Update on the Stritch School of Medicine Re-accreditation

In our July and October 2015 Newsletter we provided updates on the re-accreditation process for our medical school that is scheduled for Nov 6th through 9th of 2016. All institutes of higher education undergo a similar process for accreditation. The Liaison Committee on Medical Education (LCME) is the accreditation body for medical schools and serves to certify that medical schools meet specific standards and promotes institutional self-study as a process of continuous “quality improvement” that helps to meet those standards.

In preparation for our November LCME survey visit we began our own self-study, conducted by five separate sub-committees. Their reports will be completed by February 2016. The membership and charge of each sub-committee are listed on the following page. We also developed a new web page that will help everyone to stay informed, http://ssom.luc.edu/lcme

Each of our subcommittees will make use of several documents that include: Data Collection Instrument or DCI (a several hundred page document and associated appendices that provides information on our processes and outcomes on all aspects of medical education as outlined within the LCME document, Functions and Structure of a Medical School: Standards for Accreditation of Medical Education Programs Leading to the M.D. Degree), 2015 Medical School Graduation Questionnaire or MSGQ (an Association of American Medical Schools annual survey of all graduating medical students) and finally an Independent Student Analysis (Currently being completed by our own medical students, but meant to allow the “… student leadership to begin an independent review of relevant topic areas, including such things as the medical education program, student services, the learning environment, and the adequacy of educational resources.”).

These three documents will help each committee to determine if our DCI response “answers the question”. However, this is a true self-study so, the committees will also identify those areas where we are doing well and the need for continued support, provide suggestions for how we may do better or possible programs we should consider developing as we go forward. These self-study reports will help us formulate a plan that will guide SSOM efforts and crystallize the “who, what, where, when and why” of our schools overall strategic plan.

A great deal of work was needed in assembling these documents and in preparation of the self-study reports. However, an accreditation visit will be more than just a review of these documents. The LCME site review team will also gather information through formal and informal meetings with medical school and healthcare administrators, faculty, staff, graduates, students and other healthcare providers. It truly is a 360 degree review of the medical school and health campus Learning Environment!

We in SSOM want to wish everyone a wonderful new year and to thank our health sciences/health care campus faculty and staff for enabling our school in fulfilling its missions of education, research and patient care while addressing community healthcare disparities.

Linda Brubaker, MD, MS, Dean and Chief Diversity Officer - Accreditation Chair
Gregory Gruener, MD, MBA, Vice-Dean for Education - Faculty Accreditation Lead
Margaret Faut Callahan, CRNA, PhD, FNAP, FAAN, Provost, HSD
John Pelissero, PhD, Interim President Loyola University Chicago
### Institutional Settings

*Address standards concerning mission, organizational structure, leadership and administration*

**Chair** – Mark Cichon, D.O.; Chair, Department of Emergency Medicine

**MEMBERS:**

Elaine Adams, MD; Terry Light, MD; Margaret Faut Callahan, CRNA, PhD, FNAP, FAAN; Peter DeTombe, PhD; Joe Mueller, MD; Cindy LaPorte, RN; Thomas Koch, JD; Michelle Byrne, SSOM-M3; Nadeem El-Kouri, SSOM-M1.

### Faculty Committee

*Address standards concerning academic & learning environments and faculty participation & support*

**Chair** – Chad Whelan, M.D.; LUHS Senior Vice President & Chief Medical Officer

**MEMBERS:**

David Hecht, MD, MBA; Karie Scrogin, PhD; Anne Hartford, DIO; Adam Kabaker, MD; Aaron Michelfelder, MD; Darlene Saporu, PhD; Susan Baker, PhD; Lizzy Carroll, SSOM-M3; Mitra Mossad-dad, SSOM-M1.

### Educational Programs

*Address standards concerning educational resources, curricular design and content*

**Chair** – Murali Rao, M.D.; Chair, Department of Psychiatry

**MEMBERS:**

Michelle Armstrong (Residency Coordinator); Melissa Bussey, MD; David Daniels, MD (Chief Resi-dent); Evan Deranja, MD; Mary Lou Gutierrez, MD; Gail Hendler, MLS; Patricia Mumby PhD; Toni Pak, PhD; Theodote Pontikes, MD; David Schilling, MD; Aparna Sharma, MD; Lizzy Carroll, SSOM-M3; Pe-ter Lyson, SSOM-M1.

### Medical Students

*Address standards concerning curricular management, teaching and assessment*

**Chair** – Amy Murray, M.D.; Professor and Program Director, Core Anesthesiology

**MEMBERS:**

Gregory Ozark, MD; Baltazar Espiritu, MD; Scott Levin, MD; Fran Vlasses, PhD, RN, FAAN, ANEF; Jay Mukherji, MD; Candice Norcott, PhD; Sarah Wagner, MD; Joseph Benert, SSOM-M2; Collette Williams, SSOM-M4

### Educational Resources

*Address standards concerning student selection, academic support and counseling*

**Chair** – Garry Sigman, M.D.; Professor, General Pediatrics & Adolescent Medicine

**MEMBERS:**

Nate Derhammer, MD; Matthew Fitz, MD; Virginia McCarthy, MDiv; Mary Boyle, MD; Amy Buchannan, MD; Camilla Larsen, MD; Art Sanford, MD; Gregory Matz, MD; Bridget Boyd, MD; Josh Hopps, PhD; Nghia Pham, SSOM-M1; Tracy Thompson, SSOM-M3.
The 36th ANNUAL ST. ALBERT’S DAY 2015 was held on Thursday, October 9, 2015

ST. ALBERT’S DAY 2015 AWARD RECIPIENTS

◊ Junior Scientist of the Year         Wei Qiu, PhD
◊ Senior Scientist of the Year       Susan Baker, PhD
◊ Graduate Faculty of the Year       Seth Robia, PhD

POSTER CONTEST WINNERS

◊ Medical Student Years 1 and 2: Matthew Arrfa, M2 - Epigallocatechin-3-gallate Upregulates mir-221 to Inhibit Osteopontin-Dependent Hepatocyte Injury

◊ Medical Student Years 3 and 4: Daniel Dansdill, M3 - Synthetic, Organic Compound Poloxamer-188 Potentiates Action of Heparin and Tissue Plasminogen Activator

◊ Graduate Student Years 1, 2, 3: Anna Dorothea Asimes - "Fatty Brain” Resulting from Altered ApoE Expressions Following Pubertal Binge Ethanol Consumption in Rats

◊ Graduate Student Years 4+: Michael Misale - Epigenetic Basis for Psychological Stress-Induced Proinflammatory Cytokine Production in Women Diagnosed with Breast Cancer

◊ Resident/Fellow: Marie Somogyi - Referrals and Trends Seen in Temporal Artery Biopsies at a Tertiary Care Center

◊ Postdoctoral Trainee/Research Associate: Cynthia Pervan - Constitutive Expression and Releases of TGF-B2 by Human Trabecular Meshwork Cells

◊ Lakeshore Campus Undergraduate: Hannah Schaefer - The Subpellicular Membrane Protein-1 (SPM-1) of Plasmodium is Target for the Thioredoxin System In Vitro

ORAL PRESENTATION WINNERS

Graduate Student Research Forum:

◊ 1st Place: Jennifer Haick, Molecular Pharmacology & Therapeutics - Regulation of Kv7.5 Potassium Channels by Protein Kinase C in Human Airway Smooth Muscle Cells

◊ 2nd Place: Brian Lin, Cell and Molecular Physiology - “Protein-C” Myosin Binding Protein-c Isoforms are at the Center of Muscle Contraction

◊ 3rd Place: Domenick Kennedy, Microbiology & Immunology - Inhibition of B-Lymphopoiesis by Inflammasome-Activated MDSCs

MEDICAL STUDENT RESEARCH FORUM

◊ 1st Place: William Gange, M3 - Protection of Retinal function by Nucleoside Reverse Transcriptase Inhibitors following Retinal Iscemic-reperfusion Injury

◊ 2nd Place: Robert Dunn, M2 - Acute Respiratory Distress Syndrome in Burn-Injury Adults: Risk factors and Biomarkers from a Multi-Center Study

◊ 3rd Place: David Laczynski, M2 - hERG/Kv11.1 Activation Induces Cellular Senescence in Melanoma Cells
The Department of Medical Education (DOME) promotes innovation, best practices, and leadership in medical and related health sciences education. The department is the catalyst for incorporating the distinctive values of Stritch School of Medicine across the curriculum. DOME supports curricular efforts related to social justice and concern for marginalized and vulnerable populations, the role of faith in medical practice, and ethical standards of clinical decision making as hallmarks of a Jesuit and Catholic medical education. Systematic, lifelong reflection on one’s professional and personal development as a physician of such values is DOME’s signature formative educational methodology. DOME is home to a growing cadre of academic educators who focus on teaching and pedagogical scholarship and works collaboratively with key clinical departments to further these common aims.

NEW MEDICAL STUDENT ELECTIVES
(Sponsored through our Academic Center for Excellence, ACE)

Educational Leadership in Academic Medicine is designed to support students’ initial forays into teaching and provide them with a theoretical foundation and practical tools to design and deliver learning sessions in individual, small group, or large group formats; evaluate and assess themselves and their learners; and reflect on their practice and progress as leaders and teachers. By providing students the opportunity to develop these capacities, we will be supporting the educational leadership development of the future leaders of SSOM and other schools and programs across the country.

Professional Identity Development: Careers in Medicine is designed to facilitate students in the specialty decision making process. There are many aspects of doctoring that students must integrate with their view of themselves to form a professional identity. Selecting a specialty involves comparing the values, tasks, patient types, subject matter, lifestyle, and settings of physicians in various specialties to those valued and preferred by the student. This will be explored by students through self-assessment, feedback, written reflections, faculty interviews, and evidence-based decision making models. Students’ exploration will be facilitated by a career advisor and a faculty advisor committee selected by the student to address their needs.

Upcoming SSOM 2016 Events
* Jan 18, Martin Luther King Day
* Feb 11, ISI Auction
* Mar 18, Match Day and Spring Formal
* Apr 1, Affiliate faculty educational workshop
* Apr 15, I-TIE Faculty Development Conference

Upcoming CME 2016 Events
♦ Apr 16, Hem/Onc Care and Screening for Primary Care Physicians
♦ June 10, Ophthalmology Resident Alumni Mission Day
♦ Aug 2016, Microvascular Free Flap Laboratory Course
♦ Sept 24, Updates in Cataract Surgery and Glaucoma Management

This issue represents our 10th year of providing our HSD campus with educational updates on our medical school, students and our faculty. It will also mark our transitioning into an online format to facilitate viewing and access as we incorporate our SSOM Educational Newsletter into the DOME educational website.

See you there! GG and CK