



# School of Medicine

## Undergraduate Medical Education Office



***“To improve is to change; to be perfect is to change often”***

***Winston Churchill***

*by Ann Shaw, M.D., M.A. Senior Associate Dean for Medical Education*

Changes are underway in the Undergraduate Medical Education Office (UME), and I am pleased to share highlights with you in our biannual newsletter. We are excited to introduce our newest additions to the UME Office. Erica Sutton, M.D., is the Assistant Dean for Clinical Skills Curriculum and Steve Ellis, Ph.D., is the Assistant Dean for Basic Science Education. Susan Sawning, MSSW, is the new Research Director of the Undergraduate Medical Education Office. Laura Landes joins our office as a Research Grants Coordinator. Ashley Kniebbe joined the office as Program Coordinator, and is assisting course and clerkship directors, faculty, staff, and students with LCMS+ (RedMed), New Innovations, and ExamSoft; and Heather Moore as Educational Program Committee (EPC) Coordinator. The Academic Technology Office welcomed several new employees: Tim Bickel, the Telehealth Director for the University of Louisville; Mark Strickland, Database and Web Applications Developer; and Josh Reynolds, as Student and Faculty Support Services Technician.

Our faculty and staff have worked extremely hard to bring change to both our physical space, and to the curriculum in the first two years. The Curriculum Advisory Subcommittee, under the direction of the Educational Program Committee, worked diligently to implement our new Year 1 integrated curriculum roll out in August. We applaud all involved in making these changes and the incredible amount of work dedicated to this endeavor. We are in the process of fine tuning Year 1, as well as turning our attention to developing a fully integrated Year 2 curriculum for AY 2015-16. Our action plans were approved by the LCME on October 7. The Liaison Committee on Medical Education (LCME) team will be visiting our school May 10-13. We are on schedule as we prepare for our site visit. McMaster University faculty provided Problem-Based Learning Faculty Development Sessions on *December 4th and 5th*. Sessions were well attended.

The Undergraduate Medical Education Office hosted three speakers for Health Sciences Campus Education Grand Rounds. Dr. Gunderman spoke on “The Missing Ingredient in Curriculum, Methods, and Assessment,” Dr. Davis on “A Leader's Role in Addressing LGBT Health,” and Dr. Youngson on “Hope for Healthcare.” If you missed these talks, you can go to RedMed under *Faculty Development* to access the tegrity links. Three researchers were awarded the Ruth Greenberg

Award for Excellence in Medical Education Research at Research! Louisville. UofL School of Medicine was well represented at the Association of American Medical Colleges (AAMC) Annual Meeting. Three posters were presented at the Medical Education meeting, and three presentations at the Learn Serve Lead Conference.

The Standardized Patient Clinic increased its instructional space from eight exam rooms to twelve and included a note-writing space. The Paris Simulation Center has been focusing on technologies that are growing in use in medical practice. They have purchased several small handheld ultrasound units and a new piece of software to help students with diagnostic reasoning skills with access to more than 200 Virtual Patient cases via a web portal called i-Human <http://www.i-human.com/>.

This is an exciting time in the Undergraduate Medical Education Office and we are pleased to share some of the changes we have accomplished together. With the hard work and dedication of our faculty and staff, we will continue to move forward while striving to train our students in the most effective way to become competent and compassionate physicians.



# Curriculum Update



*Amy Holthouser, M.D.  
Assistant Dean for  
Undergraduate Medical  
Education*

The new integrated Year 1 curriculum is off to a very successful start! The CADE course (Clinical Anatomy, Development, and Examination) ended a few weeks ago and was highly praised by students as an innovative, well integrated, and challenging course that inspired critical thinking and synthesis of concepts. Course directors Charles Kodner, Rodica Turcu, and Yuki Kuwabara worked tirelessly to ensure an outstanding experience for students, and above-expected outcomes on the custom NBME shelf exam, in-house assessments, and student evaluations confirm that this course was a tremendous success. Teaching methods included Softchalk cases, flipped classroom sessions, small group integrative cases, laboratory dissection, and standardized patient clinic teaching to integrate the essential concepts of Human Embryology, Gross Anatomy, and the clinical physical examination into a cohesive whole for students. Kudos to the dedicated faculty and students who made this course a flagship for our integrated first year curriculum!

Students completed the second integrated course of first year, the Foundations: From Molecules to Organs course, directed by Steve Ellis, Rita Colella, Jeff Falcone, and Robert Lundy. This 6-week course integrated the foundational concepts of Histology, Cell Biology, Medical Genetics, Physiology, Neuroscience, and Biochemistry into a journey that required students to build from the molecular level to the functional organ level. Foundations used small group, in-class large group, online module, and case-based learning to require students to apply these concepts to critical thinking problems. Assessments were based on in-class

quizzes and integrated in-house examinations that required students to use and combine concepts across all disciplines and reason through complex problems and cases. This labor of love is the product of over a year of planning by the course directors and faculty, and sets the stage for the Normal Body Systems set of courses in the spring semester.

This spring will also launch the Problem-Based Learning curriculum in both Year 1 and Year 2, which will require that students use all of the requisite skills for self-directed learning: identify their knowledge gaps, independently research information and synthesize a useful presentation to their peers and faculty, and give and receive feedback on the quality of their work and the validity of the sources used. This initiative will pair 10 medical students with a faculty member for serial meetings over the entire semester and yield significant feedback to students about their abilities as scientists and medical problem-solvers that will sharpen these skills prior to full-time care of patients in the clinical clerkships. Cases used will be complex and based on the organ system under study, requiring students to reach beyond material taught in the classroom and use scientific and deductive reasoning as a group to reach a conclusion.

Of course, in the midst of launching our integrated Year 1, intensive work is being accomplished by the Integration Subcommittee to design a fully integrated Year 2 scheduled to launch Fall 2015. The Microbiology/Immunology, Pharmacology, Introduction to Clinical Medicine, Clinical Neuroscience, and Pathology course directors and faculty are meeting every Friday afternoon for several hours to discuss and integrate content into modular, organ-based curriculum. This new curriculum will be focused around a series of cases that integrate all of the relevant concepts from each discipline and require students to make decisions about the next steps in evaluating the

patient under consideration, explaining the clinical findings of each case, and predicting which treatments will be most beneficial based on their mechanism of action and other issues at hand. Although smaller format exams and quizzes will be used within each modular, interdisciplinary course, at least 4 large-format exams similar to the current Block exams will be given approximately quarterly to ensure students are exposed to testing environments and duration similar to that expected for Step 1 of the USMLE.

Meanwhile, preparations and updates throughout the school's curricular management and review processes, Educational Program Committee (EPC) and subcommittees, and curriculum infrastructure continue to respond to the LCME standards and the upcoming visit in May 2015. Each EPC and M1-2 and M3-4 meeting herald intense discussion and updates "from the front" as our school readies to demonstrate that we now surpass the standards under scrutiny as we continue to offer an excellent, innovative, and integrated medical school curriculum in an atmosphere of support and collegiality with each other and our students.



*Tonya Hockenbury, UME  
Program Coordinator,  
provides administrative  
support to the Senior  
Associate Dean and  
Assistant Dean for  
Undergraduate Medical  
Education as well as  
staffing EPC subcommittees; M1-2 and  
Integration Committee.*

*For questions contact Dr. Holthouser at [amy.holthouser@louisville.edu](mailto:amy.holthouser@louisville.edu)*

# ***New Faculty Additions to the UME Office***



***Erica Sutton, M.D., Assistant Dean for Clinical Skills and Medical Education***

Dr. Erica Sutton is the new Assistant Dean for Clinical Skills Curriculum. She is charged with creating, coordinating, and delivering an integrated four year clinical skills training and assessment program. Dr. Sutton joined the Undergraduate Medical Education Office in 2013 as the Medical Director of the Paris Simulation Center where she is working to provide simulation enhanced learning throughout the four year curriculum.

Dr. Sutton is a 2001 graduate of Johns Hopkins University School of Medicine in Baltimore, Maryland. In 2005 she completed her Post Doctoral Fellowship on a NIH sponsored grant: Interdisciplinary Training in Violence Research with Johns Hopkins University Schools of Nursing, Medicine and Public Health in Baltimore, Maryland. She completed her post graduate training in Surgery in 2008 at the University of Maryland School of Medicine. In 2010 Dr. Sutton completed a Fellowship in Minimally Invasive Surgery at the University of Maryland School of Medicine Department of Surgery, in the Division of General Surgery. Dr. Sutton is married to Dr. Brad Sutton, Assistant Professor of Medicine, Assistant Dean for Health Strategy and Innovation at the University of Louisville School of Medicine, and they have two children.



***Steven Ellis, Ph.D. Assistant Dean for Basic Science Education***

Dr. Steven Ellis is the new Assistant Dean for Basic Science Education. He is charged with the coordination, integration, and optimal delivery of basic science content in the medical curriculum that serves as the foundation for modern medical practice. Dr. Ellis is a Professor in the Department of Biochemistry and Molecular Biology at the University of Louisville School of Medicine.

Dr. Ellis received his PhD in Biochemistry in 1983 from the University of Iowa in Iowa City, Iowa. For much of his career, Dr. Ellis' research efforts have focused on ribosome biogenesis. In 2004, he turned his attention to the inherited bone marrow failure Diamond Blackfan anemia, which is the prototype for a new class of human diseases referred to as ribosomopathies. Dr. Ellis is part of an interdisciplinary group of investigators that draw on patient resources coordinated by North American and Italian Diamond Blackfan Anemia Registries to understand the molecular underpinnings of the disease. Dr. Ellis also collaborates with numerous other investigators worldwide in efforts to improve the quality of life of patients and families affected by Diamond Blackfan Anemia. Dr. Ellis is the Research Director of the Diamond Blackfan Anemia Foundation and serves on the scientific advisory board of the Daniella Maria Arturi Foundation.

Dr. Ellis has an interest in bringing innovative teaching modalities to the medical school curriculum. As part of the HSC-Delphi Faculty Development Partnership Dr. Ellis presented, "Leveraging the Flipped Classroom as Pedagogical Tool in Health Science Education," and shared alternative strategies for delivering electronic content and in-class activities in a flipped classroom setting.

## ***1st Year Medical Students Reflect on Curriculum Changes***



***Tyler de Witt, 1st year medical student***

When we were informed that the class of 2018 would be the School of Medicine's pioneers with regards to experiencing a new, integrated curriculum my reaction was one of excitement; sure, no school necessarily brandishes a badge of probation with exuberant pride, but with a shifting horizon comes a shifting light, one that can be shaped to better suit student and faculty needs to illuminate lessons learned to create a better future.

As we wrap up our first trial on the course of integration, I can attest to incredible efforts by our faculty and, all things considered, results that reflect their efforts. The integration of clinical anatomy, embryological development, and physical exam methods added a novel depth to each constituent pillar of what we've all come to know as "CADE." With this depth, I felt my understanding of the human body, its origins, and how to subtly and gently test for pathology have begun to create a more three dimensional picture of a complex machine that requires extensive knowledge and extensive networks of health professionals to provide care for; our individual case studies, our collaboration with senior students and faculty, and the expectation that we understand a more three dimensional body lend to this understanding. Though our curriculum will remain dynamic until finding an optimal foundation, I'm proud to say that we've been a part of the first step that will forever change and work to define our school's educational program.



***Katherine Yared, 1st year medical student***

The CADE small group is a two hour session in which student teams present a case scenario they have researched, focusing on key clinical features, anatomical abnormalities, embryological/developmental processes, and physical exam findings related to the case. Included is an active learning component which requires groups to create a question related to the aforementioned topics or any clinical treatment of the case, research the question, present the findings, evaluate the sources referenced, and obtain formative feedback from the attending or resident proctoring the session. One of the positive aspects of the CADE small groups is getting to know classmates and faculty. Group research projects can be daunting, but the CADE small group facilitates teamwork and gives us opportunities to learn how to research clinical cases effectively. Not only do we get to know our teammates, but we also get two hours of face time with experienced providers and the chance to pick their brains about being medical professionals. This is an opportunity to create networks for future shadowing and preceptorship experiences. Such contact with our faculty and volunteer leaders is invaluable in shaping the first year curriculum.

The assigned cases of the CADE small groups often describe rare conditions or unusual presentations. For first year students, the information can be challenging to sift through and understand. But everything is relevant: the cases are carefully chosen to incorporate the three aspects of our CADE course. This integration has been a major concern of the new first year curriculum at the School of Medicine, and it has occurred seamlessly in terms of affecting our ability to understand important concepts and learn what's necessary to succeed as medical students. However unusual the cases may be, they help us understand how to approach patient conditions from multiple perspectives. And happily, they're interesting! A great way to introduce the kind of work we will be doing in the future.

# Curriculum Evaluation Update



*Leslee Martin, M.A.,  
Director of Medical  
Education*

This is an exciting, busy time for the UME Evaluation Team. With the new first-year curriculum underway, the Evaluation Team is administering surveys after each major exam and at the end of each full course in order to gauge how the new integrated curriculum is being received by students. First-year students find course content to be well integrated across topics, which is great news for our curriculum! At the end of each block exam, we are surveying second-year students to collect baseline data that will be used to evaluate the success of the redesigned 2015-2016 second-year curriculum.

In addition to student surveys, qualitative data from monthly first- and second-year college student lunches is being collected and reported back to Course Directors. All of these measures help the EPC and the Course Directors respond more promptly to student concerns.

The EPC has established a new subcommittee, the Evaluation and Assessment Subcommittee, to handle annual course and clerkship reviews and review of competency domains. The Evaluation and

Assessment Subcommittee had its first meeting in November, and is chaired by Leslee Martin and includes four basic scientists and four clinical faculty members. Paul Klein, Evaluation Specialist, and Susan Sawning, Research Director for UME, also serve on the committee; along with one student from each year of medical school. In addition, student course representatives will be invited to meetings when their respective courses are reviewed.



*Paul Klein, Ph.D.,  
Evaluation  
Coordinator  
continues to collect  
evaluation data on  
medical school  
courses and faculty,  
and prepares statistical analysis and  
reports for the EPC. Paul also  
serves as an evaluator of annual  
course and clerkship reviews.*



*Heather Moore, B.A.,  
joins the UME Office  
as the EPC  
Coordinator. Heather  
is assisting the UME  
office faculty and staff  
with EPC Policy and  
Procedure implementation as set by  
the LCME for the School of  
Medicine. Heather previously  
worked at the Catholic Education  
Foundation, as Director of the  
Annual Fund. She has a Bachelor's*

degree in Psychology from the University of Louisville.

*For questions contact Leslee at [leslee.martin@louisville.edu](mailto:leslee.martin@louisville.edu)*

## *Using Technology to Enhance Undergraduate Medical Education*



Amy Kiper, B.S., Curriculum Management Information Systems Coordinator, along with the help of Ashley Kniebbe, B.S., Program Coordinator, are working diligently to coordinate the following curricular programs in UME.

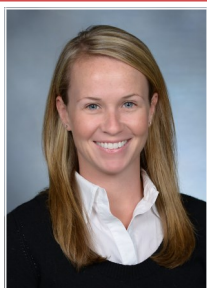
**RedMed Curriculum Management System** - RedMed is the online database that manages all of the day-to-day tasks necessary for teaching in the medical curriculum. Proper use of RedMed supports compliance with LCME standards, which is necessary for maintenance of accreditation.

All preclinical and clinical teaching faculty are in the process of posting their teaching materials, as well as their learning objectives in RedMed and are linking these objectives to the SOM objectives. The student course calendar and all required preclinical courses and clerkships are posted on RedMed. All SOM students and faculty have free access to the entire database to improve the coordination and cohesiveness of the curriculum. This allows central tracking of course hours as well as review of courses and clerkships.

**New Innovations** - New Innovations is an online evaluation program that manages clinical evaluations of students, residents, and fellows at the SOM. This program was recently purchased so clinical evaluations could be completed electronically both by faculty and students. New Innovations is also used to track all required clinical diagnoses and work hours across third year clerkships.

**ExamSoft** - ExamSoft is a highly secure online testing program used exclusively in the first and second year of medical school. This program generates summary reports for each student to show them how they performed within each discipline/category within an exam. Extensive work has been put into these reports and the students benefit by understanding where their strengths/weaknesses are.

For questions contact Amy at [amy.kiper@louisville.edu](mailto:amy.kiper@louisville.edu)



### ***Ashley Kniebbe, B.S., Program Coordinator***

Ashley Kniebbe joined the UME Office as a Program Coordinator. She is assisting course and clerkship directors, faculty, staff, and students with three critical systems of information – the curriculum management system (LCMS+/RedMed), the evaluation program (New Innovations), and the testing program used for first and second year medical students (ExamSoft). These programs play key roles in the School of Medicine's LCME accreditation process and status.

Ashley has a degree in Exercise Physiology from the University of Louisville. Ashley comes to UofL from a small local company where she worked as an Administrative Assistant. Prior to that, she worked for Goodsam Enterprises in the Marketing Department as a Marketing Analyst.

### ***Laurie Harris, Unit Business Manager (not pictured)***

Laurie Harris, Unit Business Manager, manages the business operations of the Undergraduate Medical Education Office, including the Curriculum & Evaluation Office, Standardized Patient Program, Paris Simulation Center, Office of Academic Technology, and UME Research.



## University of Louisville School of Medicine Distinction Track Program

UofL has four distinction tracks: Business and Leadership, Global Health, Medical Education, and Research. The Distinction Track is overseen by an Advisory Committee, chaired by Dr. Ann Shaw. Committee members include faculty and staff, Greater Louisville Medical Society representatives, community leaders, and a medical student. The program was created to provide students with

opportunities to focus on areas in medicine for which they have a passion and to increase the number of students choosing a career in academic medicine. Successful completion of Distinction Track requirements are noted on the student's official transcript and in the MSPE letter for residency application. Shelley Gibson, M.A., Director of the Distinction Track Program, coordinated the *Distinction Track Lunch and Learn* for first year students on October 13th, with 82 students in attendance. Track directors were present to give brief descriptions of each track followed by a panel composed of directors and students who are currently in each of the four tracks. Students must be in good standing to apply and may only be enrolled in one track. All tracks (except the Research track) sent out applications on December 1<sup>st</sup> and students will return applications by January 9<sup>th</sup>. Interviews will take place over the next 3 weeks and applicants will be notified on January 30<sup>th</sup>. The Research track does not accept applications until August of the students' 2<sup>nd</sup> year, after the students have had an opportunity to participate in the *Summer Scholar Research Program*. Approximately 20% of medical students are enrolled in a distinction track.

For questions contact Shelley at [shelley.gibson@louisville.edu](mailto:shelley.gibson@louisville.edu).



## UofL Medical Student to Present at National Pediatrics Meeting

By Jill Scoggins, HSC communications and marketing

With colleagues from Columbia University, Northwestern University, George Washington University, Jefferson Medical College and UofL, Alexander Thai presented results from the study, "Cost Effectiveness of Implementation of Point-of-Care Ultrasound in a Pediatric Emergency Department," at the American Academy of Pediatrics National Conference and Exhibition in San Diego on October 10, 2014. Thai, a third year medical student who also is a second lieutenant in the U.S. Air Force – is enrolled in the UofL School of Medicine's Distinction Track Program, in Business and Leadership. The Business and Leadership Track is directed by [In K. Kim, M.D.](#), and [Brad Sutton, M.D.](#), The [Distinction Track in Business and Leadership](#) prepares medical students with a vital set of economic and business skills along with their medical education, integrating business instruction with the medical curriculum throughout the four years of medical school.

"It's highly unusual for a medical student to be presenting a platform presentation," Kim said. "Approximately 90 abstracts are submitted to the section of pediatric emergency medicine each year, and only 14 are accepted for platform presentation. It's a great honor for a faculty member or fellow to be accepted at the platform level. I can't remember seeing a medical student on the platform in the past 15 years, and I don't think a medical student has ever presented who is leading a multi-center collaboration."

## What's New in UME Research



Susan Sawning, M.S.S.W.,  
Research Director

The Undergraduate Medical Education Office welcomes Susan Sawning as the new Research Director. Susan entered the field of medical education research in 2002 upon graduating from Columbia University and completing a research internship at the Social Intervention Group, a multidisciplinary research center at Columbia University that focuses on developing evidence-based, sustainable solutions to co-occurring issues affecting vulnerable populations. Susan helped create the UofL Medical Education Research Unit (MERU) in 2002, and was the Director from 2002-2005. Susan moved to Chapel Hill, NC in 2005 and worked at UNC-CH School of Medicine's Office of Medical Education where she managed various medical education research initiatives. There she worked with the Duke University and UNC-CH Interprofessional Patient Safety Education Collaborative, the Cecil G. Sheps Center for Health Services Research, and oversaw several federal and foundation grants.

Susan is excited to be back in Louisville and has two children. Her husband, Martin T. Hall, PhD, is an Assistant Professor in the Kent School of Social Work. Susan desires to improve clinical outcomes through medical education. Her goal is to increase the visibility of the UofL SOM UME Office locally, regionally, and nationally, and to increase collaboration within and across campuses, schools, and departments.



Laura Landes, M.Ed., joins our office as the Research Grants Coordinator in a shared position with Graduate Medical Education and Continuing Medical Education. She performs funding searches, develops funding resources, and assists with proposal development to support the education and research endeavors of the three offices. Laura previously worked in the Research Office in the College of Education and Human Development as a Program Coordinator Senior for 3 years. Laura received a bachelor's degree in Economics from Smith College, a Master's in Education from the University of Louisville, and a Master's in Teaching from Bellarmine. Before working at UofL, she was a teacher at North Oldham Middle School.



Emily Carr, M.A., Research Coordinator, continues to support UME Office research initiatives by

coordinating research studies, IRB applications, literature searches, and planning Health Science Educator Grand Rounds.



Craig Ziegler, ABD, Statistician, continues to provide data analysis support to UME Office research initiatives in a shared

position with Graduate Medical Education.

Our research team continues to partner with others on various projects such as iCOPE: The Interdisciplinary Curriculum for Oncology Palliative Care Education and The University of Louisville LGBT Health and Wellness Competency Certificate Program. We continue to offer medical education research faculty and staff development opportunities and have created a monthly UME Journal Club. In addition, under the *RedMed UME Faculty Development* tab, faculty can access resources related to research, feedback and evaluation of students, upcoming faculty development sessions, self-directed learning and other medical education related topics. They can also view Tegrity recordings of previous *Educator Grand Rounds*. Additionally, a UME Research Steering Committee has been established to discuss future research, grant, and faculty development initiatives.

For questions contact Susan at [susan.sawning@louisville.edu](mailto:susan.sawning@louisville.edu)



# What's New in The Academic Technology Office



*Kent Gardner, Director of Instructional Technology, Academic Technology Office*

currently building the Administrative database for Medical Administration. He is also working with Michael Kiebler in the Dean's Office to develop an online form for student service learning. This will be connected to a database he is coordinating with Kelli Dunn, Senior Associate Dean for Statewide Initiatives and Outreach, as a way to document all services provided by students, faculty, and staff to support Kentucky, and our local community. Mark's office is in the second floor of the K-Wing.

space in the Instructional Building. He has continued to excel since his promotion, and officially heads up the team consisting of Robert Peck, Multimedia Technician II, and Steve Clemons, Instructional Technology Consultant, in their work to provide quality learning spaces support physically and virtually.

*For questions contact Kent at [kent.gardner@louisville.edu](mailto:kent.gardner@louisville.edu)*

The Academic Technology Office (ATO) welcomes Tim Bickel,



Telehealth Director for the University of Louisville. Tim has been with the University longer than everyone else in the ATO, but had been reorganized out of

the University and into UofL Physicians for a number of years. As of July 1, Tim rejoined the University in the UME Office. Tim coordinates Grand Rounds, teaching to our Trover campus, and directs Telehealth consultations by physicians with patients around the state. Tim is located on the first floor of the Ambulatory Care Building.



Josh Reynolds is the newest member of the ATO. Josh previously worked at the School of Education and Human Development

for over 10 years. Josh is the student and faculty support services technician, and will be assisting with Tier 1 desktop support issues for UME. Josh is already making an impact by enhancing the services provided to our students, and we look forward to excellent student satisfaction survey results in our continued efforts to improve services for our students.



*Steve Clemons  
Instructional Technology Consultant*



*Robert Peck  
Multimedia Technician II*



Mark Strickland, B.A., is our new database and web applications developer, and we are excited to have him join our office. Mark is



David Aylor, B.S., was recently promoted to Assistant Director of Learning Spaces. David deserves a lot of the credit for the renovated instructional

## What's New in the Standardized Patient Program



Carrie Bohnert, M.P.A.,  
Director of the  
Standardized Patient  
Program

The SP Clinic is expanding its space and its activities. In August and September, we increased our instructional space from eight exam rooms to twelve, and added a debriefing/note-writing space. The new space is fully connected to our audiovisual system, allowing us to utilize the new exam rooms for high stakes encounters. In response to the need for additional clinical skills practice, the Psychiatric clerkship has expanded its SP-based simulation to include a Step 2 CS-style patient encounter. The OB/GYN clerkship is incorporating SP-based simulation for the first time ever, providing a refresher lab on the well woman exam with gynecologic teaching associates and two Step 2 CS-style patient encounters. The Family Medicine and Pediatrics clerkships continue to offer Step 2 CS-style encounters, and the Neurology clerkship continues to use SP-based simulation for its orientation and a final exam. A record number of students are requesting guidance as they prepare for the Step 2 CS exam.

To accommodate demand, the SP Program has increased its CS practice sessions from 6 in 2013 to 10 in 2014.

Outside clients continue to stream into the SP Clinic. Relationships are now in development with Sullivan University's Pharmacy and Physician Assistant programs, and University of Kentucky's Nurse Practitioner program. They join a growing list of outside partners who utilize U of L's SPs to provide clinical simulation for their learners.



Mimi Reddy, M.S., SP Assistant Director, continues to advance the SP program by using her expertise in adult education to monitor the quality of the student-SP relationship.



Meg Samples, B.A., SP Coordinator, supports the SP program by streamlining business practices and promoting healthy relationships with our partners.



Mary Carter, M.D., Ph.D., continues to serve on the CSE-3 Committee and is key statistician for CSE-3 data analysis, case validation, and data reporting to students. As the Assistant Director of the Distinction in Global Health (DIGH) track, she is working hard to establish DIGH infrastructure and standard

operating procedures while actively mentoring track students in their research and scholarly projects.

For questions contact Carrie at [carrie.bohnert@louisville.edu](mailto:carrie.bohnert@louisville.edu)



## What's New in the Simulation Center



Kevin Martin, B.S.,  
Director of Operations,  
Paris Simulation  
Center

The Simulation Center has been focusing on ultrasound use and interpretation. We recently purchased several small handheld units and a link to ultrasound training modules can be found on our classroom computers. Sonosim training handles are now available for hands-on practice <http://sonosim.com/>. The Sonosim program has a variety of patient pathologies for practicing multiple types of procedures and has the potential to take a user from novice to expert.

In order to help students with diagnostic reasoning skills, the Simulation Center has obtained access to over 200 Virtual Patient cases via a web portal called i-Human <http://www.i-human.com/>. The cases were created by medical schools across the country and include interactive virtual patients, along with sound medical content. Students take a patient history and note complaints in the patient's chart and they can also perform a physical exam of the patient while noting any abnormal findings. Students can order tests to confirm

or disprove suspected causes and then are required to make a diagnosis/treatment plan. At each step, case progress is assessed and compared to a case completed by an expert. The software will let the student know where they scored correctly or incorrectly. This is an excellent tool to help students prepare for standardized patient encounters or to test medical reasoning skills. In the future, we hope to get feedback on cases that could be included in core curriculum content.



Erica Sutton, M.D., Clinical Director, is one of the key physicians working with the *Surgery on Sunday Program*, a program that helps to provide surgical help to the needy, and we are pleased to have her expertise.



Stuart Crawford, B.S., Simulation Center Technician, continues to assist with our new tools and gives insight into how simulation can be integrated into existing and new learning objectives.



Melodee Toles, M.P.H., Simulation Center Coordinator, has been working diligently with the *Surgery on Sunday Program*. Go here to read about this important program: <http://www.jhsmh.org/About-Us/JHSMH-News-Center/>

[News-Article/ID/1656/KentuckyOne-Health-Extending-Participation-in-Surgery-on-Sunday-Program-to-Jewish-Hospital-in-Louisville.aspx](http://www.kentuckyonehealth.com/News-Article/ID/1656/KentuckyOne-Health-Extending-Participation-in-Surgery-on-Sunday-Program-to-Jewish-Hospital-in-Louisville.aspx)



Rana Latif, M.D., continues to provide the Simulation Center expertise in airway simulation and his work includes conducting research with medical students.

For questions contact Kevin at [kevin.martin@louisville.edu](mailto:kevin.martin@louisville.edu)





## **2014 AAMC ANNUAL CONFERENCE PRESENTERS**

### **Medical Education Meeting-November 6-7**

***Institutional Climate and Medical Students' Perceptions of their Attitudes, Needs, and Skills in the Conduct of Research: Does Gender Matter?*** Presenters: Carol L. Elam, Craig H. Ziegler, Karen H. Miller, Linda J. Dunatov, Susan M. McDowell, Michael L. Rowland

***Using Mixed Media to Teach Cultural Competency.*** Presenters: Karen Hughes Miller, V. Faye Jones, Pradip Patel, Michael L. Rowland

***Reflective Narrative for the Enhancement of Interpersonal Communication & Emotional Empathy.*** Presenter: Lori Wagner

### **AAMC Learn Serve Lead Meeting-November 7-11**

***Utilizing Interdisciplinary Partnerships to Address Curriculum Gaps in LGBT-related Content: The University of Louisville LGBT Health and Wellness Competency Certificate Program.*** Presenters: Stacie Steinbock, Rachel Croley, Susan Sawning, M. Ann Shaw, Toni Ganzel

***Creation of a Distinction Track in Business and Leadership.*** Presenters: In Kim, Brad Sutton

***Surviving and Thriving with a New Leader.*** People in Medicine and Science moderated panel discussion. Panel member: Toni Ganzel



# Awards Spotlight

*SP Program Director, Carrie Bohnert, was selected for the **Emerging Leader Award** from the **Association of Standardized Patient Educators (ASPE)**. The award goes to someone who has made significant contributions to the ASPE community at its annual meeting and on a committee. The Emerging Leader is recognized as an “up and coming” leader in the organization. Ms. Bohnert is chair of ASPE’s Educational Content Committee and serves on the President’s Task Force for Standards of Practice.*



*ASPE President Karen Lewis (left) with Carrie Bohnert (center) and Past-President Gayle Gliva-McConvey (right) at the ASPE Conference in June 2014.*



*In December, Ann Shaw, M.D., Senior Associate Dean for Medical Education, received the **Graduate Dean’s Citation Award** from the School of Interdisciplinary and Graduate Studies and the **Outstanding Student in Higher Education Award** from the College of Education and Human Development.*

## **Ruth B. Greenberg Research!Louisville Awards 2014**

**1<sup>st</sup> Place** - Whitney Nash, Associate Professor, School of Nursing “Evaluating Competencies in Interprofessional Education: Nursing and Dental Students as Partners in Care.”

**2<sup>nd</sup> Place** - Michael Metz, Assistant Professor, School of Dentistry, “Implementation of a Laboratory Quality Assurance Program: The Louisville Experience.”

**3<sup>rd</sup> Place** - Alexander Marti, Dental Student, School of Dentistry, “Comparison of Digital vs. Conventional Impressions in DMD Students: Perceptions and Efficiency.”

## **2014 Dean’s Education Award for Distinguished Educator**

John Roberts, M.D., Department of Pediatrics

## **2014 Dean’s Education Award for Outstanding Educator**

Lori Wagner, M.D., M.A., Department of Internal Medicine