

Educational Programs at the University of Illinois College of Medicine



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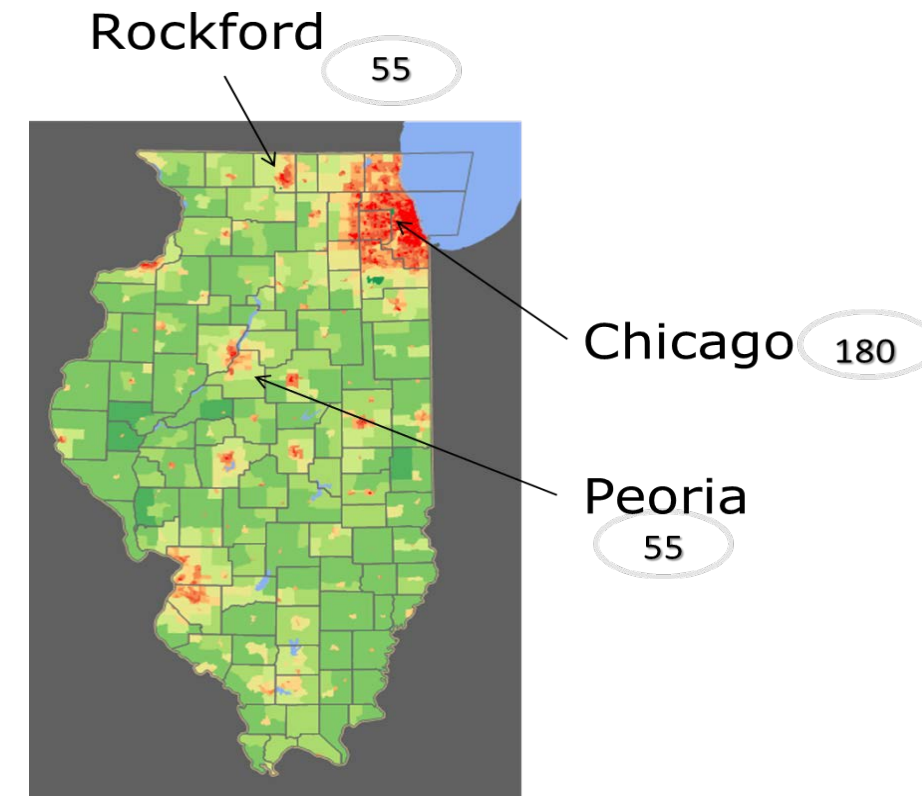


Raymond H. Curry, MD, FACP

Senior Associate Dean for Educational Affairs
Professor of Medicine and Medical Education



- 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												
Entering Year	July	August	September	October	November	December	January	February	March	April	May	June
Fall, 2023	Online Prematriculation Materials	ORIENTATION	Block 1: Body Systems & Homeostasis 1	Block 2: Pathogenesis			Block 3: Skin, Muscle & Movement	Block 4: Circulation & Respiration			Block 5: Digestion & Homeostasis 2	
			Med Colloquia	Med Colloquia			Colloquia	Medical Colloquia				
			Doctoring & Clinical Skills	DoCS			DoCS	DoCS			DoCS	
Fall, 2022			Block 6: Brain & Behavior			Block 7: Regulation & Reproduction	Synthesis Block 8			Transition to Clerkships	Phase 2 Begins	
			Medical Colloquia			Colloquia	Prepare and Sit for Step 1					
			Doctoring & Clinical Skills			DoCS		DoCS	DoCS			
Fall, 2021	M3 Year				M3 Clerkships		M3 Clerkships			Phase 3 Begins		
	Clinical Intersections				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	Cancer biology
Microbiology, immunity and inflammation	Molecular and structural biology
Integrative and translational physiology	Neurobiology.
- ❑ Kamal Sharma, PhD, Department of Anatomy and Cell Biology serves as the GEMS director kamalsha@uic.edu

- **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