

# Loyola University Chicago Stritch School of Medicine Office of Medical Education

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## Congratulations to Stritch!

Our accreditation status was acted upon by LCME in June and we have been awarded **continuing accreditation for the educational program leading to the MD degree for an eight-year term**. The program's next full survey will take place during the 2016-2017 academic year.

A full report sent to Fr. Garanzini and Dean Gamelli outlined institutional strengths, areas of noncompliance, and areas in transition. These comments are summarized here:

### Strengths – we'll continue to build and expand

- Students exhibit an exceptional spirit of service and community
- Highly innovative educational program in addressing established competencies of life-long learning and professionalism
- Excellent facilities, including the school, clinical areas, and fitness center
- Variety of well-regarded programs to help student adjustment to medical school are implemented throughout curricular and non-curricular realms
- Enhanced opportunities for students to concentrate in research and professional ethics
- There is a tone and expectation of collegiality and professionalism that permeates the entire academic health center
- The information system for curricular evaluation is innovation and accessible

### Concerns—we've already started to tackle these issues

- Courses need to be more explicitly identify their specific course objectives
- Students patient logs need further verification of their accuracy
- Some physicians supervising medical students are not members of the Stritch faculty
- Courses need to consistently document formative and summative evaluations of student achievement
- While incremental reviews and modifications of the curriculum have occurred, no systematic review of the curriculum as a whole has been undertaken since 1995
- Clear policies on how we accommodate the effects of a persistent illness (or infection) on students learning activities
- Written policies or procedures for faculty recruitment with regard to diversity
- Some affiliation agreements lacked the necessary components of accreditation standards

### Transition – we've already started to deal with these matters

- The school's constitution was written in 1983 and must be updated
- Minimize the impact or ensure the adequacy of clinical experiences due to shifting of inpatient sites used for clerkships
- Determine success of implementing curricular year director positions
- Monitor the effect of institutional activities that enhance student scholarships
- Address the retirement of senior basic science faculty and the impact on teaching of the core curriculum
- Alignment of financial resources and incentives with regard to faculty work effort and performance measures for promotion
- Timely recruitment of academic department chairs

***A status report to LCME is due by August 16, 2010. We'll keep you informed on our progress in future newsletters.***

## LEISCHNER INSTITUTE FOR MEDICAL EDUCATION

## STUDENT HONORS AND ACCOMPLISHMENTS



**Jonathan Muraskas, MD**, presented "Predicting Academic and Clinical Distinction" in a 60 minute medical school interview at the National Meeting of Innovations in Medical Education in Pasadena, CA, in April 2009. The manuscript, co-authored by Adrian Jones, JD, LaDonna Norstrom, M.Ed, and Hannah Reiser, has been submitted to **Medical Teacher**.

"Expanding the role of Chairman and Dean of Medical School Admissions in Improving the Quality of the Matriculating Classes based on Academic achievements, Undergraduate school Quality, and Cultural Diversity" was accepted for presentation at the **AAMC National Conference** this fall in Boston. The presentation is authored by Jonathan Muraskas, MD, Adrian Jones, JD, and Clair Gushurst, MS4. A manuscript is being submitted to **Academic Medicine**.

### Update on Leischner Scholars



**Dr. Karen Judy**, Associate Professor, Pediatrics: Her research, "**Workplace Violence: A Survey of Pediatric Residents**," was recently accepted for publication in *Medical Teacher* and *Occupational Medicine*.

**Dr. Sondra Summers**, Associate Professor, Obstetrics and Gynecology: Her research "**Clinical Anatomy and Surgical Skills Training (CASST) for Senior Residents: A Multicenter, Multidisciplinary Program for Urogynecological Procedures**" was accepted for publication in the *Journal of Pelvic Medicine and Surgery*.



The recently submitted advisor program presentation was accepted to the peer reviewed Family Medicine Digital Resource Library. Bading, E., Michelfelder, A., Muccino, K., Mrgudich, A., Blair, A., **Incorporating Your Advisor Program Into the Curriculum: The Best of Both Worlds!** Family Medicine Digital Resources Library; 2009.

Available from: <http://www.fmdrl.org/2272>



The 2009 Seaborg Award winner is **Mohamed "Zak" Rajput**, a biology major from Augustana College in Rock Island, Illinois. Zak began medical school at Loyola University Chicago in the fall of 2009 and comes from a family of physicians.

The Glenn T. Seaborg Science Award was established in 1979 in honor of chemist and Nobel laureate Dr. Glenn T. Seaborg, who discovered or co-discovered numerous atomic elements.

**Saranya Kurapati, MS4**, published "**Incorporating Human Rights Training into Medical Education**" in the spring issue of the *Harvard Health Policy Review*. She also presented "**Health and Human Rights Education as a Mechanism for HIV/AIDS Advocacy Skills Development**" at the 18<sup>th</sup> Annual Global Health and Education Consortium Conference in Seattle, WA, on April 5, 2009.



On April 16, 2009, Saranya was awarded a Fellow for Life Appreciation Award at the Albert Schweitzer Fellowship Annual Event.



**Timothy Crane, MS2**, Major, U.S. Army Special Forces, and Loyola STAR research participant, recently conducted research at Bethesda related to traumatic brain injury. He believes that the results from such research have the potential to not only help improve quality of care for current soldiers, but also improving the long term care for our veterans.

### 2009-2010 Faculty Development Workshops Wednesdays at Noon—1:00p.m. Locations to be announced

Oct.— TBA	Master Teacher Presentation	Richard Gamelli, MD
Dec. 9	Developing Goals & Objectives for Educational Activities	Allen Frankfater, MD Keith Muccino, SJ, MD
Jan. 6	Planning a Lecture	Gregory Gruener, MD, MBA
Feb. 24	Using Neuropsychology for Effective PowerPoint Presentations	Aaron Michelfelder, MD
Mar. 10	Writing Good Test Questions	Jack Lee, MD, PhD
Apr. 28	Generational Difference: Implications for Teachers and Learners	Beth Sonntag, MAdEd Greg Gale

## STUDENT HONORS AND ACCOMPLISHMENTS

The **2009-2010 Chicago Area Schweitzer Fellowships** were recently announced and five Stritch students (**Class of 2012**) were chosen. They are:

- ◆ **Aldene Brown**, *Loyola University Chicago Stritch School of Medicine*. Aldene will facilitate a program involving Stritch medical students teaching sex education and sexual health at Proviso East High School in Maywood, IL.



- ◆ **Chandra Campbell**, *Loyola University Chicago Stritch School of Medicine*. Chandra proposes forming Sister Circles (holistic health care support groups) for women in Maywood, IL. The Sister Circles will attend to the mind, body, and spirit with an aim of achieving wholeness and wellness.



- ◆ **Nathan Kittle**, *Loyola University Chicago Stritch School of Medicine*. Nathan proposes to set up and develop treatment protocols for survivors of torture at the Marjorie Kovler Center who have experienced traumatic brain injuries. He will work with survivors, health professionals, and Kovler Center staff both individually and in small group settings to facilitate a shared learning environment.



- ◆ **Stephanie Price**, *Loyola University Chicago Stritch School of Medicine*. Stephanie proposes to initiate a health promoter program at Lawndale Community Church. The program will partner with Lawndale Christian Health Center to train community health promoters on issues, such as nutrition, diabetes, and hypertension.



- ◆ **Hajirah Saeed**, *Loyola University Chicago Stritch School of Medicine*. Hajirah proposes to develop and implement a violence prevention program within the Loyola hospital system for patients admitted through the Emergency Room or Trauma Center. This project will be in collaboration with Maywood Cease-fire, a local violence prevention organization and will also involve community education on violence prevention.



**Justin List MS4**, who completed his Fogarty Fellowship last year, has now been invited by the NIH/AAMC to serve on the Fogarty screen team for this year's applications. He is one of only three students invited to serve in that capacity.



This opportunity as well as his presenting several seminars this year are all outcomes of his participation as a Fogarty fellow.

The **Fogarty International Center (FIC)** program offers one year of mentored clinical research training at a site in the developing world. It expands upon international opportunities for new investigators seeking hands-on experience working in resource-limited and transitional countries.

## 2009 Alpha Sigma NU Awardees

Congratulations!

**Class of 2010**

Teresa Codina  
Justin Griffin  
Clair Gushurst  
Megan Mietelski  
Lindsay Schelling  
Steven Vander Naalt

**Class of 2011**

Bethan Cohen     Ryan Sullivan  
Kelly Dorsey     Julia Vetter  
Monika Krezalek  
Tracy Lyons  
Bernardino Mendez  
Andrew Schneider

The **Alpha Sigma NU Jesuit Honor Society** honors students of Jesuit colleges or universities who have distinguished themselves in scholarship, loyalty and service and who espouse a commitment to the Jesuit ideals of higher education.

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## GWISH – Spirit Grant 2009



The George Washington Institute for Spirituality and Health is spearheading the development of a national curriculum for medical schools on spirituality. Part of their initiative was the establishment of a competitive grant application to which all U.S. medical schools were eligible to apply.

**Michael McCarthy**, Ministry, with the collaboration of the Bioethics Institute and the Education Program was one of only six successful awardees.

Each school will now receive \$20,000 in funding to implement this pilot project over the next two years and begin by sending a 3-member interdisciplinary team to a three-day Competencies Consensus Conference to be held in Washington, DC, on November 19-22, 2009.

For decades, the **Albert Schweitzer Fellowship** has supported emerging professionals in translating their idealism into effective action that addresses health disparities in the U.S. and Africa. Their mission is to develop "leaders in service": individuals who are dedicated and skilled in addressing the health needs of underserved communities, and whose example influences and inspires others. [www.schweitzerfellowship.org](http://www.schweitzerfellowship.org)

### Upcoming Events

- \* **St. Luke's Day, Friday, Oct. 16, 2009, Double Tree Hotel, Downers Grove**
- \* **Military Medical School Elective Program 2009, Oct. 17, 2009, Room 360, 8:30a.m.—4:00p.m.**
- \* **St. Albert's Day, Thurs. Nov. 12, and Friday Nov. 13, 2009**
- \* **The Stritch Annual Award Dinner, Friday, Nov. 20, 2009, Chicago Hilton**



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### **Update on New Medical Schools – What's the Impact on GME?**

There are **ten new schools** in the five-step LCME accreditation process. Ultimately, we will see hundreds of new U.S. students vying for residency positions along with approximately 16,000 current U.S. graduates. But, there is a looming problem with this development.

In the mid-2000s the AAMC, as well as several medical student and physician organizations, began warning of an imminent physician shortage and called for efforts to increase the nation's supply of doctors. Medical school enrollment increased, but the resident cap remained intact. [Overview: GME and Healthcare Reform](#)

The federal government has capped the number of training positions that Medicare pays for at 1996 levels. Medicare funding helps compensate hospitals for the extra costs of training new doctors. The cap, which was imposed at a time when healthcare experts were predicting a glut, rather than a shortage of physicians, will continue to constrain the supply of new doctors until it is lifted.

Groups like the Association of American Medical Colleges and the American Medical Association have been lobbying for years — so far unsuccessfully — to get the cap lifted. Some hospitals have gone ahead and paid for additional residency positions on their own, while others have found the cost prohibitive. We are trying to expand undergraduate medical education, but are going to face a bottleneck at the graduate level without an increase in support for residency training.

On April 22, 2009, the AAMC partnered with the American Osteopathic Association (AOA) to present a [Capitol Hill briefing](#) on Medicare support for graduate medical education (GME), particularly in the context of health reform. As Congress continues its work on health care reform legislation that improves access for all Americans, we must continue to train a health care workforce that meets the needs of all communities and Medicare is a vital component of support for GME.

### **Upcoming CME Events**

- \* **University Healthcare Consortium Quality and Safety Fall Forum, Oct. 1-2, 2009**
- \* **7th National Headache Foundation Summit, Oct. 16, 2009**
- \* **Chemodenervation in Your Practice, Dec. 4, 2009**

*Interested in developing a  
Continuing Medical Education conference?  
Contact Eileen Hall at (708) 216-5317  
[www.lumc.edu/cme](http://www.lumc.edu/cme)*