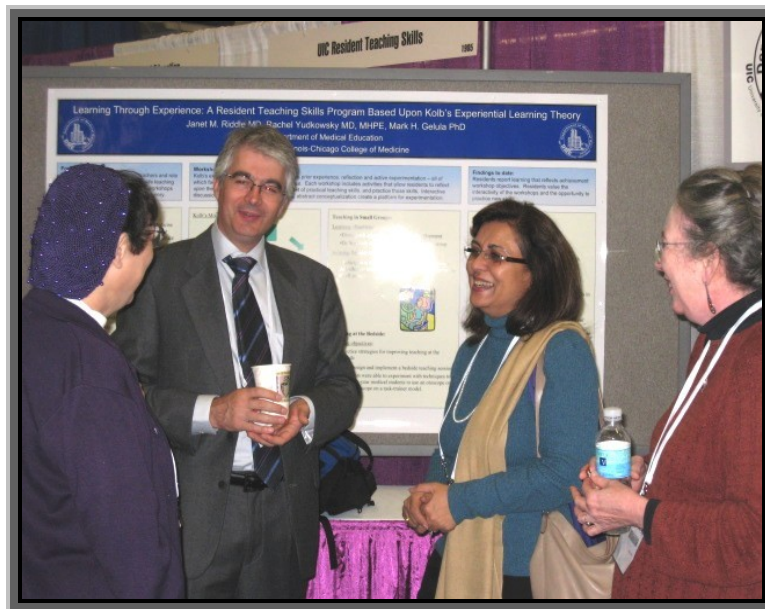


**Annual Report**  
**of the**  
**University of Illinois at Chicago**  
**Department of Medical Education**  
**2008**



**DME at AAMC, San Antonio, 2008**

## TABLE OF CONTENTS

Report from the Head.....	2
Mission and Goals.....	5
Reports from Directors.....	6
Graduate Studies .....	6
Faculty Development .....	14
International Programs.....	17
Medical Humanities .....	19
Hispanic Center of Excellence.....	21
DME Distance Education Programs .....	25
Clinical Performance Center.....	28
Faculty Publications .....	32
Faculty Activities .....	35
Faculty Presentations .....	39
Externally Funded Research Projects .....	51
Seminars.....	54
DME Roster .....	57
Faculty.....	57
Joint and Adjunct.....	58

# Report from the Head

Welcome to our 2007-2008 annual report.

Year after year, we have begun our reports noting how the department has been forced to overcome severe budget cuts in annual operations. This year proves no exception. Along with the rest of the suffering economy, DME faces considerable financial challenges as we seek to serve the medical and academic community.

But as I review the past accomplishments of our varied individual programs, I am amazed and gratified by what we continue to achieve. They say the whole is greater than the sum of its parts; well, our parts are quite dynamic: from Graduate Programs, Clinical Performance Center, International Affairs, and Faculty Development to the Hispanic Center for Excellence, Distance Education, Testing, expanding certificate program and diverse collaborations. The coming year, with its anticipated celebration of the department's 50th anniversary, seems an especially appropriate time to focus on accomplishments. Details are reported in the following pages, but here are some highlights.

As I have in past years, I must point to the increasingly deserved reputation of our Masters in Health Professions Education program, the quality of our students, and the MHPE annual summer conference. The theme for the successful July 2008 meeting was "Leaders as Scholars, Scholars as Leaders." Chaired by Alan Schwartz, the conference featured keynote speakers David Irby of CUSF and Darrell Kirch of the AAMC. We look forward to the 09 conference with great excitement since it will be chaired by Georges Bordage and will include events celebrating DME's **50-30-10** – the department's 50<sup>th</sup> year, our 30-year association with PAHO, and the 10<sup>th</sup> anniversary of the MHPE!

This year has been a special one for our Clinical Performance Center, now the Dr. Allan L. and Mary L. Graham Clinical Performance Center. The Grahams' generous support of CPC has enabled a much-needed renovation of facilities and the acquisition of new equipment. The CPC staff is rapidly moving forward with an emphasis on simulation. "Nikki," a simulation model that can be programmed to respond the way patients respond, is quickly becoming an important tool for training of diagnostic and other skills. In the coming year, CPC plans to set up its simulation lab to mimic a patient room, emergency room, or operating room, encouraging interaction with many disciplines.

Another exciting direction for DME has been International Programs. Exploring opportunities for collaboration with several Saudi universities have led to fruition. Dean Flaherty, Ara Tekian and I visited the Saudi sites to discuss programs of mutual benefit. The first program resulting from our talks began in March: a program for King Abdulaziz University (KAU) Medical College in Jeddah in which DME faculty provided online faculty development-training. It now looks like we will follow up this program with others in KAU and other Saudi universities as well as possible collaboration in China.

Speaking of faculty development, Janet Riddle has implemented a smooth transition as Faculty Development Director. Dr. Riddle enlisted Evelyn Figuero of the Department of Family Medicine to join in advancing our respected Scholars for Teaching Excellence Faculty Fellowship and Teaching Skills Program for Residents.

Given the increasingly limited budgetary resources, it is near impossible to explain the expansion of activities our Distance Education programs. Under the leadership of Jerry Stapleton, the distance education staff has converted CPC's analogue video recording system to one of the first all-digital systems in the country and assisted in CPC's growing simulation projects. DE has also played major roles in all DME online education programs (MHPE, Graduate Medical Education Core Curriculum), archival recording of seminars and lectures, the collaboration with the Department of Psychiatry Spirituality and Mental Health project and plans related to the UIC global learning outreach.

Most notable for our humanities section was the series of lectures on medical ethics sponsored by the department's Traub-Byfield foundation grant. We have begun planning and look forward to 2009 as a time for expanding activities relating to medical humanities, humanism and professionalism.

The Hispanic Center for Excellence under the leadership of Jorge Girotti continues its outstanding contributions in recruiting minorities to the medical school with programs like its Medicina Scholars program. This past year, Dr. Girotti reports having three groups of 30 students each enrolled in 18 courses taught by community physicians and the College of Medicine's Latino faculty.

Our Testing Services are implementing practices allowing the College of Medicine course directors to build items that makeup their examinations using new software for tracking critical information related to the quality of items. Consequently, examinations will be on the same statistical and technological level as the NBME.

In addition, the TS unit can now give students the ability to evaluate all courses, clerkships, specialties and electives on-line. This expansion will the our decision makers insight into the important perceptions of our students in every aspect of their training.

DME has consistently maintained a fine record in research and obtaining grants. This past year awards came from the NIH, NSF, NLM, NBME, FIPSE, HRSA, MATEC, SGIM, VA, Hektoen Institute, the Templeton Foundation, AMA, ADA, and ASPH/CDC. Included in the collaborations supported by these awards were studies in patient safety, spirituality and health, cultural competencies, assessment, and medical decision making. We look forward to further success with the appointment of Alan Schwartz as our Director of Research.

Plans to recruit faculty to replace the valued professors recently retired were again hindered by budget cutbacks. We are delighted, however to report the addition of Associate Professor Carol Kamin. Dr. Kamin was formerly Associate Professor of Pediatrics at the University of Colorado School of Medicine where she served as Director

of the Pediatric Medical Education Research and Development and Director of the Project L.I.V.E. Consortium. Welcome, Dr. Kamin.! We are also pleased to welcome Christopher Rose as Graham Center coordinator and Cindy LeDonne, Simulation Specialist.

In conclusion, while, economic forces will no doubt continue to challenge plans for the coming year, there is all the more reason to express gratitude to a dedicated and able faculty and staff.

## 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, 2007-2008

## Graduate Studies

Ilene Harris, PhD

### Overview

**Recognition and Growth:** The academic graduate program in DME, the Masters in Health Professions Education Leadership (MHPE) program, continues to be recognized locally, nationally, and internationally for its high quality graduate education programs in health professions education. The Program experienced significant growth during the 90s, which has been maintained to the present time. It grew from an average of 20 students total in the early nineties, to its current number of 110 students, from various regions of the world and various health professions. Entrance to the program is competitive, with 23 of 41 qualified applicants admitted for fall of 2008, a 56% admission rate. In addition, other graduate programs, described below, are being developed. This overview will focus on the MHPE Program.

**Curriculum and Faculty:** The MHPE Program provides a broad and solid foundation in health professions education in five required courses: Introduction to Health Professions Education; Scholarship in Health Professions Education; Instruction and Assessment; Curriculum Development and Program Evaluation; and Leadership in Health Professions Education. An interdisciplinary faculty (17 full-time faculty, 25 faculty with joint appointments and 11 with adjunct appointments), from an array of disciplines in education, the social sciences, humanities, and biomedical sciences, has developed 22 electives that cover a range of educational issues, relevant to students' needs and responsive to trends in health professions education. Also, students complete a thesis, defined as a work of scholarship, that provides a capstone for their professional development in the MHPE Program.

**Online MHPE Program and Summer Conference:** During the past seven years, the MHPE Program has developed an innovative online track that is an integral part of the program. In turn, a summer residency program and conference has been established to ensure that online students have 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 MHPE students, alumni, faculty and others.

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

*dedication of the faculty, the administrative oversight and support, and the quality of the students attracted to the program, all indicate a program of exceptional quality.”*

**Deliberation and Revisions:** While this most recent review yielded plaudits for the program, internal and external reviews 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, which generated enthusiasm amongst us about taking our graduate programs to new levels in preparing leaders in health professions education.

## **Overview**

**Major Changes – Towards a Continuum of Programs in HPE Leadership:** The major changes in the MHPE Program, described in more detail below, that have been implemented as a result of this deliberation include: development of vision and mission statements; revision of the required curriculum to include two new courses – Introduction to Health Professions Education and Scholarship in Health Professions Education; changes in the capstone requirement from either a project or thesis, to a thesis defined as a work of scholarship; changes in the admissions cycle from admission each semester to admission yearly; development of new elective courses; and support for development of new graduate programs. During 2006 to the present, we have made substantial progress in planning new graduate programs that we expect to result in DME offering by next year a continuum of programming in health professions education leadership: the MHPE program; a PhD in Education with a concentration in Health Professions Education (in collaboration with the College of Education at UIC), certificate programs for Clinical Program Directors and for Clinical Teachers, and online faculty development programs for global audiences.

## **Administration and Governance**

Part of the success of the graduate programs has been due to the exceptional staff. Janet Settle, Coordinator of Education Programs, provides oversight for administrative support of the graduate programs, manages the admissions process, serves as registrar, serves as liaison between students and the University, staffs the MHPE Committee and the Admissions Committee, and participates both as a leader and member of curriculum and other deliberations, among other responsibilities. Laura Schaff, Research Information Specialist, provides administrative and logistical support for the MHPE on-site and online courses, maintains the MHPE Program Website, maintains the student and alumni database, maintains an extensive library database, provides major staff support for the summer conference; provides administrative support for the planned certificate programs; and participates in program deliberations. I am consistently impressed by their professionalism, administrative skills, creativity, and wise counsel.

The MHPE Associate Program Director is Steve Downing. The Graduate Studies Committee has an Advisory Committee that met monthly during the past academic year



and contributed greatly to the ongoing development of DME's graduate programs. Members included: Phil Bashook, Georges Bordage, Steve Downing, Ilene Harris (chair), Barrett Fromme (student representative), Les Sandlow (ex officio), Alan Schwartz, Janet Settle (ex officio), Ara Tekian, and Rachel Yudkowsky.

### **MHPE Enrollment**

There are 110 graduate students currently enrolled in the MHPE program, all involved in health professions education, from various parts of the world and various professions.

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

Enrollment of online students continues to increase. Program formats selected by students are: primarily on-campus 46% (48% last year) and primarily online 54% (52% last 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. Also, many students enrolled in the primarily online program, take one or more on-campus courses to experience the differences.

### **Overview**

#### **Enrollment by Geographic Regions**

Enrollment of students from around the United States, and the world, provides a rich resource for learning about health professions education. Of our students, 70% (75) are American, with 10 from UIC, 18 from the Chicago area or greater Illinois, and 35 from other states; 30% (35) are international students, with 19 from Canada, 4 from India, 2 from Pakistan and 1 each from Brazil, Chile, the Dominican Republic, Germany, Lebanon, Japan, Turkey, Saudi Arabia, Switzerland, and Thailand.

#### **Enrollment by Health Professions**

The vast majority of students, 93% (99), are physicians. Students from other health professions provide important perspectives, comparisons and contrasts, about interdisciplinary aspects of health care. The other health professions represented are: chiropractic (1), dentistry (1), hospital medical education (1), medical science (1), molecular biology (1), optometry (1), pharmacy (1), physical therapy (1), physician assistant (1), podiatry (1), and veterinary medicine (1).

#### **Core Courses and Electives**

Along with the five required courses, a total of 11 electives were offered during the 2007-08 year, including: Assessment Methods; Clinical Decision Making; Ethics and Professional Standards; Ethics in Clinical Research; Introduction to Quantitative Data Analysis; Faculty Development; Program Evaluation; Qualitative Methods; Research Design and Grant Writing; Survey Research Methods; and Translating Research into Practice. The onsite courses are taught in modern teaching facilities, with state-of-the-art computer-driven, interactive screen projection, wireless access, mobile microphone, public sound system, and modular seating arrangements. The online courses are taught using the University of Illinois BlackBoard platform.

## **July Conference**

The 2007 MHPE Summer Conference, chaired by Ara Tekian, was again a sparkling event. The conference theme was “Performance Assessment: Scholarly Standards and Social Accountability”. The plenary speaker was John Norcini (FAIMER), who gave an outstanding talk entitled: “Future of Performance Assessment”. In another featured session, a successful alumna, Barbara Barzansky (American Medical Association), a recent graduate, Melchor Sanchez-Mendiola (Universidad Nacional Autonoma de Mexico), and a current student, Liselotte Dyrbye (Mayo Clinic), each discussed the role of collegiality in developing a scholarship agenda. The conference also included paper sessions, works-in-progress, a poster session; a year in review of health professions education literature; and a reception and graduation recognition ceremony. The 2008 MHPE Summer Conference, to be held on July 31 – August 1, 2008, is chaired by Alan Schwartz. The theme is, “Leaders as Scholars, Scholars as Leaders”. We have two exceptional keynote speakers. David M. Irby, Vice Dean for Education and Professor of Medicine at the University of California, San Francisco, is a renowned expert in the study of clinical teaching, of the varieties of scholarship, and of leadership in medical education. He has led the medical education component of a Carnegie Foundation study of the professions, what some have referred to as the “next Flexner Report”. Darrell G. Kirch, MD, President and Chief Executive Officer of the Association of American Medical Colleges (AAMC), is a noted authority on the organization and management of academic medical centers.

## **Overview**

### **Student Advising**

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

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

The Abdul W. Sajid Health Professional Memorial Resource Library, which provides important resources for the MHPE Program, continues to grow. The library contains 12,221 items, compared with 11,989 last year, an increase of 2%. Holdings include 10,414 journal article reprints and 795 books, as well as book chapters, newsletters, conference proceedings, theses/projects, reports, newspaper articles, learning modules, reviews, personal communications, manuscripts, and audiovisual modules. The library also contains bound collections of some major medical education journals. The reprints and books are catalogued on Endnote™ and can be searched via the Internet at: [http://www.uic.edu/htbin/wdb.cgi/meded\\_citation/citeq/form](http://www.uic.edu/htbin/wdb.cgi/meded_citation/citeq/form).

## **Evolution and Future Directions**

We aspire, in the tradition of DME, to offer the best and most up-to-date graduate programs in health professions education. Major successful changes, outlined below, include: a new mission statement, development of two new required courses, changes in the capstone requirement; and a change in the admissions cycle and process.

**New mission statement:** Early in our deliberation, new vision, mission, and goal statements were formulated and approved by the MHPE Committee, the DME Advisory Committee, and the DME faculty. These statements have served to provide guidance in our program development and to communicate our agendas to multiple audiences. The statements focus on education of leaders and scholars, with a global vision, to contribute to their organizations, their communities and the field of health professions education.

### **Changes in the Capstone Requirements**

Based on recommendations made early in our curriculum deliberation, the MHPE Program changed its capstone requirement, from completion of either a thesis or project, to the requirement that all students should complete a thesis, defined as a work of scholarship. This recommendation is grounded in Boyer's (1990) and Glassick's (1997) conceptions of the nature and standards for four types of scholarship – the scholarship of discovery, of integration, of application, and of teaching. In addition, the Graduate Studies Committee approved a proposal for students to have two options for documenting their thesis work – the traditional thesis format and the format of a potentially publishable paper, with a specific journal identified and thesis committee judgment that the manuscript is ready for submission.

Each of these changes is having a positive impact on students' capstone work. The requirement of completion of the thesis as a capstone has resulted in honoring a broader range of scholarly activity, conducted according to appropriate standards of rigor. The option to document thesis work in a potentially publishable paper is rapidly becoming the option of choice, with the result of an increase in scholarly productivity of MHPE students.

## **Evolution and Future Directions**

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

Based on discussion during the deliberation, a change in the admissions process was made - from submission and review of applications each semester, to submission and review of all applications for a given year, in early January only, for fall admission. This change, implemented in 2007, allowed for equitable review of the increasing pool of applicants and allowed for the requirement that all new students participate in a new on-site introductory course, linked with the MHPE July conference – Introduction to Health Professions Education.

### **New Required Course – Introduction to Health Professions Education**

Based on the deliberation, a new required two credit-hour introductory course, *Introduction to Health Professions Education: Leadership, Scholarship and Current Issues*, was developed and taken by all incoming students in July 2007, on-site, prior to beginning their other courses, and linked with the July MHPE conference. Course coordinators are Ilene Harris and Les Sandlow; the course involved most MHPE teaching faculty members. Key features were: an orientation to the MHPE Program, to online course participation, and to the thesis capstone; exploration of students' experiences, interests and professional roles in relation to MHPE Program opportunities; a half-day orientation to each required course; participation in all MHPE conference activities and a course project of group evaluation of aspects of the conference – to provide an orientation to the MHPE 'brand' of instruction, student-centered active learning; and interaction with faculty, other current students, and alumni. The course included a follow-up online component of student reflections and interaction about their experiences in the MHPE Program and its impact on their professional development. Based on student and faculty evaluation, it is clear that the course effectively served the intended intertwined purposes of both providing an orientation to the MHPE Program and providing an introduction to leadership, scholarship, and current issues in health professions education.

### **New Required Course – Scholarship in Health Professions Education**

Based on the deliberation, another new required four credit-hour course, *Scholarship and Research in Health Professions Education*, was developed by Georges Bordage and Rachel Yudkowsky and offered for the first time in fall of 2007. The course, which incorporated some elements of a previously required course, *Issues in Health Professions Education*, provided an orientation to the domain of scholarship in health professions education – the scholarship of discovery, of integration, and of application, and the use of both quantitative and qualitative methods. The course also included discussion and development of skills in: critical appraisal of the literature; use of scholarship in teaching and education leadership; and use of teaching and education leadership activities as a resource for scholarship. Based on student and faculty evaluation, this new course was very successful in helping to serve one of the major missions of the MHPE Program - development of education leaders who are scholarly in their leadership activities and who use their leadership activities as a resource for scholarship.

### **Developing Other Graduate Programs**

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

### **Evolution and Future Directions**

During the past year, there has been substantial progress in developing **certificate programs** for administrative leaders in medical education and for medical teachers, first under the leadership of Ara Tekian and then under the leadership of Les Sandlow. The concept is to develop ‘certificate-like’ (not transcribed) programs, for CME credit, each to be offered in two segments over a period of several months. The programs will focus on participants’ practical responsibilities, with appropriate contextual theory, using active learning methods. The first program is being planned for spring of 2009.

During the past year, an innovative **online faculty development program** for a group of health professions leaders in Saudi Arabia has been implemented, under the leadership of Ara Tekian. This program shows great promise of becoming a model for other similar programs, particularly for international audiences.

During the past year, there has also been substantial progress in developing a **PhD program in Education** with a concentration in Health Professions Education, in collaboration with the College of Education. Ilene Harris and Les Sandlow met with Vicky Chou, Dean of the College of Education, who expressed strong support for such a program. This initial meeting was followed by a meeting, with the addition of the Dean for Graduate Studies in the College of Education and the Program Heads for Curriculum and Instruction, Educational Psychology, Higher Education Administration, and Special Education, all of whom expressed support for the plan. In a subsequent meeting with Ilene Harris, Steve Downing (Associate Director of Graduate Studies), Celina Sima (Dean for Graduate Studies in the College of Education) and Bill Schubert (Head of the Curriculum Studies Concentration in the College of Education), plans were made to continue work on the program and potentially begin accepting students for fall of 2009. It is expected that DME faculty members would be involved in the admissions process, and serve as advisors and committee chairs for students in this program.

### **Concerns**

Despite substantial success in our graduate programs, there are some concerns.

- **Faculty Resources:** Our MHPE student population is at an all-time high and we are developing new graduate programs. However, recent and planned retirements of MHPE teaching faculty is a concern.
- **MHPE Student Demographics:** For our MHPE Program, we aspire to have geographic diversity and professions diversity, both because of our mission as a department, and the richness provided in our program. For the entering class of fall 2008, we have increasing geographic diversity, with 33% (8/24) international students: 2 from Canada and 1 each from the Dominican Republic, Germany, India, Japan, Pakistan and Saudi Arabia. Also, 25 % (6/24) were from professions other than Medicine, with 1 each representing: Basic Medical Sciences (Pharmacology), Chiropractic, Physical Therapy, Physician Assistant, Podiatry, and Veterinary

Medicine. Maintaining geographic diversity and professions diversity is an ongoing concern and aspiration.

- **Student Progress:** Development of an MHPE student database demonstrates that over the years some students who have completed all coursework do not complete their thesis. This situation is being explored to identify the root causes, and has been the subject for discussion in the Graduate Studies Committee about methods to support students in work on their thesis, about alternatives to the current thesis structure, and about possible recognition for completion of coursework without the thesis.

### **Goals for 2008-2009**

- Oversee and maintain the high quality and standards of the MHPE program.
- Continue to implement revised capstone requirement, the “thesis” as a work of scholarship, as characterized by Boyer and Glassick, with guidelines for students and faculty; and new capstone option of documenting thesis work in a potentially publishable paper.
- Continue to build the alumni community, through the new Web Portal, and other methods.
- Explore issues related to student progress – course completion and thesis completion.
- Consider “reinvention” of the DME library, to include optimally useful resources for students and faculty members.
- Explore approaches to increase geographic and professions diversity.
- Continue to work on development and implementation of new graduate programs -- two certificate programs for administrative leaders in medical education and for medical teachers, online faculty development programs, and a PhD program in 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

The faculty development group continues to focus on enhancing learning in the College of Medicine through the improvement of teaching and 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 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 2007-8, eight faculty completed the Faculty Fellowship program. The Fellows and their projects are as follows:

- Lisa Berry, Department of Public Health, Mental Health, Nursing Administration -- "I Have a Headache"
- Claudia Hernandez, Department of Dermatology -- "Development of a Needs Assessment Tool for the M3/M4 Dermatology Rotation"
- Larry Ulanski, Department of Ophthalmology and Visual Sciences -- "A Curriculum for the Vitreoretinal Fellowship"
- Thasarat Vajaranant, Department of Ophthalmology and Visual Sciences -- "Beyond Ophthalmology"
- *Mark Lunde, Department of Ophthalmology and Visual Sciences -- "Phacoemulsification, the Learning Curve"*
- Peter Noronha, Department of Pediatrics -- "Complementary and Alternative Medicine (CAM) in Pediatrics Practice"
- Jordan Hupert, Department of Pediatrics -- "Pictorial Mnemonics as Content-Memory Aids in a Pediatrics Clerkship"

- Courtney Krueger, Department of Pharmacy Practice -- “UIC College of Pharmacy IPPE Shadowing Program”

An evaluation of the Fellowship was undertaken this year. Past participants and selected department heads were interviewed. Current participants completed mid-year and end-of-year written evaluations. Participants in the Fellowship consistently describe developing skills and competence in teaching, curriculum development, and scholarship as outcomes of the program. The Fellowship is viewed by department heads as “a way to jump-start an academic career”. Fellows report that they develop an awareness of themselves as educators and self-confidence in their skills. Both Fellows and department heads describe the positive effect that Fellows have on working and learning environments.

#### Teaching Skills Program for Residents:

The Teaching Skills Program for Residents is required for all residents entering the UIC Medical Center. The focus of this program is on improving the learning experiences of our medical students. 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:

- Using Questions and Feedback to Enhance Clinical Reasoning
- Teaching in the Patient’s Presence
- Teaching Procedural Skills
- Teaching and Leading Rounds
- Teaching Professionalism
- Teaching through Lectures
- Teaching in Small Groups

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 interactive 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.



M4 Student Tutors in ECM Working Groups:

We continue to workshops for 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.

We welcome Evelyn Figueroa, MD to the group. Dr. Figueroa, a graduate of the Scholars for Teaching Excellence Faculty Fellowship and faculty in the Department of Family Medicine, will assist with the Teaching Skills Program for Residents. 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**

In the past year, DME has been exploring potential areas of collaboration with three Saudi universities: King Abdulaziz University (KAU) Medical College in Jeddah, Jazan University Faculty of Medicine in Jizan, and Yanbu Medical College in Yanbu. Dr. Tekian has twice traveled to these universities with Dr. Sandlow during the year. During the first visit, the Dean of the Medical School at UIC, Dr. Joseph Flaherty joined the team. Various collaborations have been proposed with these three medical schools.

With KAU, an online faculty development training program “Foundations in Medical Education” started in March of 2008, which will last almost 10 months, ending with an onsite one-week workshop. This has been a very successful experience and it will be an annual activity for KAU faculty in the health sciences. Also, there will be training for four individuals at UIC’s Clinical Performance Center for 6 weeks, followed by a site visit to Jeddah. UIC is studying a proposal for establishing a private medical school in Jeddah in collaboration with KAU. This will be the first four-year curriculum in medicine in Saudi Arabia. Finally, discussions are underway for offering the MHPE program at KAU, both onsite and online.

Concerning the establishment of the Yanbu Medical School, UIC will play a major role as a consultant from designing the curriculum, to recruitment and training of the faculty. The first class of students for the premedical year will be accepted in 2009 and classes are scheduled to start in October of the same year.

The collaboration with the Faculty of Medicine in Jizan is focused more on faculty development, exchange of faculty and students, and on collaborative research. Already, the Head of the Family Medicine Department at UIC, Dr. Patrick Tranmer spent two weeks in Jizan teaching the medical students and training the faculty.

A fourth collaboration agreement is under study with King Fahd Medical City in Riyadh. This is a medical school established in 2004, and Dr. Tekian has already offered workshops to train the faculty.

DME has signed a new Memorandum of Agreement with Riphah International University in Rawalpindi, Pakistan. This new partnership extends the already strong relationship and long history between DME and Pakistani institutions of medical education. The online faculty development program “Foundations in Medical Education” is scheduled to start on October 2008.

DME has long enjoyed a partnership with the Education Commission for Foreign Medical Graduates (ECFMG), having provided training in health professions education for many ECFMG-sponsored fellows over the years. A few years ago, ECFMG established a separate foundation -- the Foundation for Advancement of International Medical Education and Research (FAIMER). Taking as part of its mission the creation of educational opportunities for international medical education leaders, FAIMER has

begun sponsoring candidates in the MHPE program. Currently, there are five FAIMER-sponsored MHPE candidates: Drs. Thomas Chacko, Muhammad Zakauallah Khan, Vivek Saoji, Avinash Supe, and Rashmi Vyas.

Involvements with WHO have increased. In 2007, Dr. Tekian attended meetings at WHO headquarters in Geneva with the intention to reinvigorate the collaboration between DME and WHO. DME will be working with the Geneva Office to launch some organizational “twinning” projects. Dr. Tekian proposed a joint project with PAHO involving a comprehensive survey of medical education in Latin America. The proposed project addresses several concerns simultaneously – particularly the missions of developing leadership in medical education, identifying the critical needs in medical education in Latin America, and addressing the problem of brain drain in developing countries. The proposal is to develop a partnership project with a small group of individuals from Central and South America to develop, administer, and analyze a comprehensive survey that will serve as a needs assessment for Latin American medical education. The partnership approach will serve to develop local medical education leaders who can best represent the region and disseminate the culminating report. In July, Dr. Tekian attended a meeting in Belo Horizonte, Brazil to begin planning this project. PAHO is also interested in launching the initiative to redirect the primary health care orientation in Latin American medical schools, and UIC-DME will play a role in this initiative.

Discussion to offer electives for the Masters candidates in Medical Education (MME) at the University of Bern is still continuing, and hopefully there will be a closer collaboration between the two programs. Already there is an agreement that all the Bern MME candidates will visit and spend three days at UIC-DME during the annual MHPE conference every July.

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**

This past year, Timothy Murphy organized the use of the Traub-Byfield gift to the College of Medicine to invite visiting Fellows to address timely ethical issues in medicine. This year's Fellows were:

**Joal Hill, Ph.D., J.D.**, is chair of the Institutional Review Board and clinical ethics consultant for the Advocate Healthcare System in Illinois. In January 2008, she offered a talk on “Cases and Controversies.” In the course of this presentation, she offered ethical dilemmas that arise when patients who wish to have certain information withheld from their families die unexpectedly, leaving family members looking for answers.

**Rosamond Rhodes, Ph.D.**, is Professor of Bioethics at the Mount Sinai School of Medicine in New York. In February 2008, she offered a talk on “How Not to Make a Hard Medical Decision.” In the course of the presentation, she criticized the “best interest” standard language that is used when making medical decisions for others and proposed different language that allows for more humane decisions.

**Mark Sheldon, Ph.D.**, is a Senior Lecturer in Philosophy at Northwestern University and Senior Lecture in Bioethics and Humanities at the Northwestern University Feinberg School of Medicine. In May 2008, he offered a “Defense of Physician-Assisted Suicide.” In addressing this morally contentious issue, he described the humane effect assisted suicide can have for people whose lives are coming to an end.

**Edmund G. Howe, M.D., J.D.**, is Professor of Psychiatry at the Uniformed Services University of the Health Sciences in Bethesda, Maryland. In June 2008, he offered a presentation on “Medical Ethics since 9/11. In that presentation, he noted how certain trends in military operations and research pose challenges to conventional standards of medical ethics.

## **MEDICAL Humanities**

### **Sandy Sufian, Ph.D.**

Medical Humanities continued its limited activities with Body Electric, writing workshops and courses taught by Sara Vogt and Sandy Sufian.

The Medical Humanities program will hopefully strengthen in the coming years. Plans are underway to develop a Medical Humanities in a Global Context program that would promote rigorous examinations based in humanities methodologies of medical/health issues that patients and medical professionals face in our global world. Through curriculum development and programming, the UIC medical community (students and faculty) will be exposed to and engage in analyses of the social, cultural, economic and political factors influencing global health and medical practice worldwide.

In particular, the Medical Humanities in a Global Context Program intends to extend its efforts in three primary directions:

- 1) Education
  - a. Educating undergraduate students, graduate medical students and faculty with regard to 1) the non-clinical, local and global factors that affect patients' experience, meaning and treatment of disease; 2) the socio-economic, political and historical factors that affect physicians' experiences and decisions in their profession throughout the world; 3) the function of medicine to influence and reflect—on both symbolic and practical levels—the debates of our global, modern existence.
  - b. Fulfilling cultural competence objectives in medical school education
- 2) Outreach:
  - a. Providing a forum at UIC in which to exchange ideas (through lectureships, seminars, conferences, etc.) between humanities disciplines and medical fields about pressing and comparative topics in medicine and health around the world.
  - b. Occasionally extending UIC programming to non-UIC physicians and students.
  - c. Exposing UIC faculty and students to medical humanities programming across Chicago.
- 3) Research
  - a. Helping to bridge the allied sciences and humanities in their investigations of global health issues.
  - b. Facilitating interdisciplinary research into Western and non-Western problems of health and disease among UIC faculty across schools and within the medical school.

## **Hispanic Center of Excellence**

**Jorge A. Girotti, PhD**

### **A Year in Review: 2007**

Our core competency areas are faculty development, curriculum design, faculty and student research, developing competitive applicants, and creating awareness of Latino health care issues. These programs would not be possible without dedicated students and doctors.

One of the Center's most important goal is to assist in the recruitment of Latinos into medical school by forming a strong applicant pool through two of our programs: The (HCOE) Medicina Scholars Program and the HCOE Network.

We are proud of the HCOE **Medicina Scholars** program, which introduces applicants to a medical career through a three-year curriculum. This provides us the opportunity to track students through undergraduate studies, and the application process. The curriculum includes the following courses at three levels, advancing every year: History of Medicine, Professionalism, Public Health Policy, Ethics, Cultural Competence, and Grand Rounds in primary and specialty care. We provide training and require volunteerism with key health related community based organizations and at health fairs.

We have three groups of 30 students each, enrolled in 18 courses. College of Medicine Latino faculty and community physicians teach the courses. Latino physician volunteers have provided instruction, their personal experiences, and mentorship to our students. We thank the following individuals for teaching on the first Saturday of each month:

Dr. Louis Casado  
Dr. Frank Castillo  
Dr. Jose de la Cruz  
Dr. Evelyn Figueroa  
Dr. Javier Flores  
Dr. Jorge A. Girotti  
Dr. Imelda Huerta  
Dr. Xavier Llor  
Dr. Luisa Madronero  
Dr. Jaime Quezada  
Dr. Ricardo Senno  
Dr. Warren Solomon  
Dr. Jose Trevino  
Dr. Julio Vijil  
Dr. Omar Villarroel  
Raul Vasquez  
Pilar Carmona, MBA

*Special Thanks to:*

Dr. Grace Arteaga, for flying in from the Mayo Clinic in Minnesota just to teach the Medicina Scholars. We also thank the Mayo Clinic for sponsoring her trip.

Dr. Peter Perez, alumnus practicing in L.A., who was in town to visit family in Chicago and took time to teach a Medicina Scholars course.

Dr. Jaime Quesada from Racine, Wisconsin who drove to Chicago to teach the Medicina Scholars.

Dr. Omar Villarroel from Rockford, Illinois who drove to Chicago to teach the Medicina Scholars.

The culmination of Medicina Scholars for first year participants is the **HCOE Leadership Development Conference**. This day-and-a-half conference exposes students to Latino physicians, Latino health care issues, careers in primary and specialty care. We are fortunate to have physicians facilitate workshops. A physical team challenge teaches students the meaning of teamwork in a medical environment. Students learn leadership strategies, current diseases affecting the Latino community, case studies, and career paths of doctors in primary and specialty care, as well as professional and personal experiences of the physicians. We are proud to have the Assistant Dean of the Graduate College; Jose Perales present a bio-terrorism exercise for students aspiring to become future physicians. Speakers included: Dr. Carlos Garcia, UIC Pathology; Dr. Silva Panitch, Advocate Illinois Masonic Hospital; Dr. Carolyn Lopez, American Academy of Family Physicians; Martin Nava, American Diabetes Association, Adrian Cordovi, M3 Urbana; Rebecca Alvin, Hispanic Scholarship Fund, and Dr. Jorge A Girotti.

The **HCOE Network** provides Latino high school, undergraduate and medical students an opportunity to attend three sessions: Admissions to Medical School and two Grand Rounds coordinated by HCOE staff. We currently have 1,800 HCOE Network members! This Network introduces students to the field of medicine and is open to any Latino student who aspires to a career in medicine. The Grand Rounds provide exposure to our College of Medicine Latino faculty. They also provide students exposure to clinical cases involving Latino patients and illnesses prominent in our communities. Virtual reality surgeries and other cutting edge procedures at UIC are demonstrated as well. Mentorship and advising are key elements of the HCOE Network. We are proud to have had over 300 students attend the last year's Grand Rounds facilitated by Dr. Julio Vijil, Dr. Alejandro Clavier and Dr. Jorge Girotti.

The **Summer Medical Student Research Fellowship** builds a foundation for Latino first year medical students to engage in research with the goal of introducing students to academic medicine. This is a ten-week fellowship that matches students with a research preceptor. We are proud of the students who have posted at national conferences and poster sessions within our institution. Completed research projects also have given

students the opportunity to publish in refereed journals. We thank all the researchers who have taken our students under their wing and exposed them to medical advances from the lab to the bedside. The 2007 Preceptors included: Dr. Ed Sloan, UIC Emergency Medicine; Dr. Gail Prins, UIC Urology; Dr. Damien Perase, Neurosurgery, University of Miami; Adriene Boutwell, Ophthalmology; Dr. Jorge Girotti, UIC Associate Dean of Admissions & Director, HCOE; Dr. Spiridon Pappetropoulos, MD, PhD, University of Miami; Dr. Maximo Brito, UIC Infectious Diseases; Dr. James Lash, UIC Nephrology; Dr. Jeffrey Wang, UCLA Orthopedic Surgery; Dr. Richard V. Benya, UIC Section of Digestive Diseases and Nutrition; and Dr. Claudia Hernandez, UIC Dermatology.

Another key area for the Center has been **Latino Faculty Fellows Program**, which focuses on recruitment and development. There were 32 Latino faculty members at the College of Medicine, 10 are tenured, and another 8 are in a tenure track positions. The Center's staff meets with department heads to encourage recruitment of Latino faculty and increase the number of Latinos in tenure-track positions. The fellowship is a two-year program that includes clinical instruction coordinated by the Department of Medical Education. HCOE sponsors professional conferences and a year of development and support for a research project. Participants this year included: Dr. Evelyn Figueroa, UIC Family Medicine and Dr. Luisa Madronero, UIC Pediatric Cardiology.

HCOE continues to collaborate with the University of Missouri Kansas City in providing **USMLE Step 1 diagnostic exams** for our Latino medical students. This collaboration has aided in increasing the passing rate posted by our students on their first attempt.

HCOE coordinated the following events with clinical departments, community organizations, Latino physicians and medical students:

The Annual Surgery Symposium with CME credits, the Illinois Hispanic Physician Association (IHPA) Diabetes Symposium, the IHPA and HCOE Symposium with the Illinois Latino Caucus, hosted Senator Durbin's visit, First Year Latino Medical Student Orientation, Summer Research Orientation, Mid-Summer Research Lunch Assessment, a Summer Medical Student Research Recognition Breakfast for preceptors and students, World Kidney Day, for the Latino Community and Medicina Scholars volunteers, Student Affairs Campus Organization Fair, 18 Medicina Scholars courses, hosted 120 parents from the Medicina Scholars Program and 180 parents for the Medicina Scholars graduation, coordinated affiliations with Universidad San Simon Bolivar Medical School in Bolivia and Universidad Cuauhtémoc, Aguascalientes, Mexico, exhibiting and recruitment at the National Hispanic Medical Association (NHMA) along with our Summer Research Fellows and>NNLAMS LaRama (Medical Student Organization) Executive Board. Coordinated the Annual HCOE Reception, hosted the Dean and President of the University of Cuauhtémoc, in Aguascalientes, Mexico, the HCOE Advancement Council meetings, Reviewed 125 applications for the Hispanic Health Serving Professional Schools fellowships, collaborated with the advancement office on Latino alumni meetings, as well as working on program evaluations with the Department of Medical Education and continued improvements in our programs.



Global medicine provides continual improvement in medical education and health care. HCOE continues to work on cultivating relationships with medical schools in **Latin America**, which embraces faculty development, and training of medical students and residents.

## **DME Distance Education Programs**

**Gerald R. Stapleton, MS**

There has never been a more exciting time in the evolution of online learning and the Department of Medical Education continues to lead with a spirit of innovation and a commitment to the highest quality of educational practice. The interactive user-centric tools known as Web 2.0 technologies are poised to make learning at a distance more engaging than ever before and to immerse learners in an educational environment more challenging and more exciting than ever before possible. The DME Distance Education group is working with faculty throughout the department and the college to make the promise of these new technologies a reality for our students at all levels of the continuum. 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.

### **All Things Digital**

In a major advance, the DME Distance Education group converted the department's Dr. Allan L. and Mary L. Graham Clinical Performance Center from analogue video recording to one of the first all digital systems in the country. The new system provides greatly increased flexibility in both the recording and review of standardized patient activities allowing for instantaneous play back, annotation, and tagging. A 4.3 terabyte video storage system and high speed network enable timely and thorough review so essential to an open and effective learning environment. Meanwhile, the Distance Education group has also been involved in the dynamic growth in the use of simulation within the center, managing the infrastructure necessary for the high fidelity devices being deployed in the center.

### **Video and Multimedia**

Today's medical students take the availability of video and multimedia for granted so perhaps it is no surprise that demand for the department's expertise in this area just keeps on growing. The generation that has grown up with cameras on their cell phones and YouTube on the Web, expects to be able to review procedures and techniques just as easily as they view a movie trailer or music video. Working with faculty and staff from the department and college, the Distance Education Office staff led by multimedia guru Philip Bertulfo, has produced video for the Web, for iPods, for cell phones and for projection. Philip is even working with Dr. Claudia Hernandez from the Department of Dermatology and Dr. June Robinson of Northwestern University on a project supported by a grant from the American Academy of Dermatology to create a series of dermatology programs to be available via cable television. This project is planned as a precursor to creating on-demand CME programming via satellite and cable television.

Another project undertaken this past year with a major multimedia component is the innovative and exciting program in Religion / Spirituality and Mental Health being developed through a grant from the Templeton Foundation. The DME distance education staff has worked with Dr. Kal Kaplan and the Department of Psychiatry to develop a 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 includes over thirteen hours of video and audio podcasts as well as weekly synchronous online discussions conducted using the DME's Web conferencing systems.

The use of multimedia in our medical education programs doesn't end there. Web conferencing, video recording, and podcasting (both video and audio) are becoming an integral part of the GME Core Curriculum program, the Clinical Research Training Program, our DME Seminar Series, and the Traub-Byfield Lecture Series as well.

### **Distance Learning's Global Reach**

The methods and tools being used by DME faculty today have a reach well beyond that of even just a few years ago. Who would have thought that we could have a class of twenty individuals from a medical college near the shores of the Red Sea participating in a faculty development program taught by more than half a dozen DME faculty members with most of the faculty never having set foot on their student's campus or in their country for that matter. This extraordinarily strong collaboration between UIC and King Abdul Aziz University in Jeddah, Saudi Arabia could only have developed through extraordinarily talented and determined DME faculty working with flexible tools for online learning and supported by the untiring staff in the DME's Distance Education Office. Through the tireless efforts of Ara Tekian and Les Sandlow working with the KAU leadership in setting up this program and the dedicated faculty in DME, what may at one time seemed only a dream has developed into a dynamic and enthusiastic learning community. With the success of this program, more of this type are sure to follow.

Furthering UIC's interest in building ties with a global health community and providing opportunities for our students, the department's Distance Education Office has assisted with several initiatives over the past year by gathering data on student and faculty interest and experience in global health using the our online survey system. By utilizing the Web-based surveys, we are able to gather more information faster and more economically than previously might be possible.

Closer to home, the Distance Education Office continues to provide critical support students and faculty involved in the MHPE program as it continues to set the standard for excellence in education programs for health professionals. Under the leadership of Dr. Ilene Harris, new courses and new directions have made a strong program even stronger. Over the past year, eight different faculty members taught eight classes online with an enrollment total of more than 80 students. This adds up to untold hours of student and faculty time spent in the virtual course environments requiring hours of related planning, development efforts, and student support from the distance education staff. Students and

faculty alike know that they can count on a dedicated and knowledgeable team for support in the virtual world of online learning. Visit the MHPE program site at <http://www.mhpe-online.org>.

The largest of the DME's online programs is the GME Core Curriculum (see <http://www.gme-core.org>) designed to address the ACGME's general competencies in a comprehensive way utilizing an online system of instruction for medical residents. Originally developed under the direction of our 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 also the largest online instructional program in the University of Illinois system. It would not be the success it is without the work of Ms. KayC Pincuspy who works with more than 200 program directors and coordinators from various institutions to manage participation and support services for the Core Curriculum program. Two key projects over this past year have been the redevelopment of the Informatics module under the leadership of Annette Valenta from the School of Public Health working with Margaret Czart a doctoral student from the DME and the development of a new set of assessments with the assistance of Patrick Conley and Steve Downing from the department. Additional ongoing programs include the online 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.prepareforprivacy.com>.

### **Support Services**

Cutting edge technologies such as those employed here in the DME require knowledgeable and responsive support services and the DME Distance Education group strives to provide just that. Along with instructional support, student support, and multimedia services, the group provides hardware and software support for more than 250 computers, numerous servers, users spread across campus and students spread around the globe.

### **It's a Virtual World Out There**

Global Health Initiatives, Web 2.0, multimedia, international programs, virtual patients, computer based simulations... where is the future of medical education? Who can say? What we do know is that the world is getting smaller and that the opportunities for DME are getting larger and we know that wherever educational and technological progress leads, the UIC Department of Medical Education, its talented faculty and its eager Distance Education group will be there. We hope you will come along.

## **Dr. Allan L and Mary L Graham Clinical Performance Center**

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

**Martin Hurm, MFA, Associate Director**

**Jane Noles, Assistant Director**

The Clinical Performance Center is now the Dr. Allan L and Mary L Graham Clinical Performance Center (GCPC), in recognition of a generous \$1 million gift from UIC alum Dr Allan Graham. The Grahams' gift is enabling us to expand into space adjacent to the GCPC, creating a dedicated simulation area complete with a high-fidelity patient simulator mannequin, simulation room, control room, debriefing area and advanced skills labs.

Over one thousand individual students and residents come to the GCPC each year for educational activities with standardized patients (SPs) and other simulations. The GCPC has two independently functioning "clinic" spaces each with 8 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. Our web-based data management system allows standardized patients, students and staff to enter information on-line at GCPC or remote computers. Faculty can log in remotely to view reports and grade short answer questions. Digital video recording allows faculty and students to remotely view and comment upon recordings of the encounters.

While renovation of the simulation area is still pending, the mannequin (nicknamed "Nikki") has already been used to provide training to the medical center's interdisciplinary Rapid Response Team, residents in internal medicine and emergency medicine, and third year medical students. Since January 2008 over 350 individuals have participated in a total of 77 hours of hands-on high-fidelity simulation programs.

Patient Safety is a new area of focus for the GCPC, reflected in the simulation programs, intern procedural skills assessment program, and full disclosure workshops. The combination of standardized patients, task trainers and mannequins in a single center facilitates the integrated learning of clinical skills, decision-making, teamwork, communication and interpersonal skills, to the ultimate benefit of both learners and patient care.

2007-08 saw several new staff members join Martin Hurm, Jane Noles and Bob Kiser in the GCPC. In alphabetical order, these are:

- *Amy Binns-Calvey* – Incognito SP Programs. With a strong background in theater and directing, Amy coordinates our "unannounced SP" programs, in which SPs visit physician offices incognito to assess performance in actual practice.
- *Chad Kessler MD* – Simulation Faculty. Chad is Section Chief, Emergency Medicine, Jesse Brown VA Hospital and Associate Program Director, Combined Internal Medicine and Emergency Medicine Residency at UIC. Together with our simulation specialist Cindy LeDonne, Chad develops and implements simulation programs for students, residents and staff.

- *Cindy LeDonne* – Simulation Specialist. Cindy is a paramedic with a degree in communications, trained in operating the simulation mannequin and conducting team-training programs for learners across the health professions. Cindy also coordinates our simulation-based procedural skills programs.
- *Shole Milos* – SP coordinator. Shole coordinates several of our SP programs, including recruiting and training SPs, managing the implementation of assessment activities, and assuring the quality of SP portrayal and checklist ratings.
- *Chris Rose* – GCPC Manager. Chris is responsible for GCPC infrastructure and operations.

GCPC staff and SPs also serve as workshop instructors, plenary speakers and Special Project faculty for health professions students and residents at UIC. We disseminate knowledge gained through our activities with workshops, paper presentations and posters at national and international conferences including the AAMC, CGEA, Society for Simulation in Healthcare, Association of Standardized Patient Educators, and the Ottawa Conference. We presented invited workshops and presentations at Chiba University Medical School in Japan and at the University of Sydney in Australia. The GCPC 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.

### **Ongoing Research and Development in the GCPC:**

- **Does feedback make a difference?** Drs. Tali Lowenstein, Cherdasak Iramaneerat and Rachel Yudkowsky are investigating whether feedback about communication skills, provided to residents by SPs after an encounter, impacts performance in subsequent encounters.
- **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.
- **NBME Stemmler Grant** – Drs Alan Schwarz, Saul Wiener and Ilene Harris received a Stemmler grant to extend their work on contextual decision making to medical students, using standardized patients (not incognito) in the GCPC.
- **AHRQ Simulation Grant** – Drs Rachel Yudkowsky, Alan Schwarz, Pat Bannerjee, and Fady Charbel received a grant from the Agency for Healthcare Research and Quality to study whether a virtual reality and haptics simulator can improve neurosurgery residents’ performance of ventriculostomies. The study is a collaborative project of the Department of Medical Education, Dept of Neurosurgery, College of Engineering, and the UIC Institute for Patient Safety Excellence.

## **GCPC Activities 2007-08**

The GCPC has had an active year, conducting standardized-patient-based instruction and assessment for over 3500 students and residents from UIC and outside clients. See below for a listing of projects conducted in 2007-08.

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

- History Taking Workshop
- History/Interview Final Examination

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

#### Complete History Workshop

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

### *UIC-COM M3:*

- Psychiatry Clerkship Examination
- Internal Medicine Clerkship Workshop/Assessment (Clinical Reasoning and Communication/Interpersonal Skills)
- OB/GYN Clerkship Workshop/Assessment (Pelvic/Breast Exam Workshop)
- Essentials of Clinical Practice and Professionalism: Procedural Skills Workshops
- Essentials of Clinical Practice and Professionalism: Simulation Programs

### *UIC-COM M4:*

- Ophthalmology Clerkship
- Interdisciplinary Patient Safety Elective
- M4 Clinical Skills Assessment

### *UIC-COM Residency Programs:*

- Communication and Interpersonal Skills Assessment
  - Department of Internal Medicine
  - Department of Surgery
  - Department of Pediatrics
  - Department of Neurology
  - Department of Obstetrics and Gynecology

- Simulation Programs (ACLS, Critical Care)
  - Department of Internal Medicine
  - Department of Emergency Medicine
- Procedural Skills Assessment
  - All interns and residents new to UIC

*UIC College of Nursing*

- Male G/R Workshops
- Nurse Practitioner Communication Workshop *UIC College of Pharmacy*
- Small Group Workshop - “Taking a medication history” *UIC Medical Center*
- Rapid Response Team – recognizing and responding to critical events (simulation workshops)

**Recent publications based on work done in the GCPC:**

- Weiner SJ, Schwartz A, Yudkowsky R, Schiff GD, Weaver FM, Goldberg J, Weiss KB: Evaluating Physician Performance at Individualizing Care: A Pilot Study Tracking Contextual Errors in Medical Decision Making. *Medical Decision Making* 2007; 27(6): 726-734
- Yudkowsky R, Downing SM, Wirth S: Simpler standards for local performance examinations: the Yes/No Angoff and Whole-test Ebel. *Teaching and Learning in Medicine*, 2008; 20(3):212-217
- Yudkowsky R, Downing SM, Popescu M: Setting Standards for Performance Tests: A Three-level Angoff Method. *Academic Medicine*, in press.
- Yudkowsky R, Lowenstein T, Riddle J, Otaki J, Nishigori RH, Bordage G: A Hypothesis-Driven Physical Exam for Medical Students: Reliability estimate and follow-up retention. Submitted to *Medical Education*.
- Otaki J, Yudkowsky R, Nishigori RH, Lowenstein T, Riddle J, Bordage G: A Hypothesis-Driven Physical Examination Assessment Procedure: Development and Content Validation. Submitted to *Medical Education*.

We look forward to another exciting and productive year!



## **Publications**

### **2007-2008**

**Bashook, P. G. , Gelula, M.H., Joshi, M., & Sandlow, L.J.** Impact of Student Reflective e-Portfolio on Medical Student Advisors. *Teaching and Learning in Medicine*. 2008; 20(1), 26-30.

Beyeler, C.H., Villiger, P.M., and **Tekian, A.** Postgraduate Training Program: Do Various Learning Experiences Allow The Trainees to Achieve Cognitive, Affective and Psychomotor Objectives in a Well-Balanced Way? *Swiss Medical Weekly* 137: 373-382, 2007.

**Bordage, G.** Chapter 2: The Key Features Approach to Assessing Medical Decision Making. In “OSCE” Theoretical and Actual.” Shinoharashuppanshinsah Publishing, 2007. Tokyo, Japan.

**Bordage, G.** Moving the Field Forward: Going Beyond Quantitative – Qualitative. *Academic Medicine*. 2007; 82:S126-28.

**Bordage, G.** Prototypes and Semantic Qualifiers: From Past to Present. *Medical Education*. 2007; 41:1117-1121.

Cook, D.A., Beckman, T.J. & **Bordage, G.** A systematic review of titles and abstracts of experimental studies in medical education: More informative elements needed. *Medical Education*. 2007; 41:1074-81

Cook, D.A., Beckman, T.J. & **Bordage, G.** Quality of reporting experimental studies in medical education: A systematic review. *Medical Education*. 2007; 41:735-45.

Cook, D.A., **Bordage, G.**, Schmidt, H. Description, Justification, and Clarification: A Framework for Classifying the Purposes of Research in Medical Education. *Medical Education*. 2008; 42:128-33

**Downing, S.M., Bordage, G.,** Koerber, A. & Gordon, S. Maximizing Measurement Efficiency and Reliability: Optimum Number of Options for Multiple-Choice Items and Optimum Number of Items for Case-Based Testlets. Joint Commission on National Dental Examinations (JCNDE)/American Dental Association (ADA), January 2008.

Dyrbye, L., **Harris, I.B.,** Rohren, C. Early Clinical Experiences from the Students’ Perspectives: A Qualitative Study of Narratives. *Acad Med*. 2007, 82(10): 979-988.

**Goldberg, J. & Schwartz, A.** Forecasting Changes In Preference Over The Life Span: A Qualitative Study Of African-American Men’s Prostate Cancer Decision Making. PubMed,

[http://www.ncbi.nlm.nih.gov/pubmed/18478274?ordinalpos=1&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed\\_ResultsPanel.Pubmed\\_RVDocSum](http://www.ncbi.nlm.nih.gov/pubmed/18478274?ordinalpos=1&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_RVDocSum)

**Gunderson, A., Tekian, A.** and Mayer, D. Teaching Interprofessional Health Science Students Medical Error Disclosure. *Medical Education* 2008; 42: 531.

**Harris I.** How to Synthesize Narratives in Program, Rotation, or Faculty Evaluations to Use for Program Improvement. [*American College of Surgeons Residency Assistance Page*] (RAP). Electronic Newsletter. <http://www.facs.org/education/rap/index.html>.

Iramaneerat, C. & **Yudkowsky, R.** Rater Errors in a Clinical Skills Assessment of Medical Students. *Evaluation & the Health Professions* 2007; 30(3):266-283.

Matthes, J., Look, A., Hahne, A.K., **Tekian, A.** & Herzig, A. The Semi-Structured Triple Jump – A New Assessment Tool Reflects Qualifications of Tutors in a PBL Course On Basic Pharmacology. *Nauyn-Schmiedeberg's Arch Pharmacol* 377:55-63, 2008.

**Murphy, T.F.** Equity and Access: International Standards and Assisted Reproductive Technologies, *Reproductive Biomedicine Online* 2007 (14) Supplement 1: 12-18.

**Murphy, T.F.** The Ethics of Responding to Pain and Suffering, in Peter Angelos, ed., *Ethical Issues in Cancer Patient Care*, 3rd ed. (Kluwer: 2007). Also made available as *Cancer Treatment Research* 2008 (140): 117-135.

**Murphy, T.F.** Letter to the Editor, *Journal of Law, Medicine, and Ethics* 2007 (35): 234.

**Murphy, T.F.** Research and Hospital Ethics Committees, in Micah D. Hester, ed., *Hospital Ethics Committees* (Rowman & Littlefield, 2007).

**Murphy, T.F.** When 'Emergency Contraception,' Is Neither. *American Journal of Bioethics* 2007 (8): W7.

Niederman, L.G., Schwartz, A., Connell, K.J., Silverman, K. Healthy Steps for Young Children Program in Pediatric Residency Training: Impact on Primary Care Outcomes. *Pediatrics*, 2007; 120:3, e596-e603.

Otaki, J. Nishigori, H. **Bordage, G., Yudkowsky, R., Lowenstein, T. & Riddle, J.** Hypothesis-Driven Physical Exam – Faculty Handbook. Department of General Medicine & Primary Care, Tokyo Medical University Hospital, Department of General Medicine, Nagoya University School of Medicine, and Department of Medical Education, College of Medicine, University of Illinois at Chicago, 2008, 55p.

Phitayakorn, R., Williams, R., **Yudkowsky, R., Harris, I.,** Hauge, L., Widmann, W., Sullivan, M., Mellinger, J. The Patient-Care Related Phone Communication Between General Surgery Residents and Attending Surgeons. *J Am Coll Surg.* 2008; 206(4): 742-750.

**Schwartz, A., Bergus, G.** *Making Medical Decisions: A Physician's Guide.* Cambridge, UK: Cambridge University Press (2008).

**Schwartz, A., Goldberg, J., Hazen, G.** Prospect Theory, Reference Points, and Health Decisions. *Judgment and Decision Making*, 2008; 3(2), 174-180.

**Schwartz A, Hazen G, Leifer A., Heckerling PS.** Life Goals and Health Decisions - What Will People Live (Or Die) For? *Medical Decision Making*, 28:2, 209-220. Prepublished March 18, 2008, doi:10.1177/0272989X07311749.

Steinberg, A.D., **Bashook, P.G.,** Drummond, J., Ashrafi, S., Milos, Z. Assessment of Faculty Perception of Content Validity of PerioSim©, a Haptic-3D Virtual Reality Dental Training Simulator, 2007: Vol. 71, No. 12.

Sutkin, G., Wagner, E., **Harris, I.,** Schiffer, R. What Makes a Good Clinical Teacher in Medicine? A Review of the Literature. *Acad Med.* 2008; 83 (5): 452-66.

**Sufian, S.** A Nation in Need of Healing: Disabled Jews and the Zionist Project. *Disability Studies Quarterly* Special Volume on Disability in Palestine/Israel. Fall 2007.

**Sufian, S.** Anatomy of the 1936-1939 Revolt: Images of the Body in Political Cartoons of Mandatory Palestine. *Journal of Palestine Studies.* Vol. 147. Spring 2008.

**Sufian, S.** Defining National Medical Borders: Medical Terminology and the Making of Hebrew Medicine in Sandy Sufian, and Mark LeVine, Editors. *Reapproaching Borders: New Perspectives on Israel and Palestine.* Rowman and Littlefield. September 2007.

**Sufian, S.** Disability and Women in the Middle East. *Oxford Encyclopedia of Women in World History.* Bonnie G. Smith, Ed. Oxford University Press: Oxford. December 2007.

Weiner, S., **Schwartz, A., Yudkowsky, R., Schiff, G., Weaver, F., Goldberg, J. & Weiss, K.** Evaluating Physician Performance at Individualizing Care: A Pilot Study Tracking Contextual Errors in Medical Decision Making. *Medical Decision Making*, 2007; 27(6), 726-734.

**Yudkowsky, R., Downing, S.M.** Wirth S: Simpler Standards for Local Performance Examinations: the Yes/No Angoff and Whole-test Ebel. *Teaching and Learning in Medicine* 2008; 20(3):212-217.

# **National and Regional Leadership Activities**

## **Faculty Activities During Fiscal Year**

### **Philip Bashook**

**Consultant & Member** – Royal College of Dentists of Canada, Examination Committee

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

**Reviewer** - *Academic Medicine*

**Reviewer** - *Jama*

**Reviewer** - *Medical Education*

### **Georges Bordage**

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

**Editorial Board Member & Founding Member** - Pédagogie Médicale

**Member** - American College of Chest Physicians - Task Force on Continuing Medical Education

**Member** - Medical Council of Canada: Outstanding Achievement Award Committee

**Member** - Medical Council of Canada: Educational Development Advisory Committee

**Member** - University of Bern: Master's of Medical Education (MME) Advisory Board

**Member** - Société Internationale Francophone d'Éducation Médicale (founding member)

**Reviewer** – *Academic Medicine*

**Reviewer** - *JAMA*

**Reviewer** - *Medical Education*

**Reviewer** - *Advances in Health Professions Education*

**Reviewer** - *Teaching & Learning in Medicine*

### **Steven Downing**

**Discussant** - UIC- DME Summer Conference

**Discussant** - American Education Research Association, Division I

**Member** - American Educational Research Association, Division I

**Member** - National Council on Measurement in Education

**Reviewer** - *American Journal of Obstetrics & Gynecology*

**Reviewer** - *Advances in Health Professions Education*

**Reviewer** - *Applied Measurement in Education*

**Reviewer** - *Educational Assessment*

**Reviewer** - *Journal of Educational Measurement*

**Reviewer** - *Journal of General Internal Medicine*

**Reviewer** - *Medical Education*

**Reviewer** - *Medical Teacher*

**Reviewer** - Research in Medical Education Section, Association of American Medical Colleges

**Reviewer** - *Teaching and Learning in Medicine*

**Marcia Edison**

Member – Education Committee of SSIH

**Jorge Girotti**

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

**Member** - Aetna Insurance Co. Racial & Ethnic Health Disparities External Advisory Committee

**Member** - National Hispanic Medical Association

**Member** - Illinois Public Health Institute

**Member** - Illinois State Board of Health (member, Policy subcommittee);

**Reviewer** - *Journal of the National Medical Association*

**Reviewer** - *Mount Sinai Journal of Medicine*

**Reviewer** - US Dept. of Education, Minority Science & Engineering Improvement Program

**Treasurer** - Hispanic Serving Health Professions Schools

**Julie Goldberg**

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

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

**External Scientific Reviewer** - Society for Medical Decision Making

**External Grant Reviewer** - National Science Foundation

**Leader** - Decision Psychology Special Interest Group, Society for Medical Decision Making

**Member** - Strategic Planning Committee, Society for Medical Decision Making

**Reviewer** - *American Journal of Public Health, Assessment, Basic and Applied Psychology*

**Reviewer** - *Cognitive Development*

**Reviewer** - *Journal of Experimental and Social Psychology*

**Reviewer** - *JAMA*

**Reviewer** - *Journal of General Internal Medicine*

**Reviewer** - *Health Psychology*

**Reviewer** - *Medical Decision Making*

**Reviewer** - *Medical Education*

**Reviewer** - *Patient Education and Counseling*

**Reviewer** - *Psychological Services*

**Reviewer** - *Teaching and Learning in Medicine*

**Ilene Harris**

**Chair** - Distinguished Career Award Committee, AERA Division I

**Editorial Board** - Archives of Laboratory Medicine and Pathology, Section Editor for Pathology Education

**Grant Proposal Reviewer** - National Board of Medical Examiners (NBME) Stemmler grants

**Manuscript Reviewer** - *Archives of Laboratory Medicine and Pathology*

**Manuscript Reviewer** - *Medical Education*

**Manuscript Reviewer** - *Teaching and Learning in Medicine*

**Manuscript Reviewer** - *Journal of General Internal Medicine*

**Manuscript Reviewer** - *Journal of the American Medical Association (JAMA)*  
**Member** - Strategic Planning Committee, AERA, Division I  
**Member** - Grants Committee, Association for Surgical Education  
**Member** - Association for Surgical Education, member, Grants Review Committee  
**Paper Presentation Reviewer** - Association of American Medical Colleges (AAMC), Research in Medical Education (RIME) conference, for 2007 annual conference.  
**Paper Presentation Reviewer** - American Educational Research Association (AERA), for 2008 annual conference.  
**Workshop Proposal Reviewer** - Association of American Medical Colleges (AAMC), Research in Medical Education (RIME) conference, for 2007 annual conference.

### **Timothy Murphy**

**Editorial Advisory Board** - Encyclopedia of the Philosophy of Sex  
**Editorial board** - Journal of Homosexuality  
**Editorial Board** - *Philosophy, Ethics, and Humanities in Medicine*  
**Editorial Board** - Virtual Mentor: The American Medical Association Journal of Ethics,  
**Member** - Ethics Advisory Committee, American Academy of Pain Medicine  
**Member** - Ethics Committee, American College of Surgeons Oncology Group  
**Manuscript Reviewer** - *Journal of Moral Philosophy*  
**Manuscript Reviewer** - *Journal of Homosexuality*  
**Manuscript Reviewer** - *Journal of Bioethical Inquiry*  
**Paper Reviewer** - Annual Conference, American Public Health Association

### **Janet Riddle**

**Reviewer** - AAMC MedEdPORTAL  
**Reviewer** - Archives of Pathology and Laboratory Medicine  
**Reviewer** - Clinical Vignettes Committee, 2007 MWSGIM Regional Meeting  
**Reviewer** - Innovations in Medical Education Submissions, 2008 Central Group on Educational Affairs Spring Meeting  
**Reviewer** - Journal of General Internal Medicine  
**Reviewer** - Medical Education  
**Reviewer** - Medical Education Online  
**Reviewer** - Research in Medical Education Submissions, 2008 Central Group on Educational Affairs Spring Meeting  
**Reviewer** - Section I Submissions, 2008 AERA Annual Meeting  
**Reviewer** - Web-based Innovations in Medical Education Committee, 2008 SGIM Annual 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**

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

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

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

**Grant Reviewer** - Canada Foundation for Innovation, Research Hospital Fund - Large-scale Institutional Endeavours

**Grant Reviewer** - Canada Institutes for Health Research

**Grant Reviewer** - Dutch Diabetes Research Foundation

**Grant Reviewer** - UIC Internal Research Grant Competition

**Reviewer** - *Journal of Behavioral Decision Making*

**Reviewer** - *Medical Decision Making*

**Reviewer** - *Annals of Internal Medicine*

**Reviewer** - *JAMA*

**Reviewer** - *Archives of Pathology*

**Reviewer** - *Journal of Health Psychology*

**Sandy Sufian**

**Treasurer** - Disability History Association

**Gerald Stapleton**

**Institutional Representative** – Educause

**Ara Tekian**

**Board of Directors** - Chicago Humanities Festival

**Editorial Board** - *Educational Researcher*

**Manuscript Reviewer** - *Teaching and Learning in Medicine*

**Manuscript Reviewer** - AAMC (RIME)

**Manuscript Reviewer** - American Educational Research Association – Annual Meeting

**Manuscript Reviewer** - *Medical Teacher*

**Manuscript Reviewer** - *Medical Education*

**Manuscript Reviewer** - *Educational Researcher*

**Secretary** - 2006 – 2008. *Division "I" Education in the Professions*  
*American Educational Research Association (AERA)*

**Rachel Yudkowsky**

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

**Editorial Board** - *Simulation in Healthcare*

**Member** - Board of Directors, ASPE

**Reviewer** - *Academic Medicine*

**Reviewer** - *Academic Psychiatry*

**Reviewer** - *Medical Education*

# Faculty Presentations

## PRESENTATIONS

**Bashook, P.** Quality Certification Examinations. Royal College of Dentists of Canada. Montreal, Canada, February 2-3, 2008. (Educational Workshop).

**Bashook, P.** Construct Oral Examination Cases. Royal College of Dentists of Canada. Toronto, Canada, April 20-21, 2008. (Educational Workshop).

**Bashook, P.** Quality Certification Examinations. Royal College of Dentists of Canada. Toronto, Canada, June 6, 2008.

Bergus, G., **Schwartz, A.**, Kee, F. From Decision Making to Problem Solving: New Tools for Medical Educators. Short course presented at the Society for Medical Decision Making, Boston, MA, October, 2007. (Educational Workshop).

**Bordage, G.** Assessing Clinical Decision Making : The "Key Features" Approach. University of Bern Master's in Medical Education, Department of Medical Education, University of Illinois at Chicago, October, 2007. (Educational Workshop).

**Bordage G.** Knowledge Organization & Diagnostic Reasoning: Implications for Teaching & Learning. Tufts University School of Medicine. October, 2007.

**Bordage, G.** Knowledge Organization & Diagnostic Reasoning: Implications for Teaching & Learning. University of Bern Master's in Medical Education, Department of Medical Education, University of Illinois at Chicago, October, 2007.

**Bordage, G.** Anticipating, Eliciting, & Interpreting Physical Findings: A Hypothesis-Driven Physical Exam. Medical Education Grand Rounds. Michael G. DeGroote School of Medicine at McMaster University. Hamilton, Canada. November, 2007.

**Bordage, G.** Anticipating, Eliciting, & Interpreting Physical Findings. Research in Medical Education Conference, Association of American Medical Colleges. Washington, DC, November, 2007.

**Bordage, G.** Improving the Quality of Your Manuscript (D. Cook, T. Beckman, G. Bordage) Association of American Medical Colleges. Washington. November, 2007. (Educational Workshop).

**Bordage, G.** Description, Justification, and Clarification: A Framework for Classifying the Purposes of Research in Medical Education (D. Cook, G. Bordage, H. Schmidt) Research in Medical Education Conference, Association of American Medical Colleges. Washington, DC, November, 2007.



**Bordage, G.** SNAPPS: Expressing Clinical Reasoning During Case Presentations. (T. Wolpaw & G. Bordage) Research in Medical Education Conference, Association of American Medical Colleges. Washington, DC, November, 2007.

**Bordage, G.** The “Key Features” Approach to Assess Clinical Decision Making. Michael G. DeGroot School of Medicine at McMaster University. Hamilton, Canada. November 2007. (Educational Workshop).

**Bordage, G.** Conceptual Frameworks. Scholars for Teaching Excellence. College of Medicine, University of Illinois at Chicago. December, 2007. (Educational Workshop).

**Bordage, G.** Scientific Writing: Getting Started in 7 Steps... College of Family Physicians of Canada, Toronto. January, 2008. (Educational Workshop).

**Bordage, G.** Curriculum... Students Take Center Stage. 5<sup>th</sup> International Conference on PBL, The Harvard School of Dental Education. Newport, RI, April 2008.

**Bordage, G.** Education Research: “Small is Beautiful.” Keynote speaker at the 5<sup>th</sup> International Conference on PBL, The Harvard School of Dental Education. Newport, RI, April 2008.

**Bordage, G.** Scientific Writing: Getting Started in 7 Steps... The Harvard Macy Institute for Educators and Leaders in the Health Science Professions, Boston, May, 2008. (Educational Workshop).

**Bordage, G.** The MHPE in DME. Leaders and Scholars. UIC College of Dentistry Faculty Conference. May, 2008. (Educational Workshop).

**Bordage, G.** Eliciting Uncertainties during Case Presentations. Children’s Hospital, Kansas City, June, 2008.

**Bordage, G.** Why did I Miss the Diagnosis? Children’s Hospital, Kansas City, June, 2008.

Clavier, A., **Schwartz, A.**, Weiner, S.J., Brousseau, D. Predictors of Appropriate Emergency Department Pediatric Visits Among Latino Patients: A Prospective Cohort Study. Pediatric Academic Societies, Honolulu, HI, May 2008.

**Downing, S. M.** Assessment Methods and Issues: Politics and Policies of Grading. Presentation, Association of Surgical Education, Toronto, Ontario, Canada, April, 2008.

**Downing, S. M.,** Corcoran, J., Schindler, N. The Policies and Politics of Grading: Standard Setting in a Surgery Clerkship. Association of Surgical Education, Toronto, Ontario, Canada, April, 2008 (Workshop).

**Downing, S. M.** Principles of Effective Item Writing for High-Stakes Certification Examinations. American Osteopathic Board of Internal Medicine, Chicago, IL, August, 2007. (Invited Workshop).

**Downing, S. M.** “Developing Higher-order Test Items for Achievement Tests in the Health Sciences.” Baptist College of Health Sciences, Memphis, TN, August 29, 2007.

**Downing, S. M.** Reliability and Validity in Assessment of Health Professions Education. Research and Innovations in Medical Education, Pritzker School of Medicine, University of Chicago, January 3, 2008. (Invited Seminar).

**Downing, S. M.** Creating Effective Multiple-Choice Items: Assessment of Higher-Order Cognitive Achievement. American University of Beirut, Faculty of Medicine, Beirut, Lebanon, February 14, 2008. (Invited Workshop).

**Downing, S. M.** Using Item Analysis Data to Improve Test Items: Quality Control in Testing. American University of Beirut, Faculty of Medicine, Beirut, Lebanon, February 15, 2008. (Invited Workshop).

**Downing, S. M.** Validity: Establishing Meaning for Assessment Data. Education Ground Rounds, American University of Beirut, Faculty of Medicine, Beirut, Lebanon, February 15, 2008.

**Downing, S. M.** Establishing Defensible Passing Scores and Grades. American University of Beirut, Faculty of Medicine, Beirut, Lebanon, February 16, 2008. (With Ara Tekian). (Invited Workshop).

**Downing, S. M.** Writing Higher-order In-training and Self-Assessment Items: Evidence-based Principles. American College of Obstetricians and Gynecologists (ACOG), Washington, DC, February 28-29, 2008. (Invited Workshop).

**Downing, S. M.** Testing Higher-Order Cognitive Knowledge: Creating Effective Test Items. UIC-College of Medicine Excellence in Teaching Faculty Development Series, March 6, 2008. (Invited Workshop).

**Downing, S. M.** 2007 Uniform CPA Examination: Annual Psychometric Review. NASBA Examination Review Board, New Orleans, LA, March 17, 2008. (Invited Presentation).

**Downing, S. M.** How Many MCQ Options? Are More Options Always Better? Department of Medical Education, University of Illinois at Chicago, April 9, 2008. (Invited Presentation).

**Downing, S. & Tekian, A.** Establishing Defensible Passing Scores and Grades. . Workshop conducted as part of the “Assessment and Grading in Medical Education” workshop series at the American University of Beirut, Beirut, Lebanon, February 15, 2008.

**Girotti, J.** From Premed to Professorship: Hispanics in Academic Medicine. Department of Medical Education, University of Illinois at Chicago. February 2008.

**Goldberg, J.** The psychology of medical decision making. American College of Cardiology annual conference, Chicago, IL, March, 2008. (Invited presentation).

**Gunderson, A., Smith, K. Tekian, A., McDonald, T., Mayer, D.** Implementation of an Interdisciplinary Undergraduate Patient Safety Elective. Presented at the 13<sup>th</sup> Ottawa International Conference on Clinical Competence. Melbourne, Australia, March 7, 2008.

**Gunderson, A. Smith, K., Tekian, A., Centomani, N., McDonald, T.** Development of an Online Masters Degree Program in Interprofessional Patient Safety Leadership. Presented at the 13<sup>th</sup> Ottawa International Conference on Clinical Competence. Melbourne, Australia, March 8, 2008.

**Gunderson, A. Smith, K., Tekian, A., Mayer, D.** Attitudes and Knowledge of Patient Safety at Entry to the Health Sciences Professional School. Presented at the 13<sup>th</sup> Ottawa International Conference on Clinical Competence. Melbourne, Australia, March 8, 2008.

**Harris, I.** Quantitative and Qualitative Research Methods in Medical Education. Presented at annual meeting of International Association of Medical Science Educators (IAMSE), Cleveland, Ohio, July 21, 2007. (Invited Workshop).

**Harris, I.** Qualitative Research Methods. Mayo School of Medicine. Rochester, Minnesota, October 16, 2007. (Invited Workshop).

**Harris, I.** Qualitative Methods. Presented at Foundation for the Advancement of International Medical Education and Research (FAIMER), Philadelphia, October 30, 2007. (Invited Workshop),

**Harris, I.** Qualitative Research Methods in Medical Education. AAMC Annual Meeting. Washington DC, November 4, 2007. (Invited Workshop).

**Harris, I., Settle, J.** MHPE. Education Leadership Programs at UIC: A tradition of excellence. Poster presented at AAMC Annual Meeting. Washington DC, November 4, 2007.

**Harris, I.** Informing the Curriculum. AERA Annual Meeting, New York, March 24, 2008. (Discussant for Paper Session).

**Harris, I.** Extraordinary Learning in the Workplace. AERA Annual Meeting, New York, March 26, 2008. (Symposium).

**Harris, I. Riddle, J.** Qualitative Methods. Presented at CGEA Annual Meeting, Columbus, Ohio, April 10, 2008. (Invited Workshop)

**Harris, I.** Qualitative Methods. Presented at Southeast Center for Medical Education, Detroit, Michigan, April 16, 2008. (Invited Workshop).

**Harris, I.** Scholars as Leaders And Leaders as Scholars. Presented at Medical Scholars Program, the University of Michigan, Ann Arbor, May 13, 2008. (Invited Workshop for Medical Scholars).

**Harris, I.** Perspectives On Curriculum Renewal. Presented at the University of Michigan, Ann Arbor, May 14, 2008. (Invited Colloquium).

Hupert, J., Niederman, L., **Schwartz, A.**, Roy, L The R(a)PID Technique for Critical Medical-Literature Appraisal. Workshop presented at Pediatric Academic Societies, Honolulu, HI, May, 2008.

Mayer, D., **Gunderson, A., Tekian, A.** & Gibson, R. Designing, Implementing, and Evaluating a Patient Safety Full Disclosure with Apology Curriculum. Workshop conducted at the Association of American Medical Education (AAMC) in Washington, D.C., November 4, 2007.

Mayer, D., **Gunderson, A.**, Smith, K., **Tekian, A.**, Centomani, N. & McDonald, T. Teaching the Medical Students the Art of Medical Error Full Disclosure: Evaluation of a New Curriculum. Presented at the 13<sup>th</sup> Ottawa International Conference on Clinical Competence. Melbourne, Australia, March 7, 2008.

**Murphy, T.F.** Ethics and Gametes: Paying for Sperm and Eggs? Grand Rounds in the Department of Obstetrics / Gynecology, UIC, September, 2007

**Murphy, T.F.** Military Medical Ethics: Moral Commitments and Moral Dilemmas, American Society for Bioethics and Humanities Conference, Washington, DC, October, 2007.

**Murphy, T.F.** Choosing a Child with a Disability: A Choice too Far? 3rd International Conference on the Science and Ethics of Assisted Human Reproduction,” Berlin Academy of Science, November, 2007.

**Murphy, T.F.** The Ethics of Sexual Orientation Research, Illinois Institute of Technology, December, 2007.

**Murphy, T.F.** The Ethics of Choosing the Traits of Children, Rush University Office of Research Integrity, January, 2008.

**Murphy, T.F.** Research and Hospital Ethics Committees,” Association for Practical and Professional Ethics Annual Meeting, San Antonio, February, 2008.

**Murphy, T.F.** Choosing the Traits of Children: Ethical Considerations, Grand Rounds in the Department of Urology, UIC, June, 2008.

**Murphy, T.F.** Dual Use Research Ethics: What’s an Institution to Do? Uppsala University Conference on Dual Use of Biomedicine: Whose Responsibility? Sandham Island, Sweden, June, 2008.

**Murphy, T.F.** Ethical Issues in Transplantation Policy, Uehiro Centre for Practical Ethics, University of Oxford, June, 2008.

**Murphy, T.F.** Gay and Lesbian Parents: Ethics and Assisted Reproductive Technologies, International Thomasma Bioethics Retreat, Institute Sciences Politiques, Paris, June, 2008.

Nendaz, M., Gut, A., **Yudkowsky, R.** Are Standardized-Patient Cases and Checklists Exportable? An International Pilot Study. RIME poster presented at the AAMC Annual Meeting, Washington DC, November, 2007

Peacock, N., Factor, L., **Schwartz, A.**, Seymour, R., Gilliam, M., McRae, K., Qualls-Hampton, R., Holloway-Beth, A. Measuring Pregnancy Intentions of Young African-American Women - A Prospective Mixed Methods Study. Poster presentation, American Public Health Association. November 2007.

**Riddle, J.M, Yudkowsky, R, Gelula, M.H.** Learning Through Experience: A Resident Teaching Skills Program Based Upon Kolb’s Experiential Learning Theory. Innovations in Medical Education Exhibits, AAMC Annual Meeting, 2007.

**Riddle, J.M.** Developing Scholarly Faculty, Division I Paper Presentation, AERA Annual Meeting, March 2008.

**Sandlow, L.J., Stapleton, G.R., Bashook, P.G., Conley, P.** Innovative Tools for Teaching and Assessing the General Competences. AAMC Annual Conference in Washington, DC, November 3, 2007.

**Schwartz, A.** Life goals and health decisions: Understanding and aiding patients' choices. Aga Khan University, Karachi, Pakistan, July, 2007. (Invited public address).

**Schwartz, A.** Making Medical Decisions. Valparaiso University, Valparaiso, IN, October 2007. (Invited address).

**Schwartz A.** The UIC LCS Investigators. The Evidence-Based Medicine Library Consult Service. National Library of Medicine Invitational Meeting on Informationist Services. Bethesda, MD, March 2008. (Invited presentation).

**Schwartz, A.** Experiences With Online Discussions In Teaching Quantitative Methods. DePaul University, Chicago, IL, May 2008. (Invited presentation).

**Schwartz, A.,** Hupert, J., Scherrer, C., Niederman, L.G., Connell, K., Dorsch, J. A Multifaceted Longitudinal Comparative Assessment of Evidence-Based Medicine Performance. Poster presentation, Pediatric Academic Societies, Honolulu, HI. May 2008.

Setty, S., Papan, M., Raible, M., **Harris I.** Medical Student Exercise Development As A Strategy Of Resident Instruction. Poster presented at IAMSE annual meeting, Cleveland, July 21, 2007.

Simpson D. **Riddle J,** Huggett K, Rosenbaum M, Mullan P, Taylor C, McCurdy F, Brown D. Translating Those Stacks of Written Evaluations and Comments Into Meaningful Information Through Qualitative Data. CGEA Spring Meeting, April 11, 2008.

**Stapleton, G.R., & Bertulfo, P.** A workshop on Web-based Tools for Engaging Online CME Participants at the UIC Continuing Medical Education Spring Retreat, Utica, IL, April 18, 2008.

**Sufian, S.** Towards an Interdisciplinary Agenda for Research on HIV/AIDS in the Middle East and North Africa: New Directions for the Age of Globalization. Paper session: Studying Disease and Death. Social Science and History Association. November 2007. Chicago, IL.

**Sufian, S.** Zionist Malaria Education and Remaking the Nation. Judaic Studies Brown Bag Seminar Series. University of Illinois-Chicago, February 2008.

Tagawa, M., **Gelula, M., Harris, I.** Diversity and Distinctive Features of Master's Health Professions Education Programs. Poster presented at AAME Annual Meeting, Trondheim Norway, August 25, 2007.

**Tekian, A.** Improving the Validity of Oral Examinations. The Faculty of Medicine, American University of Beirut, Beirut, Lebanon, July 6, 2007. (Workshop).

**Tekian, A.** Comparison and Outcomes of Standard Setting Methods for Two Basic Science Courses. Presented at the Faculty of Medicine, American University of Beirut, Beirut, Lebanon, July 5, 2007.

**Tekian, A.** OSCE: Organization, Assessment, and Case Development. The Faculty of Medicine, American University of Beirut, Beirut, Lebanon, July 7, 2007. (Workshop).

**Tekian, A.** Counseling Strategies and Motivational Interviewing. The American University of Armenia Stepanakert Branch, Nagorno Karabagh, August 10, 2007. (Workshop).

**Tekian, A.** Transtheoretical Model of Change: Stages, Process, and Levels. Presented to the family physicians of Stepanakert, Nagorno Karabagh, August 10, 2007.

**Tekian, A.** Standardized Patient for Teaching and Assessment. University of Bern Master's in Medical Education, Department of Medical Education, University of Illinois at Chicago, October, 2007.

**Tekian, A.** Training of Trainers. Two-week course (4 credits) in the "Master of Public Health" program at the American University of Armenia, Yerevan, Armenia, September 24 - October 5, 2007.

**Tekian, A.** Developing Education Methods, Leadership Skills Professional Networks. Participated at FAIMER Institute's training program for International fellows. FAIMER Institute, Philadelphia, Pennsylvania, October 22 – 26, 2007.

**Tekian, A., Settle, J.** International Programs at UIC. Poster presented at AAMC Annual Meeting. Washington, DC, November 2007.

**Tekian, A.** Case Development of Standardized Patients. The 6<sup>th</sup> GCC Medical Education Conference in Jeddah, Saudi Arabia, November 5, 2007. (Workshop).

**Tekian, A.** Training of Standardized Patients. The 6<sup>th</sup> GCC Medical Education Conference in Jeddah, Saudi Arabia, November 5, 2007. (Workshop)

**Tekian, A.** Teaching and Assessment of Communication Skills. Presented at the 6<sup>th</sup> GCC Medical Education Conference in Jeddah, Saudi Arabia, November 6, 2007.

**Tekian, A.** The Role of Clinical Performance Center: Use of Standardized Patients for Teaching and Assessment. Keynote speaker at the 6<sup>th</sup> GCC Medical Education Conference in Jeddah, Saudi Arabia, November 7, 2007.

**Tekian, A.** Curriculum Development. One-week course at the Islamic International Medical College. Rawalpindi, Pakistan, November 19 – 23, 2007.

**Tekian, A.** Tips for Successful Curricular Change. Presented at the Islamic International Medical College, Islamabad, Pakistan, November 20, 2007.

**Tekian, A.** Implementation and Maintenance of Curricular Change. Presented at the Riphah International University, Rawalpindi, Pakistan, November 22, 2007.

**Tekian, A.** Innovations and Challenges in Problem-Based learning. The RAK Medical & Health Sciences University, Ras Al Khaimah, United Arab Emirates, November 24, 2007. (Workshop).

**Tekian, A. & Mayer, D.** How to Transform Your Instruction and Assessment Using Current Simulation Technologies. Work in Progress Abstract presented at the 8<sup>th</sup> Annual International Meeting on Simulation in Healthcare. San Diego, California, January 15, 2008.

**Tekian, A.** Introduction of Curriculum Development Principles for Newly Established Medical Schools. Presented at the Royal Commission of Yanbu for Medical College of Yanbu, Yanbu, Saudi Arabia, January 22, 2008.

**Tekian, A.** Application of Four Standard Setting Methods to Two Basic Science Courses: A Retrospective Study. Presented at the College of Medicine, Jazan University, Jizan, Saudi Arabia, January 26, 2008.

**Tekian, A.** Setting the Stage for Medical Education. Identifying Medical Education Challenges. Two-day course in the “Master of Medical Education Program” at the Faculty of Medicine, University of Bern, Bern, Switzerland, February 4 - 5, 2008.

**Tekian, A.** Clinical Performance Assessment through Observation. Workshop conducted as part of the “Assessment and Grading in Medical Education” workshop series at the American University of Beirut, Beirut, Lebanon, February 16, 2008.

**Tekian, A.** Integration and Assessment of Patient Safety in Undergraduate Medical Curriculum. Panelist in the symposium on “Designing, Implementing and Assessing Patient Safety Curricula.” University of Sydney, Australia, March 10, 2008.

**Tekian, A.** Patient Safety in Medicine. Panelist in the symposium on “Bridging our Knowledge about Errors across the Professions.” American Educational Research Association, Annual Meeting, New York, N.Y., March 24, 2008.

**Tekian, A.** Prediction and Change - Life after College. Discussant at the Division I, American Educational Research Association, Annual Meeting, New York, N.Y., March 27, 2008.

**Tekian, A.** Medical Education Workshop on Assessment and Research. One-week workshop conducted in collaboration with J. Norcini at the Ruprecht-Karls-Universität, Heidelberg, The Medical Faculty of Heidelberg, Germany, April 14 - 18, 2008.

**Tekian, A., Norcini, J.** Manuscript Preparation and Publication Tips. Presented at the Ruprecht-Karls-Universität, Heidelberg, The Medical Faculty of Heidelberg, Germany, April 14, 2008.



**Tekian, A.** Dissemination of Research Projects. Presented at the Ruprecht-Karls-Universität, Heidelberg, The Medical Faculty of Heidelberg, Germany, April 18, 2008.

**Tekian, A.** Integration of Patient Safety Concepts into the Undergraduate Medical Education. Keynote presentation at the First Saudi International Conference on Medical Education (SIMEC2008), King Fahad Medical City, Riyadh, Saudi Arabia, April 27 – 30, 2008.

**Tekian, A.** Recent Trends and Innovations in Medical Education. 25 Years Experience and Reflections about the Medical Education System in Saudi Arabia. Closing plenary presented at the First Saudi International Conference on Medical Education (SIMEC2008), King Fahad Medical City, Riyadh, Saudi Arabia, April 27 – 30, 2008.

**Tekian, A.** Improving Assessment Through Observation in Clinical Settings. The 5<sup>th</sup> National Medical Education Congress in Turkey, organized by the Association for the Advancement of Medical Education. Dokuz Eylul University School of Medicine, Izmir, Turkey, May 6 -9, 2008. (Workshop).

**Tekian, A.** Performance-Based Assessment in Medical Education. Keynote presentation at the 5<sup>th</sup> National Medical Education Congress in Turkey, organized by the Association for the Advancement of Medical Education. Dokuz Eylul University School of Medicine, Izmir, Turkey, May 6 -9, 2008.

**Tekian, A.** How to Improve the Clinical Performance Assessment for Medical Students and Residents? Obaidullah Hospital, Ras Al Khaimah, United Arab Emirates, May 26, 2008. (Workshop).

**Tekian, A.** How to Integrate Standardized Patient (SP) Technology in an Undergraduate Medical Education Curriculum? Invitational lecture at the RAK Medical & Health Sciences University, Ras Al Khaimah, United Arab Emirates, May 26, 2008.

**Tekian, A.** Medical Education Workshop on Performance Assessment. A two-day workshop at the Riphah Academy of Research and Education (RARE), Rawalpindi, Pakistan, May 29-30, 2008.

**Tekian, A.** Trends in Medical Education: How to Plan For A National Curriculum. Invitational meeting at the Pakistan Medical and Dental Council (PMDC), Islamabad, Pakistan, May 31, 2008.

**Tekian, A.** Advanced Level Course on Curriculum Development. One-week course in the Masters program in Health Professions Education (MHPE) at the Faculty of Health Sciences at Aga Khan University, Karachi, Pakistan, June 2 – 6, 2008.

**Tekian, A.** What Do We Understand By Standard Setting? A Retrospective Study On Incidence of Flaws and Standard Setting On Two Basic Sciences MCQ Exams. Lecture presented at the Faculty of Health Sciences at Aga Khan University (AKU), Karachi, Pakistan, June 4, 2008.

**Tekian, A.** Setting Assessment Standards For Written (MCQ-Type) and Performance Examinations. One-day workshop organized by Aga Khan University, conducted at the Marriott Hotel in Karachi, Pakistan, June 7, 2008.

**Tekian, A. & Yudkowsky, R.** Designing Oral Examinations: Challenges and Opportunities. Pre-Conference workshop conducted at the Association for Medical Education in Europe (AMEE), Trondheim, Norway, August 26, 2007.

**Tekian, A., Mayer, D., Gunderson, A., Smith, K. & McDonald, T.** An Interdisciplinary Approach to Designing a Patient Safety Curriculum for Undergraduate Students. Poster presented at the 13<sup>th</sup> Ottawa International Conference on Clinical Competence. Melbourne, Australia, March 6 - 8, 2008.

Varkey P, Natt N, **Downing S,** Lesnick T, **Yudkowsky R:** Validity Evidence for an Objective Structured Clinical Examination to Assess Systems-Based Practice and Practice-Based Learning and Improvement Competencies. Oral presentation at the 13<sup>th</sup> Annual Ottawa Conference, Melbourne Australia, March 2008.

**Yudkowsky R, Bordage G, Lowenstein T, Riddle J.** “Can 4<sup>th</sup> Year Medical Students Anticipate, Elicit, and Interpret Physical Findings in a Hypothesis-Driven Physical Exam? AAMC Annual Meeting, 2007.

**Yudkowsky, R.** Case Presentation Guidelines for Faculty and Students. Workshop for faculty of the Chiba University School of Medicine. Chiba, Japan, October, 2007. (Invited workshop).

**Yudkowsky, R.** How to Teach and Assess the Physical Examination. Workshop for faculty of the Chiba University School of Medicine. Chiba, Japan, October, 2007. (Invited workshop).

**Yudkowsky R:** Using Standardized Patients and Simulations to Assess Clinical Skills. Faculty workshop hosted by the Chiba University School of Medicine. Chiba, Japan, October, 2007.

**Yudkowsky, R.** Making the Most of Standardized Patients. Panel presentation at the 8<sup>th</sup> Annual International Meeting on Simulation in Healthcare. San Diego, January, 2008. (Invited presentation).

**Yudkowsky R, Riddle J, Lowenstein T, Bordage G.** “Using Hybrid SP-Simulator Stations to Assess Students’ and Residents’ Ability to Identify, Interpret and Document Abnormal Physical Findings”. International Meeting on Simulation in Healthcare, January, 2008.

**Yudkowsky, R:** From Head-to-Toe to Hypothesis Driven Physical Exams. Presentation as part of a Symposium on “Innovative Curricular Models: Innovative Assessment Approaches” (Organizer: N El-Sawi) at the 13<sup>th</sup> Annual Ottawa Conference, Melbourne Australia, March, 2008.

**Yudkowsky, R.** Integrating Patient Safety Concepts into Skills Training. Presentation as part of a half-day seminar for faculty at the University of Sydney, Sydney, Australia, March, 2008. (Invited presentation).

**Yudkowsky, R.** Simulation Strategies in Safety Education. Presentation as part of a Symposium on “Designing and Assessing Patient Safety Curricula” (Organizer: D Mayer) at the 13<sup>th</sup> Annual Ottawa Conference, Melbourne Australia, March 2008.

**Yudkowsky, R., Lowenstein, T., Riddle, J., Bordage, G.** Can Third-Year Medical Students Anticipate, Elicit and Interpret Physical Findings in the Context of Competing Diagnostic Hypotheses? Oral presentation at the 13<sup>th</sup> Annual Ottawa Conference, Melbourne Australia, March, 2008.

**Yudkowsky, R., Mayer, D., McDonald, T., Gunderson, A.** Can New Residents Perform Basic Clinical Procedures? Oral presentation at the 13<sup>th</sup> Annual Ottawa Conference, Melbourne Australia, March, 2008.

**Yudkowsky, R., Tekian, A.** Establishing Defensible Passing Standards for Performance Examinations. Pre-conference workshop conducted at the 13<sup>th</sup> Ottawa International Conference on Clinical Competence. Melbourne, Australia, March 5, 2008. (Invited workshop).

**Yudkowsky, R., Kiser, R., Lowenstein, T., Riddle, J., Bordage, G.** Teaching Clinical Reasoning via a Hypothesis-driven Physical Exam. Presentation at the Annual Clinical Skills Assessment – Chicago Style meeting, Chicago, July, 2008. (Invited presentation).

# Ongoing Research Projects

## Externally Funded Research Projects

Principal/Co-Investigator	Project Title	Funding Source	Project Dates
<b>Phillip Bashook</b>	<i>Implementation of CDC Guidelines for Routine HIV Testing</i>	Society for General Internal Medicine (SGIM)	Jan 07-Aug 08
<b>Phillip Bashook</b>	<i>Hispanic Center of Excellence</i>	Health Resources and Services Administration (HRSA)	Sept 93 – Aug 06
<b>Phillip Bashook</b>	<i>Medical Education for Cultural Competence</i>	National Institutes of Health (NIH-NHLBI)	Sept 04 – Aug 09
<b>Steven Downing</b>	<i>JCNDE Innovative Dental Assessment</i>	American Dental Association	Aug 06-Aug 07
<b>Marcia Edison</b>	<i>Formulating Leverage Improved Prescribing Project (FLIP)</i>	Hektoen Institute	July 06-June 08
<b>Marcia Edison</b>	<i>Implementation of CDC Guidelines for Routine HIV Testing</i>	Society for General Internal Medicine (SGIM)	Jan 07-Aug 08
<b>Marcia Edison</b>	<i>Reducing Errors in Medicine – Using the Aviation Model in Medical Education</i>	Fund for the Improvement of Post-Secondary Educ. (FIPSE)	Oct 06 – Sept 09
<b>Jorge Girotti</b>	<i>Hispanic Center of Excellence</i>	Health Resources and Services Administration (HRSA)	Sept 83-Sept 07
<b>Jorge Girotti</b>	<i>Medical Education for Cultural Competence</i>	National Institutes of Health (NIH-NHLBI)	Sept 04 – Aug 09
<b>Jorge Girotti</b>	<i>Experience of Care and Patient-Physician Value Fit in Hispanic, African-American and Caucasian Populations</i>	The Robert Wood Johnson Foundation	Feb 08 - Aug 09
<b>Julie Goldberg</b>	<i>Identifying and Predicting Contextual Errors in Medical Decision Making</i>	Veterans Administration – Jesse Brown Medical Center	Oct 06 – Sept 07
<b>Anne Gunderson</b>	<i>Reducing Errors in Medicine – Using the Aviation Model in Medical Education</i>	Fund for the Improvement of Post-Secondary Educ. (FIPSE)	Oct 06 – Sept 09

**Janet Riddle** *Validation of a Hypothesis-Driven Physical Exam Assessment*

National Board of Medical Examiners (NBME)/Stemmler June 05 – Dec 07

---

**Alan Schwartz** *Identifying and predicting contextual errors in medical decision making*

Veterans Administration – Jesse Brown Medical Center Oct 06 – Sept 07

---

**Alan Schwartz** *Adding Intrinsic Goals to the QALY*

National Science Foundation (NSF) May 05 – Apr 08

---

**Alan Schwartz** *Web-Based Evidence Based Medicine Consult Service*

National Library of Medicine (NLM) June 04 – May 08

---

**Alan Schwartz** *Pregnancy Intentions in Young African American and Latina Women*

American School of Public Health (ASPH/CDC) Oct 04 – Sept 07

---

**Alan Schwartz** *Experience of Care and Patient-Physician Value in Hispanic, African-American and Caucasian Populations*

The Robert Wood Johnson Foundation Feb 08 – Feb 200

---

**Rachel Yudkowsky** *Validation of a Hypothesis-Driven Physical Exam Assessment*

NBME/Stemmler June 05 – Dec 07

---

**Rachel Yudkowsky** *AMA Consortium Planning Grant*

American Medical Association (AMA) Jan 06- Dec 07

---

**DME Staff on Other Department Projects**

**CO-INVESTIGATOR/COLLABORATOR**

**Investigator/Collaborator** *Project Title*

**Funding Source**

**Project Dates**

---

**Phillip Bashook** *American Indian/Alaska Native Project*

Midwest AIDS Training and Education Center (MATEC) July 06 – June 07

---

**Georges Bordage** *Maximizing Measurement Efficiency and Reliability: Optimum Number of Options for Multiple-Choice Items for Case-Based Testlets*

American Dental Association (ADA) Aug 06 – Aug 07

---

**Georges B ordage** *Further Exploration of the Influence of Syntax & Semantics on the Psychometric Characteristics of Licensing Examination Question*

Medical Council of Canada, Ottawa	Aug 04 – Sept 07
<hr/>	
<b>Georges Bordage</b> <i>Validation of a Hypothesis-Driven Physical Exam Assessment</i>	
National Board of Medical Examiners (NBME)/Stemmler	June 05 – Dec 07
<hr/>	
<b>Marcia Edison</b> <i>American Indian/Alaska Native Project</i>	
Midwest AIDS Training and Education Center (MATEC)	July 06 – June 07
<hr/>	
<b>Leslie Sandlow</b> <i>Clinical Research Training Program (J. Zwanziger, PI)</i>	
National Institutes of Health (NIH) K-30	Aug 05 – July 06
<hr/>	
<b>Leslie Sandlow</b> <i>Spirituality and Mental Health (K. Kaplan, PI)</i>	
Templeton Foundation	Aug 05 – July 06
<hr/>	
<b>Rachel Yudkowsky</b> <i>Identifying &amp; Preventing Contextual Errors in Medical Decision Making</i>	
Fund for the Improvement of Post-Secondary Educ. (FIPSE)	Oct 06 – Sept 09
<hr/>	
<b>Rachel Yudkowsky</b> <i>Standardized Patients – Clinical Performance Center</i>	
Veterans Administration – Jesse Brown Medical Center	Oct 06 – Mar 08
<hr/>	

## **DME Seminars 2007-2008**

### **July 19, 2007**

Culture and Learning: Some Useful Lessons from PBL  
Matthew Gwee, Ph.D., MHPed (NSW), Bpharm  
Professorial Fellow, Department of Pharmacology  
Chairman, International & Education Programs  
Medical Education Unit  
Yong Loo Lin School of Medicine  
National University of Singapore

### **August 14, 2007**

Distance Learning - Developing Country Perspective  
Dr. Tejinder Singh, Director  
CMCL-FAIMER Regional Institute  
Professor & Head of Pediatrics  
Vice Principal Christian Medical College  
Ludhiana, India

### **September 26, 2007**

Formulary Leverage Improved Prescribing [FLIP]: How  
Pharmaceutical Marketing Influences Decision Making -  
An Interdisciplinary Educational Initiative  
Gordon Schiff, MD  
Senior Attending Physician  
Cook County (Stroger) Hospital  
&  
Bruce Lambert, Ph.D.  
Professor of Pharmacy Administration  
UIC College of Pharmacy  
&  
Amy Lodulce, PharmD  
Clinical Assistant Professor of Pharmacy Practice  
UIC College of Pharmacy

### **October 30, 2007**

The Relationship Between Problem Solving & Expertise  
in Clinical Reasoning  
Kevin Eva, Ph.D.  
Associate Professor  
Dept. of Clinical Epidemiology & Biostatistics  
McMaster University, Canada

**November 19, 2007**

Making Sense of OSCE Communication Skills Ratings:  
How Validity Studies Can Help  
Cherdsak (Jom) Iramaneerat, Ph.D.  
MHPE Alumni Graduate in Educational Measurement

**December 5, 2007**

Claude DesJardins  
Medical History: How was a Century of Medical Progress Achieved?

**January 16, 2008**

Timothy Murphy  
Taking Steps to Choose Children with Disabilities: A Choice too Far?

**February 13, 2008**

Jorge Girotti  
Hispanics & Academic Careers: From Pre-med to Professorship

**February 28, 2008**

Maria Blanco  
Tufts University School of Medicine  
Training Faculty Members to Review Peers Teaching through Peer Observation

**March 12, 2008**

William McGaghie  
Northwestern University  
Simulations in Medicine

**March 17, 2008**

Mark Albanese  
University of Wisconsin School of Medicine & Public Health  
Physician Practice Change: An Integrated Systems Model

**March 31, 2008**

Carol Kamin  
A Comparison of Critical Thinking in PBL Groups Using, Text, Video and Virtual  
Modalities  
University of Colorado School of Medicine

**April 3, 2008**

Meredith Young (Ph.D. candidate)  
Dept. of Psychology, Neuroscience, and Behavior McMaster University (Canada)  
Clinical Reasoning: The Role of Specific Prior Experience & the Importance of Context



**April 7, 2008**

Maria Avgerinou, Ph.D.  
EPSR-School of Education, DePaul University  
Action Research: The Missing Link

**April 9, 2008**

Steven Downing & Georges Bordage  
Maximizing Testing Time & Reliability

**April 30, 2008**

Claude Desjardins  
Clinical Scholars Project:  
A Progress Report on the Workforce for Internal Medicine

**May 21, 2008**

L.J. Sandlow  
Portfolios - Some Reflections

## **DME FACULTY**

### **2007-2008**

Philip Bashook, EdD, Research Assistant Professor  
Georges Bordage, MD, PhD, Professor  
Patrick Conley, PhD, Instructor  
Steven Downing, PhD, Associate Professor  
Marcia Edison, PhD, Research Assistant Professor  
Mohan Garg, ScD, Professor  
Mark Gelula, PhD, 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**

**2007-2008**

William Ahrens, MD, Department of Emergency Medicine (UIC)  
Alejandro Aparicio, MD, AMA  
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)  
David Cook, MD, Mayo Clinic  
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)  
Memoona Hasnain, MD, Department of Family Practice (UIC)  
Jordan Hupert, MD, Department of Pediatrics (UIC)  
Medha Joshi, MD, M.S. Ramaiah Medical College  
Dorthea Juul, PhD, American Board of Psychiatry & Neurology  
Debra Klamen, MD, Department of Psychiatry (UIC)  
Françoise Kusseling, PhD, Chicago  
Faith Lagay, PhD, American Medical Association  
David Mayer, MD, Administration, College of Medicine (UIC)  
Robert McAuley, PhD, College of Medicine Administration (UIC)  
William McGaghie, PhD, Medical Education, Northwestern University  
Cleo Pappas, Library of the Health Sciences (UIC)  
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)  
Reed Williams, PhD, Southern Illinois University