shows clear mastery over the legal and systematic structures that dominate Modern American adoption processes."

Calendar of Events

JUNE 2023

Wednesday, June 14, 2023 - Deadline to submit material to DMEnews@uic.edu for inclusion in the summer 2023 DME newsletter. Alternatively, please connect with us online via [Twitter \(@uicdme\)](#) and/or [LinkedIn](#)! Finally, please consider sharing your ORCID iD with us so that we can track and help promote your work.

JULY 2023

Thursday, July 27, 2023 - MHPE 2023 Summer Conference (hybrid)

Follow us on [Twitter](#) and on [LinkedIn](#)

