A Message from the Head, Leslie J. Sandlow MD

As we mark the 50th anniversary of the UIC Department of Medical Education, we are delighted to re-introduce you to news and views via the DME Bulletin. This spring 2009 issue highlights the acclaimed “gold standard” Master of Health Professions Education program, recent events at the MHPE 2008 summer conference hosting keynote speakers Drs. David Irby and Darrell Kirch, our developing international projects advancing medical education around the world, and projects at our own institution.

We have even more reasons to celebrate in 2009. In addition to our 50-year DME landmark, this is the 30th anniversary of our association with the World Health Organization as a Collaborating Centre in Educational Development of Health Professionals and Health Care Centers. And if two anniversary milestones are not enough, summer 2009 will mark the 10th year of the Master of Health Professions Education annual conference.

Table of Contents

2008 Summer Conference 2
MHPE Update 4
International Programs 7
2009 Summer Conference 9
From the Editor 11

Over the past half-century we have been pleased by the advances made by our contributing units and look forward to sharing updates in future issues of the Bulletin about their progress: the Clinical Performance Center (see photo above), now the Dr. Allan L. 

continued on page 6
2008 MHPE Summer Conference

Over one hundred students, alumni, faculty and guests from around the world attended the ninth annual Master of Health Professions Education (MHPE) summer conference on July 31 and August 1, 2008 at UIC.

The Thursday keynote speaker was Dr. David Irby of the University of California, San Francisco, an eminent medical educator and educational researcher. Dr. Irby discussed the forthcoming Carnegie Foundation for the Advancement of Teaching report on medical education. He highlighted five key leadership principles taken from an extensive study of medical schools in the United States that included 14 sites visited and hundreds of interviews and focus groups.

Presentations by MHPE students and alumni followed the keynote address. Faculty chaired sessions in the areas of needs assessment, program evaluation, patient safety and surgical education. Two popular features of past conferences reprised their roles. The “Student/Alumni Panel” provided the insights of a current MHPE student (Dr. Dimitri Azar from UIC) and two MHPE alumni (Dr. Terry Wolpaw from Case Western Reserve University and Dr. Rukhsana Zuberi from Aga Khan University) on the impact of the MHPE on their integration of leadership and scholarship at their own institutions. The Works in Progress sessions allowed presenters to seek audience advice about ongoing projects. A new lunchtime session format, poster roundtables, featured three MHPE presenters hosting 30-minute poster discussions.

2009 MHPE Conference

This summer will mark not only the tenth annual MHPE summer conference, but the 50th anniversary of the Department of Medical Education. Plan to attend!
The first day of the conference concluded with a reception and the MHPE Graduate Recognition Ceremony. Dr. Ilene Harris, DME Director of Graduate Studies; Dr. Leslie Sandlow, DME Head and Senior Associate Dean for Education; and Deans Joseph Flaherty of the UIC College of Medicine and Clark Hulse of the UIC Graduate College recognized and congratulated eight new MHPE graduates. Graduating students included Julia Corcoran, Michael Giuliano, Priyasuda Hetrakul, Melchor Sánchez-Mendiola, Susan Santacaterina, Amy Turner, Prathibha Varkey and Terry Wolpaw. Advisors hooded the graduates present in the sky blue stole that identifies a graduate in health professions education. In addition, Roy Phitayakorn received the award for 2008 Best MHPE Thesis for his thesis “To Call or Not To Call? Phone Communication Between General Surgery Residents and Attending Surgeons.”

Dr. Darrell Kirch, President and CEO of the Association of American Medical Colleges delivered Friday’s keynote address. Dr. Kirch discussed the state of medical education and educational research in U.S. medical schools against the broader backdrop of ongoing changes in physician supply and demand. He offered insights and advice for health professions education leadership and change in the years to come.

Scientific sessions included studies on medicine and media (both the portrayal of medicine on television and the use of digital media by medical students) and clinical reasoning. In addition, five DME faculty members – Drs. Phil Bashook, Steve Downing, Ilene Harris, Ara Tekian and Timothy Murphy – provided a personal and selective look at important themes during the last year in program evaluation, assessment, curriculum, simulations, and ethics. The conference concluded with closing remarks by Dr. Irby, who congratulated the presenters and offered a thought-provoking alternative conceptual framework for health professions education research. MHPE alumnus Dr. David Rogers, on behalf of the Best Presentation Award committee, presented the award for the conference’s best presentation to MHPE student Dr. Jeanne Farnan for her presentation “Usage of Digital Media Amongst Medical Trainees: Perceptions on Policy and Professionalism.”

-Alan Schwartz, PhD
Director, Research

Quotes from 2008 Attendees:
How will you use what you learned at the conference?

- Get more scholarship and educational research out of the new programs I am implementing
- Develop a theme and strategy for changes
- Work less in committee structures; work more in team structures
- Read specific studies mentioned and apply them
- Use ideas for program evaluation

MHPE alumnus Dr. David Rogers presents MHPE student Dr. Jeanne Farnan with the award for the Best Presentation at the 2008 conference

Darrell Kirch, MD
President and CEO
AAMC
MHPE Mission,
Vision & Goals

Early in our deliberations, we formulated new mission, vision and goal statements that encapsulate our aspirations.

Mission
The mission of the MHPE Program is to produce exemplary leaders and scholars who will advance the field of health professions education in order to improve health care locally, regionally and internationally.

Vision
Our vision is better healthcare through effective and innovative HPE leaders and scholars.

Goals
Provide HPE leaders with a broad and rigorous foundation in the theory and practice of education.
Provide healthcare organizations with effective and innovative leaders who will serve the needs of their communities.
Provide the field of HPE with scholars who will advance understanding of education in the health professions.

Taking the MHPE Program to New Heights: From Gold Standard to Platinum

From its beginning in the 60s, the Masters in Health Professions Education (MHPE) leadership program has evolved into the “gold standard” of such programs. As part of the Program’s review in 2003 by the Illinois Board of Higher Education, the two external reviewers 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.”

Following the transition in leadership from Georges Bordage, who shepherded the MHPE Program beginning in 1992, to Ilene Harris who became director in 2004, the DME faculty completed a comprehensive process of deliberation about every aspect of the program, designed to take the MHPE Program to new levels in preparing leaders in health professions education. The excellence of the MHPE Program is reflected in its mission, vision and goals; in its faculty and curriculum; in the quality and diversity of students it attracts; and in its reputation and outcomes.

Curriculum and Faculty
The MHPE Program provides a broad 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. Two of these courses, Introduction to Health Professions Education and Scholarship in Health Professions Education, are new courses, developed to be consistent with the new program goals. An interdisciplinary faculty (17 full-time, 25 with joint appointments, and 11 with adjunct appointments), from an array of disciplines in education, the social sciences, the humanities and the biomedical sciences, has developed 22 electives relevant to students’ needs and responsive to trends in health professions education.

Students complete a thesis that provides a capstone for their professional development in the MHPE program. We have re-conceptualized the thesis as a work of scholarship that may be documented in a potentially publishable paper or in the traditional monograph. Our students have completed projects reflecting the scholarship of discovery, of application and of integration. We have thereby broadened the range of acceptable research for the capstone and facilitated our students’ scholarship productivity.
The summer residency program has been established to ensure that online students have some face-to-face contact with other students and faculty, as well as important education experiences that might not occur in the e-learning environment. The MHPE Summer Conference, a component of the residency program, has become a special yearly event featuring nationally recognized speakers and outstanding presentations by MHPE students, alumni and faculty.

Students
The MHPE Program experienced significant growth from an average of 20 students in the early nineties, to its current number of 110 students. Entrance to the program is competitive; for fall 2008, 23 of 41 qualified applicants were admitted, a 56% admission rate. Our students are at various stages in their careers, ranging from senior leaders in Health Professions Education institutions to medical fellows preparing for leadership roles in junior faculty positions. Most have current or imminent leadership positions in health professions education, such as dean, department head, vice-chair for education in a department or residency program director.

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

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 currently represented are: chiropractic, dentistry, hospital medical education, medical sciences, molecular biology, optometry, pharmacy, physical therapy, physician assistant, podiatry and veterinary medicine.

Student Quotes
“Prior to enrolling in the MHPE program, I sought advice from . . . national leaders. . . The universal opinion was that the MHPE program . . . is unequivocally one of the best, if not the best, program of its type in the world.”

-Dr. David Cook

The Program “has had a major influence on international medical education through the diversity of their alumni body. It is the far-reaching ripple effect that makes the DME at the University of Illinois at Chicago the epicenter of medical education.”

-Dr. Rukhsana Zuberi

The Program “has created a community of learning that has provided a scaffold for me to develop as an education leader” and that it “not only educates leaders but transforms them into education scholars.”

-Dr. Terry Wolpaw

“What the MHPE has created is a community of medical educators and scholars who will provide guidance, collegiality and inspiration for the remainder of my professional career.”

-Dr. Alex Stagnaro-Green
Enrollment of online students continues to increase. Program formats selected by students are: primarily on-campus, 46%, and primarily online, 54%. Many students take courses in both formats. We have changed the admissions cycle from a semester to a yearly process, allowing for admission of a cohort of students to come together, beginning with the on-site introductory course – Introduction to Health Professions Education.

While enjoying a look back at our accomplishments, we eagerly look forward to the next 50 years with new plans and new directions. Stay tuned for announcements on forthcoming certificate programs, Ph.D. programs and our activities in UIC’s Global Campus. Change continues while DME’s goals remain the same: excellence along with flexibility in medical education.

Many of you have participated in our courses and activities through the years. You have followed our expansion and successes and commiserated with us over the severity of budgetary cutbacks. We thank you for your interest, participation and endorsements and look forward to growing partnerships.

In this spirit we invite you to join in the celebration of our three-fold anniversary by visiting us in July 2009 for our special MHPE conference and for a celebration at the AAMC Annual Meeting to be held in Boston this year. We look forward to celebrating with you and toasting to our mutual success.

Les Sandlow, MD
Head, DME
Senior Associate Dean of Education

Evolution and Outcomes

In their evaluations of the MHPE Program, our students provide eloquent testimony to achievement of our aspirations to produce exemplary leaders and scholars who will advance the field of health professions education (see sidebar). The Program, through its faculty, its resources, its curriculum and its students creates a sustaining community of health professions leaders and scholars.

The Program is designed and continually modified, to help our students become exemplary leaders and scholars who will advance the field of health professions education in order to improve the quality of health care locally, regionally and internationally; and to provide the field of health professions education with scholars who will advance understanding of education in the professions.

Ilene Harris, PhD
Director, Graduate Studies

Alumni News

David Rogers at SIU was recently elected President of the Association for Surgical Education.

Hassan Al-Shatoury was appointed to a steering committee of a major reforming national project in higher education in Egypt. His primary responsibility is to promote strategic plans and enhance a culture of strategic thinking in higher education institutions.

Congratulations to both! And don’t forget about the MHPE alumni website at: <http://community.uic-dme.org>.

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Alumni News
New Frontiers in the International Programs

The Department of Medical Education (DME) at the University of Illinois at Chicago has a rich history as a seminal influence in development of a medical education discipline. Since its inception in 1959, the Department of Medical Education has played a major role in developing leaders in health professions education from all over the world. Through direct training of individuals, programmatic offerings, institutional collaborations and partnerships and consultation, DME has helped define and expand the medical education discipline internationally.

Partnership, defined as a long-term, ongoing collegial relationship characterized by mutual, multidimensional planning, exchange and benefit with a forward-looking purpose is the cornerstone of DME’s international activities.

DME provides a variety of programs available for international health professionals. These include:

- **Short-Term Fellowships** – a program designed for individual health professionals who have specific education projects, questions, or issues to explore. Fellows come to DME for a period (one to six months) of individualized consultation and research with the department’s faculty, who are internationally recognized leaders in health professions education, medical humanities, and medical decision-making. Typically, fellows complete projects benefiting their institution; often these projects have national significance.

- **On-site MHPE Programs** – DME has organized and administered three on-site MHPE programs: in Egypt, China, and Brazil. Through these on-site programs, DME has influenced the educational system in these countries. Cultural awareness and tolerance for different ways of viewing the world have been by-products of this experience. Graduates of these programs have been promoted to important leadership positions and serve as consultants to many institutions and accreditation bodies, both nationally and regionally.

- **Online Faculty Development Program** - Recently, an online faculty development program, entitled “Foundations in Medical Education,” was designed to satisfy the urgent demand of institutions in need of faculty development by expert educators. The goals of this online program are to develop basic knowledge of theories and best practices in the foundations of education, including curriculum development, instructional design, assessment of students, and program evaluation. In addition to ten online modules developed by a number of DME faculty, a one-week on-site workshop is organized and conducted by two faculty members. The various individual and group activities culminate in a final individual written project or a short abstract, which should be publishable in a refereed journal. Upon successful completion of this online faculty development activity, the participants receive a Certificate in Medical Education signed by administrators at both the University of Illinois at Chicago and the sponsoring institution.
• **International Consultations** - have ranged from advising on the entire spectrum of undergraduate medical education at newly established medical schools in Thailand and Saudi Arabia to consultation on specific areas of curriculum reform and renewal, accreditation issues, and plans for quality management and improvement in many countries worldwide. Through those consultations, DME’s influence has spread internationally, enriching both consultant and client. Our intertwining spheres of influence have impact beyond our mutual borders.

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 continues to sponsor candidates in the Department’s MHPE program.

A World Health Organization (WHO) Collaborating Center since 1979, DME has a long history of engagement in international projects affecting worldwide health policy. Most recently, a joint project with the Pan American Health Organization (PAHO), including a comprehensive survey of medical education in Latin America was discussed. 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.

DME has signed Memoranda of Understanding (MOU) with institutions worldwide. Recent collaborations in Saudi Arabia include: 1) King Abdulaziz University (KAU) Medical College in Jeddah, 2) Jazan University Faculty of Medicine in Jizan, 3) Yanbu Medical College in Yanbu and 4) King Fahd Medical School in Riyadh. In Pakistan, DME is collaborating with Riphah International University in Rawalpindi. Several other collaborations are under study, including requests from medical education institutions in Syria, United Arab Emirates, Chile, Qatar, Japan, Thailand and Switzerland.

During the early 1980s, DME played an important role in the formation of international medical education units in Saudi Arabia, the Sudan and Egypt; and in the 1990s in Brazil and India. DME has maintained its leadership in direct training and has led in the definition and expansion of the medical education discipline. The faculty’s innovative research and unique teaching methodologies have made the department a rich well from which the world’s leading medical education institutions have drawn. 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. As medical education changes and evolves, international partnerships will map the contours of the new frontier.

Ara Tekian, PhD, MHPE
Director, International Programs

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**MHPE Student News**

**Rami Ahmed**, currently a fellow at the Gilbert Program in Medical Simulation at Harvard Medical School, received the 2009 Faculty Prize for Excellence in Teaching. Students vote for outstanding teachers who have had an impact on their development as a physician.

**Leora Horn** has accepted a position as assistant professor of Hematology/Oncology at Vanderbilt University.

**Nancy Schindler** was promoted to Vice Chair for Education, Department of Surgery at North Shore University Health System, a teaching affiliate of University of Chicago.

**Melanie Vincent** was appointed as the clerkship director for pediatrics at the University of Montreal.
MHPE Students & Alumni
2009 - 10th MHPE Summer Conference

Two full days: July 30 & 31, 2009

Educators Making a Difference:
Moving the Field Forward
Professor Georges Bordage, Conference Organizer
(bordage@uic.edu)

Four outstanding keynote speakers:

Dr. Lee Shulman
President Emeritus, Carnegie Foundation
Charles E. Ducommun Professor of Education Emeritus
Professor of Psychology Emeritus, Stanford University

Dr. Kevin Eva
Associate Professor, Department of Clinical Epidemiology & Biostatistics
Program for Educational Research and Development, McMaster University
Editor, Medical Education

Dr. Arthur Elstein
Professor Emeritus, Department of Medical Education
College of Medicine, University of Illinois at Chicago

Dr. Reed Williams
Professor & Director of Surgical Education Research
Department of Surgery, Southern Illinois University School of Medicine

Plus... Workshops on Friday Afternoon

For more detailed information about the conference and how to register go to
www.uic.edu/com/mcme/mhpeweb/MHPE_Sum_conf.htm
Two DME faculty, **Steven Downing** and **Rachel Yudkowsky**, have just published the first text to provide broad, single-source coverage of all aspects of assessment in the health professions. While scholarly and evidence based, the book is geared toward health professions educators who are not measurement specialists. Assessment validity is an organizing theme and provides a conceptual framework throughout the book. Part I of the book provides a user-friendly introduction to assessment fundamentals and their theoretical underpinnings; Part II describes specific assessment methods used in the health professions with a focus on best practices, assessment challenges and practical guidelines for the effective implementation of successful assessment programs. Published by Routledge, it’s available on Amazon as a traditional text or for your Kindle!

**Key Features**

**Comprehensive**  
The first text to provide broad, single-source coverage of all aspects of assessment in the health professions.

**Accessible**  
While scholarly and evidence-based, the book is geared towards health professions educators who are not measurement specialists.

**Thematic**  
Assessment validity is an organizing theme and provides a conceptual framework throughout the book.

**Contents**

**Part I**  
Chapter 1: *Introduction to Assessment*, Downing & Yudowsky  
Chapter 2: *Validity*, Downing & Haladyna  
Chapter 3: *Reliability*, Alexson & Kreiter  
Chapter 4: *Generalizability Theory*, Kreiter  
Chapter 5: *Statistics of Testing*, Downing  
Chapter 6: *Standard Setting*, Yudkowsky, Downing & Tekian

**Part II**  
Chapter 7: *Constructed-Response & Selected-Response Formats*, Downing  
Chapter 8: *Observational Assessment*, McGaghie, Butter & Kaye  
Chapter 9: *Performance Tests*, Yudkowsky  
Chapter 10: *Simulations in Assessment*, McGaghie & Issenberg  
Chapter 11: *Oral Examinations*, Tekian & Yudkowsky  
Chapter 12: *Assessment Portfolios*, Tekian & Yudkowsky
From the Editor

After a long hiatus, the Bulletin is back. We hope you enjoy it and share it with your colleagues. The theme for our upcoming fall issue will focus on the numerous GME activities of the department.

I joined the faculty at UIC in the fall of 2008 and am continually amazed by the accomplishments of this program. I moved from Denver where I was a Professor and Director of Medical Education Research and Development in the Pediatric Department at the University of Colorado School of Medicine for the last 12 years. My areas of focus include instructional design & technology, PBL case design and the impact of media on learning. I was happy to accept the position of managing editor of The Bulletin which has helped me learn more about the different facets of DME.

Mark your calendars to join us for our 50th Anniversary celebration on the Monday evening at the 2009 AAMC Annual Meeting in Boston. Time and place will be published in the official program. Look for the beautiful banner like you see to the right which was hung with ceremony on our campus in June.

The pictures below were taken during the disaster drill component of "Bioterrorism and Natural Disasters," a workshop offered to M3 students as part of the Essentials of Clinical Practice and Professionalism course. The protocol for the drill was developed by Timothy Erickson from Emergency Medicine and Marcia Edison from DME along with an interdisciplinary project team. The drill was part of a curriculum project funded by HRSA.

I hope to meet many of you at the summer conference!

Carol S. Kamin, MS, EdD
Faculty Notes

Georges Bordage published an article on Conceptual Frameworks in the latest issue of Medical Education. Students and researchers alike often struggle with identifying and selecting one or more conceptual frameworks for their work. Excerpt from the article: “…the main purpose of conceptual frameworks is to provide different ways, or ‘successive lenses’ as Schwab puts it (in Harris), for looking or thinking about a problem or conceptualizing solutions. Ultimately, by considering various frameworks, you open yourself up to a variety of alternatives, instead of hastily latching onto one view or some preconceived notion. In turn, the conceptual frameworks provide you with a set of propositions, concepts or best practices that guide you towards articulated, well-grounded solutions, rather than some unique, possibly idiosyncratic or biased approach. By considering multiple conceptual frameworks, you become aware of which options are available and which you will choose to put in and to leave out. Each conceptual framework will amplify certain aspects (the magnifying glass analogy) of the issue at hand while leaving others in the dark (the lighthouse analogy). … The article contains three examples [two of which were based on MHPE students’ 501 course papers] of how conceptual frameworks can be used to cast development and research projects in medical education. The examples are accompanied by commentaries and a total of 13 key points about the nature and use of conceptual frameworks. … Ultimately, scholars are responsible for making explicit the assumptions and principles contained in the conceptual framework(s) they use in their projects.” (BORDAGE, G. Conceptual Frameworks to Illuminate and Magnify. Medical Education, 2009; 43:312-319).

Ara Tekian was inducted as the Vice President for the Division I – Education in the Professions for the American Educational Research Association at its April Annual meeting in San Diego.

Ara Tekian delivered the Roland Folse Lecture at the Association for Surgical Education (ASE) in Salt Lake City. The presentation topic was “Enhancing patient safety through the use of simulations” which was thought provoking and enthusiastically received.