

Loyola University Chicago Stritch School of Medicine

Education Program Newsletter

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John M. Lee, MD, PhD, Dean

Myles N. Sheehan, SJ, MD, Senior Associate Dean

Patty McNally, EdD, Editor

Gregory Gruener, MD, MBA, Editor

Claudia Kubnick, Editorial Assistant



From the Senior Associate Dean by Myles N. Sheehan, SJ, MD

The Future of Jesuit Medical Education

Representatives from the four Jesuit medical schools, Provincials, Association of Jesuit Colleges & Universities (AJCU), Jesuit Conference, Catholic Healthcare Partners (CHP), The Catholic Healthcare Association of the United States (CHA), Accreditation Council for Graduate Medical Education (ACGME), and American Association of Medical Colleges (AAMC) met under the auspices of Loyola University Chicago on May 7 and 8 to discuss possible options for increased cooperation and future projects.

Five major topics were discussed:

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- **Enhanced cooperation among the four medical schools** - specific topics considered included sharing of best practices in undergraduate medical education; meeting with leaders in Catholic healthcare for input into curricular development and clinical experiences; shared efforts to increase class size and consider new clinical sites; and possibly including the development of a new medical school.
- **Developing better relationships with Catholic healthcare** - Michael Connelly, CHP president, discussed the need for improved education on quality and safety and development of enhanced models of cooperative practice with emphasis on primary care, prevention, and palliative medicine. Other subjects included developing a Catholic Healthcare Scholarship and graduate medical education. David Leach, MD, ACGME executive director and CEO, encouraged us to provide a distinctive educational experience emphasizing fundamental Catholic values in healthcare and forming professionals cognizant of the Jesuit tradition.
- **Improving service opportunities** - the excellent service work by the medical schools and Catholic healthcare institutions was acknowledged, as well as the potential to do more in the U.S. and internationally if there was better cooperation.
- **More diverse physician workforce** - the potential is vast in using the extensive Jesuit educational network to help develop young people from traditionally underrepresented groups in healthcare, as well as opportunities for Catholic healthcare to provide a variety of experiences for those interested in healthcare professions.
- **Providing professional and spiritual support for physicians in Catholic healthcare** - developing a physician group would provide the opportunity to respond to the frequently unmet needs of Catholic physicians and other physicians in Catholic healthcare.

A follow-up meeting will be hosted by Georgetown University School of Medicine during the American Association of Medical Colleges (AAMC) conference in November. The momentum created will require planning and leadership from the major stakeholders as they move forward to enhance relationships and see what the future might hold. Specific suggestions and possible next steps over the next two years will be the focus of this meeting.

Some of our Upcoming CME Events

Visit our CME website at
www.lumc.edu/cme

- **Pan American Society for Pigment Cell Research**
Sept. 13-16, 2007
- **Changing Paradigm in Anticoagulation! Will Heparins and Oral Anticoagulants Survive?**
December 7, 2007

*Interested in developing a
Continuing Medical Education
conference? Contact Eileen Hall
at (708) 216-5317*

Congratulations to the SSOM Schweitzer Fellows

by Aaron Michelfelder, MD; SSOM Schweitzer Fellowship Faculty Mentor



Please join me in congratulating our students who are **Schweitzer Fellows**, and in thanking those at Loyola who serve as faculty mentors. This past year, our medical students, **Andrew Loehrer, Kathleen Agard, Mary Gainer and Kathleen Moorhead** had the honor of being Schweitzer Fellows; and **Sara Szkola** served as a student mentor and former fellow. For the next academic year, **Saranya Kurapati, Jason Reinking, and Nadia Razaq** have been selected as fellows. The Schweitzer Fellowship Program is a very prestigious national program based on the work of Dr. Albert Schweitzer where students from all of the health professions are invited to create and be supported through a community-based project with the goal of not only bettering the community, but also creating humane and skilled leaders in the health professions. Seven of the thirty one Chicago fellows in the 2006-2007 programs came from the professional schools within Loyola University Chicago. These students are learning to be agents of changes and are representing the very best of Loyola. Please congratulate them when you see them.

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Obstetrics and Gynecology Clerkship

by Scott Graziano, MD

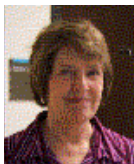
Starting in January 2007, Scott Graziano, MD assumed the role of Clerkship Director for the Department of Obstetrics and Gynecology. He first graduated Stritch School of Medicine in the class of 2000, then completed residency at Loyola University Medical Center in 2004. He is currently on faculty at Loyola as Assistant Professor of Obstetrics and Gynecology. He also serves as the Medical Director of Oakbrook Terrace Primary Care Center.



Jory Eaton

It is easy to see the educational landscape changing. Both clinical simulation and utilization of online technology are creating new ways of distributing knowledge. Our clerkship will make several advances this year using these modalities. The following are innovations for the new academic year:

- Didactic Training: Students answer weekly case-based questions online. Resident and faculty facilitators (guided by clerkship director) review student responses and tailor learning to specific needs. This creates less but more effective classroom time.
- Mid Clerkship Feedback: Midway through each clerkship, residents will meet with the Clerkship Director to discuss each student’s progress. Progress is evaluated using the RIME terminology (Reporter, Interpreter, Manager, Educator). Written feedback of performance is provided. Resident participation in group evaluations creates a foundation for providing real time formative feedback on the floor.
- Resident Educational Research: Residents have designed several educational studies involving medical students to evaluate our program changes. Effective initiatives will be continued, while others will be modified or discontinued. We look forward to an exciting year with our new students, residents and Clerkship Director.



Loretta Merrill

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Mechanisms of Human Disease

By Theresa Kristopaitis, MD



Over 50 faculty from basic science and clinical departments lecture during the course. Each year 18-20 faculty from clinical departments, including Emergency Medicine, Internal Medicine, Surgery, Pathology, and Pediatrics, facilitate 20 small group sessions. These case-based sessions reinforce lecture topics with integration of clinical, laboratory, radiographic and pathology data. Faculty facilitators work with the same 10 students throughout the year enabling them to assess students in the competencies of Interpersonal and Communication Skills; Professionalism, Moral Reasoning and Ethical Judgment; Clinical Skills and Patient Care; and Lifelong Learning, Problem Solving and Personal Growth.



Kathy Mandel

The Stritch School of Medicine was one of the first medical schools in the country to integrate virtual microscopy into undergraduate pathology education. Drs. John Lee and Eva Wojcik introduced virtual microscopy into the MHD curriculum in 2001. The goals of 17 cased-based laboratory sessions are to enhance understanding of the structural changes of organs and correlate the morphologic, clinical, radiographic, genetic and molecular aspects of disease. The labs consist of large group interactive didactics and hands-on virtual microscopy sessions.

The Association of Pathology Chairs Pathology Honor Society fosters scholarship and excellence in academic and service pathology. For each of the past 2 years, the Loyola Department of Pathology has recognized the scholastic achievements of 10 SSOM students by selecting them for membership in the Honor Society based on their performance in MHD.

MHD has been a favored, highly rated course by students as it bridges the gap between the basic sciences and the practice of medicine.



Incoming Class of 2011

by LaDonna Norstrom, MEd, Assistant Dean for Admissions

The Stritch School of Medicine Office of Admissions looks forward to welcoming 145 first year students to Orientation Week on July 23, 2007. Stritch's class size has increased incrementally from 130 entrants in the year 2002 to 145 this year, as a proactive response to reports from the Association of American Medical Colleges (AAMC) that the nation will face a shortage of physicians in coming years. In essence, the AAMC recommends that U.S. Medical Schools show a 30% increase in the number of graduates by the year 2015. Considering this projection, Loyola-Stritch welcomed the 15.85% increase in its 2007 applicant pool, which totaled 9,487. Among the 5,434 applicants who completed their files at Stritch this year, 528 were interviewed by members of the SSOM Committee on Admissions at the Medical Center Campus from September 2006 through April 2007. Interviewees ranged in age from 20-39, with a ratio of 50/50 percent Male/Female and 35% claiming residence in Illinois. As of this writing, 265 of the 528 interviewed applicants have been offered an acceptance at Stritch.

The academic profile of the 145 candidates currently holding seats in this year's entering class reflects a GPA of 3.6 and a composite score of close to 30 on the MCAT. Beyond a high level of academic accomplishment, Loyola's entering class of 2007 is broadly educated, representing 67 colleges and universities across the nation with undergraduate and graduate courses of study ranging from the more traditional majors in Biology and Chemistry, to less traditional fields such as International Relations, Nuclear Medicine Technology, Investigative Medical Sciences, Screenwriting and Choreography. Also, not unlike previous years, the 2007 First Year Class at Stritch brings a wealth of experience from outside the classroom. While many have been integrally involved in service-oriented activities such as volunteering at local food banks, domestic violence shelters, and support programs for the disabled and chronically ill, others have taken on leadership in community outreach programs such as Habitat for Humanity, Appalachian Volunteers and Urban Plunge.

Several of our new entrants have dedicated their time working at local community clinics and hospice programs, while many others have volunteered for international agencies, offering assistance in clinics and dispensaries in such remote areas as the upper Amazon and the Micronesian Islands. There are also more than a few members of this year's class who have had cross-cultural opportunities through their affiliations with Aeromedicos, Flying Samaritans and International Service Learning Programs in Belize, Panama, Costa Rica, and Nicaragua. We look forward to welcoming the entering class of 2007 to our Loyola family, and we anticipate learning much from the myriad of experiences they have to share with us.

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TALKS

www.hstalks.com

The Biomedicine Seminar Room...

..... is available at <http://library.luhs.org/>

- Seminar style presentations by many of the worlds leading authorities, 20 series and over 300 individual talks!
- Simple format - navigable slides with accompanying narration, synchronized for easy listening
- Look and feel of face-to-face seminars that preserve each speaker's personality and approach
- For clinicians, residents, research scientists, graduate students and medical students
- Just log onto the library web page, look at the "*Resources for*" box and click on the Biomedical Science - Henry Stewart talks, then pick the session of interest



“Clinical Integration Center” Update

by Edward Gurza, MD, Director, Clinical Skills Center

Clinical simulators are devices that replicate a variety of clinical conditions and situations and include low fidelity standardized patients, task and anatomic models, multimedia computer programs and high fidelity patient simulators.

The SSOM CSC is planning to use *Harvey* (Harvey is a humanoid mannequin that allows students and others the opportunity to listen to heart sounds, provides for the simulation of a variety of clinical findings in health and disease states, and can be integrated into other aspects of our educational program to teach and assess the skills of students, residents, and faculty) with many different types of healthcare professionals at many different levels of training and in many different settings. The long-term objectives include:

- The use of state of the art technology in the training and assessment of basic physical examination skills for medical students
- The development of a state of the art training program in cardiology for medical students, residents and fellows
- The use of the simulator as an opportunity for training and clinical skills testing of residents and fellows in cardiology and critical care
- Providing the opportunity for use of the simulator for refresher training for faculty at LUMC
- The development of novel educational programs combining our standardized patient program, the cardiopulmonary simulator, and other training venues
- Providing advanced continuing medical education programs for community clinicians combining skill development with information about the latest diagnostic and therapeutic advances in cardiology



Michael Koller, MD, demonstrating Harvey's functionality to incoming MS3s during orientation

Photo by Lindsay Schlessner

***Stritch School of Medicine
2160 S. First Ave.
Maywood, IL 60153***

We're on the Web at,

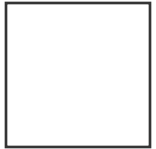
<http://www.meddean.luc.edu/>

***Stritch Alumni Reunion
September 21-23, 2007***

All classes before 1957 and those of 1957, 1962, 1967, 1972, 1977, 1982, 1987, 1992, 1997, 2002

**Susan Boyd, Director, Alumni Relations
(708) 216-1024
suboyd@lumc.edu**

Loyola University Chicago
Stritch School of Medicine
2160 S. First Ave
Maywood, IL 60153



RECIPIENT NAME
STREET ADDRESS
ADDRESS 2
CITY, ST ZIP CODE