

Office of Medical Education

Annual Report 2008 – 2009 Academic Year



Mission

The Office of Medical Education facilitates medical student education by providing educational support and services to faculty and students and by managing and coordinating the curriculum. Our values include commitment to excellence in medical student education, dedication to helping faculty, staff and students, professionalism in meeting our responsibilities and personal growth and professional development of our faculty and staff.

Areas of responsibility for the Office of Medical Education include management of the medical curriculum, student testing, student learning materials, curriculum and program evaluation, academic computing, faculty development for teaching, assessment of clinical skills, medical education research, LCME compliance, strategic planning for education, support for medical education committees, preparation and maintenance of educational data and reports and management of medical educational space in the Criss buildings.

OME Personnel 2008-09	
Associate Dean for Medical Education	William B. Jeffries, Ph.D.
Assistant Dean for Medical Education	Alfred Fleming, M.D.
Director of Medical Education Development and Assessment	Kathryn D. Huggett, Ph.D.
M1 Component Director	Floyd Knoop, Ph.D.
M2 Component Director	Thomas Pisarri, Ph.D.
M3 Component Director	Eugene Barone, M.D.
M4 Component Director	Terence Zach, M.D.
Clinical Director, Clinical Assessment Center	John Hurley, M.D.
Educational Director, Clinical Assessment Center	Theresa Labs, M.S.N.
Senior Evaluation Manager	Amanda Lofgreen, M.S.
M1 Curriculum Coordinator	Jen Chambers
M2 Curriculum Coordinator	Jackie Foster
Special Projects Coordinator	Marilyn Crane, M.S.
Office Manager	Monica Martin
Administrative Assistant	Kristi Gunn
Administrative Assistant	Vicki Wolter
Senior Instructional Designer	Alice Smith, M.Ed.
Director of Medical Simulation Technology	Bill Robinson
Web Designer	Judith Gunter
Assistant Director of Academic Computing	Steve Maaske

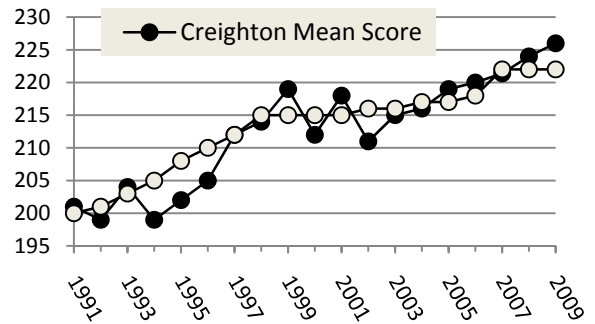
The Educational Policy Committee 2008-09	
Associate Dean for Medical Education	William Jeffries, Ph.D. (Chair)
Dean for the School of Medicine	Rowen Zetterman, M.D.
Assistant Dean for Medical Education	Alfred Fleming, M.D.
Associate Dean for Student Affairs	Michael Kavan, Ph.D.
Assistant Vice President for Health Sciences Director, HSL/LRC	James Bothmer, M.A.L.S.
Director of Medical Education Development and Assessment	Kathryn Huggett, Ph.D.
Department of Surgery	Armour Forse, M.D.
Associate Professor of Pathology	Joseph Knezetic, Ph.D.
Assistant Professor of Medicine	Rugmini Warriar, M.D.
Assistant Professor of Medicine	Khalid Bashir, M.D.
Professor of Medical Microbiology & Immunology	Kristin Drescher, Ph.D.
Associate Professor of Biomedical Sciences	Philip Brauer, Ph.D.
M1 Component Director	Floyd Knoop, Ph.D.
M2 Component Director	Thomas Pisarri, Ph.D.
M3 Component Director	Eugene Barone, M.D.
M4 Component Director	Terence Zach, M.D.
M1 Student Representative	Scott Schubert
M2 Student Representative	James Walter
M3 Student Representative	Amanda Smith
M4 Student Representative	Brian Knipe

Academic Performance by Creighton Medical Students

Academic progress: Over 99% of our students passed their respective courses in each of the four years of the curriculum and advanced to the next academic year. There were 127 graduates in May 2009; 2 students graduated December, 2008.

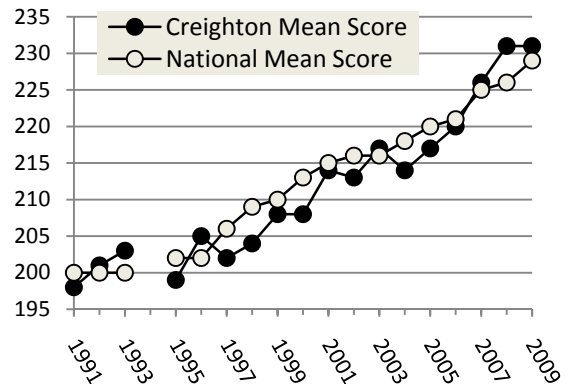
USMLE Step 1 Interim Report: Basic science knowledge is assessed annually for our M2 students on Step 1 of the United States Medical Licensure Examination (USMLE). In 2009, 122 students took Step 1 for the first time; our mean score was 226, the highest average in Creighton's history. Our pass rate was 97% (4 failures). In 2009, the national mean score was 222 and the pass rate was 93%. Analysis of curricular performance continues to indicate a strong concordance between numerical course averages in the M2 year and USMLE Step1 scores.

Step 1 Scores 1991-2009



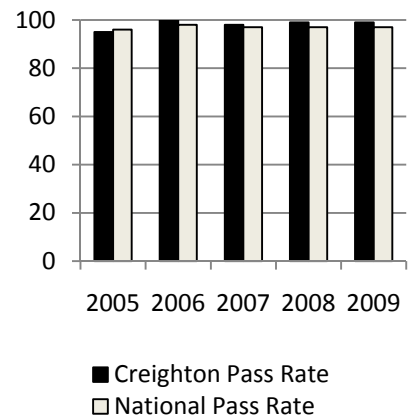
USMLE Step 2 CK: Clinical Science knowledge is assessed annually for our M4 students on the USMLE Step 2CK. For the class of 2009, Creighton students taking the test for the first time achieved a mean score of 231 with a pass rate of 98%. The national mean score was 229 with a pass rate of 96%.

Step 2 CK Scores 1991-2009



USMLE Step 2 CS: Clinical Skills competency is assessed nationally by the USMLE Step 2CS exam. This exam is graded on a pass/fail basis. Among 127 first-time takers reported for the class of 2009, our pass rate was 99% (1 failure).

Step 2 CS Pass Rate



Clinical skills: Students are also required to demonstrate acquisition of clinical skills by passing an Observed Structured Clinical Examination (OSCE) at the end of the M3 year. All students passed this examination. Thus all of our graduates demonstrated for our faculty the acquisition of those clinical skills required by our educational program. Over 99% of students in the class of 2009 passed USMLE Step 2CS on their first attempt. The national pass rate was 97% for this cohort.

Student satisfaction with our curriculum: Satisfaction with our educational program remains high among our graduating students. On the annual AAMC Medical School Graduation Questionnaire over 95% of the class of 2009 agreed or agreed strongly with the statement "Overall I am satisfied with the quality of my Medical Education." This compares favorably with the national average of 87%.

In our annual survey of graduates (surveyed 8 months post graduation), 100% of students answered yes to the question “Were you pleased with the overall education you received at CUSOM?”

Additional Data from the 2008 AAMC Medical School Graduation Questionnaire		
Area of concern regarding the Associate Dean for Medical Education / administration of the Office of Medical Education	% Very Satisfied or Satisfied at Creighton	% Very Satisfied or Satisfied Nationally
Accessibility to administration	87.2	72.1
Awareness of student concerns by administration	86.5	69.3
Responsiveness of administration to student problems	84.9	67.2
Participation of students on key committees	90.2	70.9

Program Director satisfaction with Creighton graduates: In a 2008 survey of residency directors from programs that placed our 2007 graduates as first-year residents, 98% percent stated that they would select the Creighton graduate as their resident again.

OME Initiatives

ISTEP: Continued participation in the AMA-sponsored Innovative Strategies for Transforming the Education of Physicians (ISTEP) medical education research collaborative.

National Institute on Drug Abuse (NIDA) Center of Excellence for Physician Information: The Office of Medical Education provides an administrative home and technical support for this Center of Excellence (CoE), which has entered its third year. The Director of the CoE is Eugene Barone, MD of the Department of Family Medicine; Dr. Kathryn Huggett and Dr. William Jeffries from the Office of Medical Education, and Dr. Gary Westerman, School of Dentistry, serve as co-investigators. This NIDA-CoE is designed to identify knowledge gaps in drug addiction among medical students and residents and develop educational materials for addressing these gaps. Funding was secured for a third year and production of products related to the education of Medical students nationwide is underway. Creighton University is one of only 4 such Centers of Excellence designated by NIDA.

Management/Technology Innovations

Personal Digital Assistants in the Hospital Environment: Office of Medical Education personnel worked closely with technology administrators in the hospital to develop a program to enable students to use their personal digital assistants (PDAs) to access patient data in real time on ward rounds. In academic year 2008-09, OME staff developed a school-wide standard for PDA configuration and created a web site to provide students with a free suite of applications to assist their clinical training. The PDA program was implemented on July 1, 2008, with OME personnel providing technical training and PDA software assistance.

Personal Response System (PRS): The PRS was installed in one of the main lecture halls (Criss 252) and has been put to use by Dr. Pisarri and several other faculty members teaching in that room. The students had no trouble using the devices; the faculty wanting to use them had assistance either from Dr. Pisarri or Alice Smith. Alice has created tip sheets to help them as well.

Online Learning Management System (BlueLine): Over the course of the year, we have made a number of improvements to the architecture and format of our BlueLine presence. There is now a standardized look and feel for all the courses with objectives tied to lectures which in turn are tied to supporting

materials in the course repository. The curriculum repositories were broken down into course specific entities allowing for better archiving and year-to-year continuity, especially with the course calendars. OME has helped to iron out inconsistencies and provide needed training materials and support. A much needed search function was also developed and implemented.

Interactive Distance Learning Lectures: As we have expanded our curriculum offerings at St. Joseph's Hospital in Phoenix, we have explored several technologies to provide a decent interactive lecture format for sessions offered simultaneously at both locations. Complications include not only the 1,000 mile separation, but changing time zones, network access by delivery systems, and training on the systems chosen. In order to get the Psychiatry Clerkship up and running as soon as possible, we settled on the BlueCafe module built into our BlueLine LMS. This is based upon the Wimba technology. Although it is functional, there are significant issues so we continue to pursue a final solution.

We explored the use of a system called Polycom. This system has been used in other ways on the Creighton campus and we have tested it between Creighton and Phoenix for the Component III Committee meetings. Its use in these instances has demonstrated that it is robust enough to handle the needs between the two campuses. Other issues to consider are the installation process as well as the financial feasibility of this system.

Interactive Study Supplements: Medical students who had just finished their first year worked during the summer to create a pilot series of supplements for three of the M-1 courses: MCB, Anatomy and Host Defense. These were then pulled into BlueLine and made available for the M-1 class the following year. We received positive feedback from both the students and the Office of Academic Success.

Changes in Computer Lab Technology: Concerned about the future of Gateway computers and future support, we elected to choose another vendor for our replacement needs in the student computer areas. Not finding a comparable all-in-one design that would suit our requirements, we purchased low-profile Lenovo computers, monitors, and a stand that could bundle all of the components into an all-in-one style system. It seems to be functioning well in our spaces in the computer labs and Clinical Assessment Center so we plan to continue this system configuration into the next year's replacement cycle.

Web Site Migration and Creation: In 2006 the Office of Medical Education started a project to create new websites for the Dean's Office and administrative and academic departments. Quite a bit of work was accomplished the first year. In academic year 2008-09, this process continued with the development of new websites for the Academic and Faculty Affairs, Pediatrics, Research website, Surgery, Early Detection Research Network, Flow Cytometry, and Clinical Assessment Center. We greatly increased our inventory of current local images and graphics to enhance and integrate the Creighton look of our pages.

Clinical Assessment Center

The Clinical Assessment Center (CAC) saw many more changes implemented in 2008-09. The CAC continued to optimize and expand the use of electronic grading for Observed Structured Clinical Examinations (OSCE). As a result of electronic grading, clerkships will now be able to receive a detailed report on student's strengths and weaknesses in clinical examination skills. The digital upgrade of the CAC's electronic recording equipment and video archiving system continued to develop with much better picture clarity and video distribution methods. With the outstanding support of the Wiegand Foundation, the CAC was able to acquire and install three METI advanced pediatric simulators. The

simulators are now operational and training for faculty on its use is ongoing. Pediatrics has already begun integrating the simulators into their curriculum and other departments and schools are taking an interest.

Curricular Innovations/Changes

Partnership with St. Joseph Hospital and Medical Center, Phoenix, AZ: In light of the compelling social needs, our common Catholic mission and a shared tradition of academic excellence and service, it is our shared vision that a Regional Medical Campus (RMC) of CUSOM be established at SJHMC in Phoenix, AZ. This campus would:

- be the only Catholic medical school campus in the western United States
- provide an outstanding clinical education for 42 undergraduate medical students per class
- dramatically expand the impact of Creighton University and its graduates on health care and the growing physician shortage in the western United States
- establish St. Joseph’s Hospital and Medical Center as the premier academic medical center in Phoenix
- increase the size and scope of the research enterprise at both institutions
- be inspired by the shared traditions of academic excellence, devotion to service and commitment to Catholic values and traditions

The education plan was developed by leaders at both institutions and is designed to be implemented in two phases. Phase 1 consists of the development of optional third year (M3) Clerkships at SJHMC with the goal to eventually have all core clerkships available in Phoenix. Currently we have clerkships rotations in OB/GYN, inpatient Pediatrics, Internal Medicine and Ambulatory Medicine (both Internal Medicine and Family Medicine). The Surgery and Psychiatry rotations are in development. Concurrent with clerkship development, new M4 electives have been introduced as well and have been included in the Creighton student catalog. A broader selection of electives will be developed over the next few years.

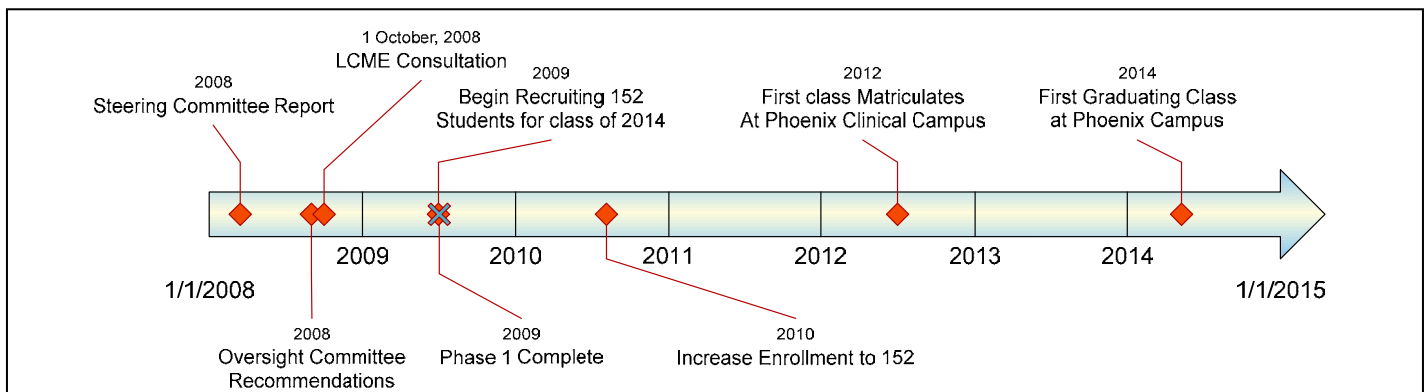


Figure 1. Proposed Timeline for Phase 2. This schematic represents a tentative schedule for creation of a clinical campus in Phoenix. Once a letter of agreement is developed (Summer/Fall 2008), the LCME can be notified and a consultative visit arranged for the Fall of 2008. Eighteen months must elapse from LCME notification and the institution of a clinical campus. During this time, plans for the physical expansion of both sites must be underway. In July of 2009, the phase 1 plans will be complete, allowing Creighton students to participate into optional clerkships and electives in all disciplines. At that time, the recruitment of the initial class of 152 will begin. The first class of 152 will matriculate in August of 2009. This class will remain in Omaha for 2 years as the Phoenix campus prepares for its first full class under phase 2. In 2011 CUSOM will undergo a regular visit from the LCME for reaccreditation. In July of 2012, the first class of 42 M3 students will arrive in Phoenix. On July 1 of 2013, the campus will grow to 84 students. The class will graduate from the Phoenix campus in May of 2014. This timeline represents an optimal sequence; the timing of events will be influenced by fundraising considerations, legal/administrative procedures, LCME accreditation issues and construction schedules.

To support these new educational programs SJHMC faculty are being appointed as CUSOM Contributed Service Faculty in their respective Departments.

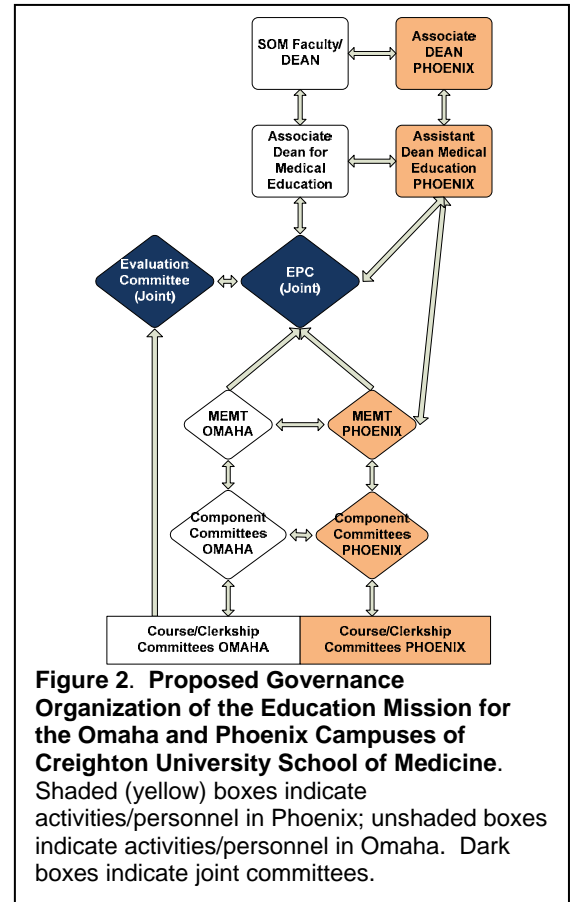
In Phase 2, a clinical campus of CUSOM would be established at SJHMC in Phoenix. Phase 2 would begin with the recruitment of a cadre of 42 students of the graduating class of 2014. These students will be admitted knowing that they will be in Phoenix for their last two years of medical school.

Formal notification of the LCME of the expansion of the class and establishment of the regional medical campus must occur at least 18 months prior to accepting these students (See Timeline in Figure 1).

The expanded physical plant on the Omaha campus will be ready for occupancy by the Fall of 2010.

A governance structure that is consistent with LCME requirements is proposed and is included in figure 2. FTE's needed for the entire program are described in Appendices 1 and 2.

The structure for management of the curriculum is shown in Figure 1. The faculty will be overseen by an Associate Dean for the Phoenix campus, who will report to the CUSOM Dean. Direct management of the curriculum will be delegated to an Assistant Dean for Medical Education, who will report to the Associate Deans as shown in figure 1. Several committees that currently manage the curriculum will be duplicated in Phoenix to ensure the smooth day-to-day operations. Thus, Medical Education Management Team, which provides administrative oversight for the day-to-day operation of the curriculum, will be duplicated in Phoenix and will be in regular communication with its counterpart in Omaha via video conferencing. The Assistant Dean for Medical Education in Phoenix will be an ex officio member of the Educational Policy Committee and will chair the Medical Education Management Team in Phoenix. The Component M3 Committee comprised of Directors of each of the clerkships and the M4 committee, comprised of representative elective directors, will be constituted on the Phoenix campus from SJHMC faculty. These committees will integrate with their corresponding committees in Omaha for quarterly meetings to ensure comparability. In addition, Clerkship Directors in Omaha will make annual visits to Phoenix to ensure comparability, to review evaluation data and patient logs and to help coordinate the joint clerkship goals, objectives and competencies. The faculty for each clerkship will be integrated and will provide didactic instruction.



Elective Offerings: 11 new electives offered by 6 different departments were added to the curriculum in 2008-09.

SOM Electives added in 2008-09

Department	Course Title	Location	Course Director
Anesthesiology	Anesthesiology Pain Medicine	CUMC	Fredrick Youngblood, MD
Family Medicine	Nutrition & Bariatric Medicine	CUMC	Birgit Khandalavala, MD
Gynecology	Applied Outpatient and Inpatient Gynecology	CUMC	J Khandalavala, MD
Interdepartmental	Healthcare and Spirituality	CUMC	Cecile Marie Zielinski, MD & Marcia Cusic, Chaplain SOM
Physical Medicine and Rehabilitation	Physical Medicine and Rehabilitation	Omaha, NE	Alicia Feldman, MD
Surgery	Ophthalmology	Veteran's Administration Hospital, Omaha, NE	Millicent Palmer, MD Sade Kosoko-Lasaki, MD
Surgery	Trauma/Acute Care Surgery Selective	SJHMC, Phoenix, AZ	Scott Petersen, MD
Surgery	Non-Cardiac Thoracic Surgery Selective	SJHMC, Phoenix, AZ	Jasmine Huang, MD
Surgery	General Surgery Selective	SJHMC, Phoenix, AZ	Raymond Shamos, MD
Surgery	Gynecologic Surgery Selective	SJHMC, Phoenix, AZ	James Balducci, MD
Surgery	Gynecologic Surgery	Chester Regional Medical Center, Chester, SC	Paul Pietro, MD

New Course Directors added in AY 2008-2009

Department	Course Number	Course Title	Course Director
Psychiatry Pediatrics	IDC 140	Behavioral Medicine I	Robert Coleman, PhD & Terence Zach, MD
Psychiatry	IDC 243	Behavioral Medicine II	Robert Coleman, PhD & Praveen Fernandez, MD
Psychiatry	IDC 244	Behavioral Medicine III	Robert Coleman, PhD & Thomas Pisarri, PhD
Pathology	IDC 207	Hematology-Oncology	Hina Naushad, MD
Medicine	IDC	IPE	Anna Maio, MD
	IDC 211	Musculoskeletal Integument	Diane Cullen, PhD
	IDC 111	Neuroscience	Shailendra Saxena, MD (co- director with Laura Bruce, PhD)
Pharmacology	IDC 105	Principles of Pharmacology	Thomas Murray, PhD

New Clerkship Directors added in AY 2008-2009

Clerkship	Clerkship Director
Pediatric	Terence Zach, MD
Surgery	Armour Forse, MD
Ambulatory Primary Care Clerkship co-director	Anna Maio, MD

EPC Action AY 2008-2009

Courses	Action
IDC 101 Molecular and Cell Biology	Increase to 9 credit hours as a result of combining MCB I and MCB II
IDC 139 Human Development & Medicine	Remove from the curriculum
IDC 140 Behavioral Medicine I (Human Development)	Implement the new 3 credit hour course
IDC 221 Multisystems Processes	Remove from the curriculum
IDC 241 Psych Dimensions I	Remove from the curriculum
IDC 242 Psych Dimensions II	Remove from the curriculum
IDC 243 Behavioral Medicine II (Psychopathology)	Implement the new 2 credit hour course
IDC 244 Behavioral Medicine III	Implement the new 3 credit hour course
IDC 290 Applied Clinical Skills	Increase to 3 credit hours

EPC Action: 85th Percentile Rule

Dr. Jeffries, Associate Dean for Medical Education reported to members of the Educational Policy Committee (EPC) that every year clerkship grades are reviewed to determine if we are best reflecting the work of our students. Celeste Hubbard in the Office of Student Affairs prepares a table of student performance. A disturbing trend was discovered in the clerkships for the last year AY 07-08: four of the clerkships had fewer than 10% honors. The clinical grades seem to be similar to previous years. The rule to get honors was to achieve the 90th percentile on the NBME shelf exam and to receive an excellent grade in the clinical part of the clerkship. This rule was set by the EPC a few years ago in response to inconsistent distribution of honors in the clerkships. The Medical Education Management

Team (MEMT) reviewed the honors criteria. The EPC voted to change the clerkship honors criteria to require a minimum of 85th national percentile on subject shelf exam to be eligible for honors in that clerkship.

Curriculum Evaluation

Evaluation Committee

During the period July 2008 - May 2009, the Evaluation Committee evaluated the following courses:

- IDC 101: Molecular & Cell Biology
- IDC 103: Anatomy
- IDC 105: Pharmacology
- IDC 111: Neurosciences
- IDC 183: The Healer's Art
- IDC 201: Cardiovascular System
- IDC 203: Respiratory System
- IDC 205: Renal and Urinary System
- IDC 207: Hematology/Oncology
- IDC 209: Gastrointestinal System
- IDC 211: Musculo-Skeletal-Integument System
- IDC 216: Endocrine/Reproductive System
- IDC 233: Infectious Diseases
- IDC 243: Behavioral Medicine II
- PDT 301: Pediatrics Clerkship

Conducted student focus groups to provide additional evaluation data for:

- IDC 101: Molecular & Cell Biology

Conducted curriculum-related surveys to provide data for:

- IDC 101: Molecular & Cell Biology Small Group Facilitators
- Class of 2010 PDA Use
- Dimensions of Clinical Medicine Survey – Classes of 2010 and 2009

OME-Facilitated Scholarly Activity 2008-09

Active Grants

“A Review of Literature on Teaching Awards.” Principal Investigator: Kathryn N. Huggett. \$2000. 2008-2009. Society of Directors of Research in Medical Education.

“Do Audition Electives Improve Competitiveness in the National Residency Matching Program?” Principle Investigator: Kathryn N. Huggett. (Co-investigators: Borges, N., Jeffries, W.B.) \$4225. 2008-2009. Central Group on Educational Affairs of the Association of American Medical Colleges.

“Development of an Assessment and Training Resource for Medical Students and Primary Care Residents to Advance the Prevention, Diagnosis and Treatment Of Methamphetamine Abuse / Dependence.” \$55,000. Principal Investigator: Eugene Barone, M.D. (Co-investigator: Kathryn Huggett, Ph.D.) 2008-2009. American Medical Association/National Institute for Drug Abuse, 5% effort.

Publications

Grayev, A., Huggett, K., Goldman, M., Chambers, J. and Knoop, F. Radiology CT Sessions as a Teaching Modality in Gross Anatomy for First-Year Medical Students. *Journal of the International Association of Medical Science Educators*. 2009; 19(1):3.

Are, C., Stoddard, H., Huggett, K., Franzen, J., Mack, A., Thompson, J. A Regional Perspective on the Attitudes of Fourth Year Medical Students towards the Field of General Surgery. *Journal of Surgical Education* (Accepted for publication December 2008).

Huggett, K.N., Warriar, R., O’Neill, S., and Maio, A. Back to School for the Teachers: A New CME Course to Enhance Teaching Physical Diagnosis. *Journal of Continuing Education in the Health Professions*. 2009; 1:77-78.

Knoop, F. Highlights From The Journal. Editorial, *Journal of the International Association of Medical Science Educators*, February 7, 2008

Knoop, F. Medical Students vs. Sleep. Editorial, *Journal of the International Association of Medical Science Educators*, December 30, 2008.

Manuscripts in Progress

Huggett, KN, Lofgreen, AS, and Jeffries, WB. Survey of Medical School Post-Graduate Evaluation Methods (manuscript in progress).

Mills, A. et al. Pulmonary Educational Intervention: Tutorial of Mechanical Ventilation and Respiratory Therapy Devices. (manuscript in progress).

Booth, S. J., L. Justement, G. Burges, and F. Knoop. A Process for the Development of Core Objective Guidelines for Teaching Medical Microbiology and Immunology (manuscript in progress).

Booth, S. J., L. Justement, G. Burges, and F. Knoop. National Guidelines for Core Objectives in Medical Microbiology and Immunology (manuscript in progress).

Local Presentations, Abstracts and Posters

Huggett, K.N. Knowing Your Learners. Summer Initiative for Teaching Excellence (SITE) in the Health Sciences, Creighton University, June 8, 2009.

Huggett, K.N. Strategies for Improving Small Group Teaching. Summer Initiative for Teaching Excellence (SITE) in the Health Sciences, Creighton University, June 9, 2009.

Huggett, K.N. "Ten things you should know about CME outcome measurement." Creighton University, November 19, 2008.

Regional Presentations, Abstracts and Posters

Huggett, KN, Riddle, J, Simpson, D, Stalburg, K, Yoder, E, Pettit, J. Models for Leading Change. Spring Meeting of the AAMC Central Group on Education Affairs (CGEA), Rochester, MN; March 28, 2009.

National Presentations, Abstracts and Posters

Ferguson, K., Capello, C., Gruppen, L., Huggett, K.N., Littlefield, J. Teaching Students to Teach. Presentation and Workshop at the Society of Directors of Research in Medical Education. Santa Fe, NM; June 16, 2009.

Mills, A.M., Morrow, L.E., Tajouri, T.H., Jarrett, J.E., Lofgreen, A.S., & Schuller, D. *Efficacy of an internet based tutorial to teach invasive and non-invasive ventilation: A randomized controlled trial.* Poster Presentation. American Thoracic Society International Conference, San Diego: May 15-20, 2009.

Scofield, M, Bockman, C, Huggett, K, and Abel, P. Problem-based teaching in a large classroom setting for on-campus and off-campus students. Annual Meeting of the American Society for Pharmacology and Experimental Therapeutics, New Orleans, LA, April 18-22, 2009.

Huggett, K. Context Matters: Forces for Change in Medical Education. Spring Meeting of the AAMC Council of Academic Societies, Charleston, SC; March 7, 2009.

Huggett, K.N., Lofgreen, A.S. and Jeffries, W. B. "Methods to Obtain Feedback on the Performance of Recent Graduates: A Survey of U.S. Medical Schools." RIME Poster at the Annual Meeting of the AAMC, Group on Educational Affairs, San Antonio, TX, November 3, 2008.

Huggett, K.N., Shadle-Cusic, M., Crane, M., Lofgreen, A.S. and Jeffries, W. B. "Cultivating Knowledge and Attitudes about Human Spirituality and End-of-Life Care: Results of a Pilot Curriculum." RIME Poster at the Annual Meeting of the AAMC, Group on Educational Affairs, San Antonio, TX, November 3, 2008.

Ferguson, K., Daniel, A., Huggett, K.N., and Packard, C. Creative Ways to Teach and Assess Teamwork Skills. Presentation/Workshop at the Society of Directors of Research in Medical Education. July 7, 2008.

International Presentations, Abstracts and Posters

Huggett, K., Kavan, M. and Jeffries, W. The Summer Initiative for Teaching Excellence (SITE) in the Health Sciences. The Association for Medical Education in Europe Annual Conference, Prague, Czech Republic,

September 1, 2008.

Jeffries, W.B., Lofgreen, A., Kavan, M.G., and Huggett, K.D. Student Attitudes about Podcasting in the Medical Curriculum. The Association for Medical Education in Europe Annual Conference, Prague, Czech Republic, September 1, 2008.

Knoop, F., J. Scott and U. Streips. "How to Publish Educational Research." 12th Annual Meeting, International Association of Medical Science Educators, University of Utah School of Medicine, Salt Lake City, UT, July 29, 2008.

Streips, F., F. Knoop and J. Scott. "Strategies for Getting your Education Research Papers Written and Published." Faculty Development Course, 12th Annual Meeting, International Association of Medical Science Educators, University of Utah School of Medicine, Salt Lake City, UT, July 26, 2008.

Knoop, F. "Publication Committee Report." Board of Directors, 12th PreSession Meeting, International Association of Medical Science Educators, University of Utah School of Medicine, Salt Lake City, UT, July 24, 2008.

Student Research Presentations Supported

The Office of Medical education sponsored eight students to present their research at scientific meetings in academic year 2008-2009.

Other scholarly activity:

Consultation/Educational Research Collaboration

- **Medical Student Research Projects**
 - Brian Hanson, M4: Agenda Setting Tool for Patient Visits to Clinic
 - Mary Andrews, M4: Comparison of Teaching Evaluations of Basic Science and Clinical Faculty
- **Office of Student Affairs - Vital Signs Mentoring Program Surveys**
 - Phase I: Start of Fall 2008 Semester
 - Phase II: End of Fall 2008 Semester
 - Phase III: End of Spring 2009 Semester
- **Office of Continuing Medical Education (CME)**
 - CME assessments of Obesity 360° Conference (Dr. B. Khandalavala)
 - Survey of Faculty Development and CME Course Interests (Drs. Huggett, O'Neill and Chatterjee)
- **Department of Family Medicine:**
 - Views of Life Survey (Dr. Guck)
 - Dental School Curriculum Survey (Drs. Barone, Huggett and Westerman)
- **Department of Medicine:**
 - Resident Clinic Survey (Dr. Maio)

- **Department of OB/GYN:**
 - CUMSOGS Survey (Dr. Fleming)
- **Department of Pediatrics:**
 - Clinical Medical Education's Impact on Students' Career Choice (Dr. Yagmour)
- **Department of Radiology:**
 - Survey of Radiology During First Year Anatomy Course (Drs. Grayev and Knoop)
- **Journal of the International Association of Medical Science Educators (JIAMSE) Survey on readership (Drs. Huggett and Knoop)**
- **International Health Questionnaire**
 - Drs. Heaney, Jeffries and Kavan
- **CUSOM Development of Clinical Skills Competencies**

Awards and Distinctions

Floyd C. Knoop, Ph.D. Program Chair, Educational Strategies Workshop, Association of Medical School Microbiology and Immunology Chairs, Myrtle Beach, South Carolina, May, 2008
Associate Editor, *Journal of the International Association of Medical Science Educators*
Board of Directors, International Association of Medical Science Educators, 2008
Representative, American Society for Microbiology, USMLE Meeting, Peter Scholes, M.D., Vice-President, National Board of Medical Examiners, Washington, D.C., 2008

Research Peer Review Activity

Grant Reviewer (Dr. Huggett):

NBME Edward J. Stemmler, MD Medical Education Research Fund

Journal Reviewer (Dr. Huggett):

Advances in Health Sciences Education
Medical Education Online
The Journal of the International Association for Medical Science Educators

Other Peer Review Activity (Dr. Huggett):

Reviewer for AAMC GEA session proposals

Service to the University

University Assessment Committee (Huggett)

Creighton University Ed.D. Degree Proposal Working Group (Huggett)

Carnegie Life of the Mind Faculty Seminar, Facilitator (Huggett)

University Committee on the Status of Women, Treasurer (Lofgreen)

Interviewer for Creighton University School of Medicine Admissions (Huggett)

Public Honors and Events Committee (Martin)

Institutional Biosafety Committee (Knoop)

Chair, Committee on Leaves and Sabbaticals, School of Medicine (Knoop)

Copier and Printer Committee, Creighton University (Knoop)

Rank and Tenure Committee, School of Medicine (Knoop)

Graduate Board, Creighton University (Knoop)

Faculty Development

Course Directors' Meeting – Components I and II

June 11, 2009

The purpose of the meeting is to welcome new course directors, discuss common course management issues, review faculty development resources, and plan for the next academic year. (Huggett, Knoop, Pisarri)

Summer Initiative for Teaching Excellence in the Health Sciences (SITE)

June 8-9, 2009 (7 participants)

SITE is a two-day, intensive workshop to improve teaching, assessment, and educational scholarship.

Faculty Development Conferences

January 30, 2009

Time Management Skills for Busy M.D.s
Presented by Kathryn Huggett, PhD

January 29, 2009

Creating Effective PowerPoint Presentations for Teaching
Presented by Alice Smith, MS

June 24, 2008

Personal Response System (PRS) Demonstration
Presented by Alice Smith, MS

Fall 2008 IAMSE Web Seminar Series

October 1	Longitudinal Evaluation of MD Student Progress at McMaster
October 8	Assessments that Matter: Beyond Knowledge and Recall of Factual Information
October 15	Principles That Drive Innovation in Assessment and Evaluation
October 22	Evaluating Learning in the Classroom
November 12	Applying Principles of Continuous Quality Improvement in the Course Evaluation Process
November 19	Students' Perspective on Assessment

Spring 2009 IAMSE Web Seminar Series

March 4	Professionalism and Communication Skills
March 11	Scientific Integrity and Professionalism Instruction Using Problem-Based Learning
March 18	Assessment of Professional Behavior
April 8	The Teacher-Student Relationship Boundaries: Professionalism Applied
April 15	Professionalism and Medical Education's Hidden Curriculum
April 22	The Role of Peers in Promoting Professionalism