Educational Programs at the University of Illinois College of Medicine

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We are ...

• The second-largest LCME-accredited (MD-granting) medical school in the US, admitting 300 students per year

• Graduating more Black and Latino/Latina physicians than any other US school, excepting those based within HBCUs and those in Puerto Rico

• The MD *alma mater* of 20% of physicians currently practicing in the Illinois; over 40% either received the MD or trained in our GME programs (or both)

• Chicago campus co-located with the full complement of health professions schools:
  - medicine
  - public health
  - nursing
  - applied health sciences
  - dentistry
  - social work
  - pharmacy
A brief introduction to:

• MD education (UME)
• Graduate Medical Education (GME)
• Graduate Education (GEMS program)
• Special Curricular Programs, and inter-college connections
• Teaching opportunities and obligations
• Faculty development opportunities
Structural Principles of the Illinois Medicine Curriculum

- Each campus offers a four-year, fully resourced curriculum, with content developed collaboratively by faculty at all sites.
- Synchronization across all campuses with respect to:
  - Learning objectives
  - Exam/assessment methods
  - Academic calendar for both courses and clerkship rotations
- Campuses share many materials via “flipped classroom” approaches.
- Resources at each campus, including clinical elective rotations, are available to students from other campuses.
# Longitudinal View of the Curriculum
## Academic Year 2023-2024

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| **Fall, 2022** |      |        | Block 6:  | Block 7: | Synthesis Block 8 | Prepare and Sit for Step 1 | Transition to Clerkships | DoCS | DoCS | DoCS | DoCS |      |
|               |      |        | Brain & Behavior | Regulation & Reproduction |          |   |            |      |      |      |      |      |
|               |      |        | Medical Colloquia | Colloquia | DoCS | DoCS | DoCS |      |      |      |      |      |
|               |      |        | DoCS | DoCS | DoCS |          |     |      |      |      |     |      |      |                           |

| **Fall, 2021** |      |        | M3 Year | M3 Clerkships | M3 Clerkships | M3 Clerkships | Phase 3 Begins |
|               |      |        |        |              |              |              |             |
|               |      |        | Intersections | Clinical Intersections |        |        |             |

| **Fall, 2020** |      |        | M4 Year | M4 Year | M4 Year | Transition to Residency |
|               |      |        |        |        |        |                           |
Phase 1 Learning Formats

Core Cases:
- 1-3 sessions per week, working in groups of 6
- Organized in either Team Based Learning® or “unfolding case” format
- Always a clinical context!

Additional types of sessions:
- Lectures (2-4/week)
- Gross anatomy labs
- Doctoring and Clinical Skills (DoCS) course tutor groups, workshops
- Teaching/assessment of clinical skills in simulation center
- Medical Colloquia – selective sessions, wide-ranging topics
Observation, Assessment, and Grading

Phase 1 approach:
- All courses are Pass/Fail
- Weekly quizzes in block courses – “learning through assessment”
- Clinical skills observation and feedback

Phases 2 and 3 approach:
- Clerkships of 4 weeks or more are graded Honors/High Pass/Pass/Fail
- Experiences < 4 weeks and all non-clinical electives are Satisfactory/Unsatisfactory
- Frequent observation and feedback from faculty is paramount; ensuring this, and developing faculty’s skills are one of our highest priorities
Avenues for involvement in medical student education:

– Phase 1
  • Content expertise in core case sessions
  • Case construction/review of case materials
  • Exam item writing/review (Angoff method)
  • Classroom tutor, PE skills workshop leader, and/or office preceptor – all in the DoCS course
  • Small group discussions in Professional Development sessions (Synthesis weeks)
  • Medical Colloquium presentation and/or review of students’ narrative reflections

– Phases 2 & 3
  • Teaching in conjunction with clinical attending/patient care responsibilities
  • Special clinical skills obs/feedback sessions in Transition to Clerkships, Transition to Residency

– General mentorship and career advising, mentored research
– Involvement in student organizations (some are specialty-focused, others service oriented)
– Funded roles – course and theme leadership, physician house or manor advisors
Student Learning Environment

- Respectful, collegial treatment of medical students is critically important priority for leadership
- Senior Director, Student Learning Environment, Tim Lacy, PhD is a resource for confidential reporting of student mistreatment.
  - Students are well-educated about use of his office for reporting
  - Collaborates with Office of Access and Equity
- We ask students at the end of phase 1 and the end of each clerkship and on the Graduation Questionnaire about mistreatment
- Dr. Lacy and associate deans work with departments to help with faculty feedback and development on general and individual bases.
Each campus is an individual ACGME Sponsoring Institution, with a separate associate dean for GME/Designated Institutional Official:

**Chicago**
Claudia Lora, MD, MS, associate dean/DIO; clora1@uic.edu
23 ACGME-accredited residencies and 36 fellowships; 40 non-accredited fellowships; ~ 950 trainees
gme-dio@uic.edu

**Peoria**
Frances McBee-Orzulak, MD, MPH, associate dean/DIO; fjmo@uic.edu
13 ACGME-accredited residencies and 8 fellowships; 4 non-accredited fellowships; ~ 300 trainees

**Rockford**
Kathleen Kelly, MD, assistant dean/DIO; kakelly@uic.edu
3 ACGME-accredited family medicine residencies and 1 fellowship; ~ 40 trainees
The Graduate Education in BioMedical Sciences program (GEMS), is an umbrella, cross-departmental program for graduate education at the Chicago campus.

Activities are organized around six research concentrations:

- Cell biology and regenerative medicine
- Microbiology, immunity and inflammation
- Integrative and translational physiology
- Cancer biology
- Molecular and structural biology
- Neurobiology.

Kamal Sharma, PhD, Department of Anatomy and Cell Biology serves as the GEMS director kamalsha@uic.edu
Other Educational Programs

• Scholarly Concentration Programs for MD students:
  Global Medicine (GMed)  Rural Medicine (RMed)
  Urban Medicine (UMed)  Clinician-Executive Medicine (CeMed)
  Equity in Medicine (EquiMed)  Innovation Medicine (IMed)

• Joint Degree Programs:
  MD/MSTP (~15 students/year, Chicago campus)  MD/MPH (4 year or 5 year options)
  MD/MS-CTS (clinical and translational science)  MD/MBA

• Prematriculation programs
  – provisional admission; summer and year-long options

• Baccalaureate/MD program (“GPPA Medical Scholars”)

• Department of Medical Education
  – Masters in Health Professions Education
  – PhD in Curriculum Studies
Expectations for faculty involvement in the college’s educational programs:

- Teaching is a formal part of your faculty role
- Typical expectation: 50 hrs/year minimum
- Most definitely considered in all Promotion and tenure applications

Opportunities for faculty development as educators:

- Dept of Medical Education (see Chicago web pages)
- Newly recruited expertise, each campus
- Various seminars and webinars, announced usually via listserv
UICOM Faculty and Staff Resources for Education

https://comfaculty.uic.edu/getting-started

Max Anderson, MLIS, PhD – Director of Instructional Design and Learning Innovation – max@uic.edu

- Illinois Medicine Curriculum Structure and Organization
- Terms Used in the Illinois Medicine Curriculum
- All the News that Fits
- Using Educational Technology Effectively
- Helpful Documents and Templates
- Who’s Who

Specialty-specific GME learning objectives and faculty expectations are at www.acgme.org
Medical Student Education
Associate Dean, Chicago – Amanda Osta, MD; aosta1@uic.edu
Associate Dean, Peoria – Jessica Hanks, MD; jhanks1@uic.edu
Assistant Dean, Rockford – Maureen Richards, PhD; mhr@uic.edu

Graduate Education (GEMS)
Director – Kamal Sharma; kamalsha@uic.edu

Graduate Medical Education
Your department’s program director, or see slide #14 for campus-specific leadership contacts

Prematriculation or BA/MD (GPPA) involvement
Julie Mann, director, special curricular programs – jlmann@uic.edu