

Department of Health Professions Education

Educating Educators, Leading Leaders, Shaping Scholars

Annual Report 2024–2025



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Executive Summary

This is the second Annual Report of the Department of Health Professions Education (HPE) at the Uniformed Services University (USU) of the Health Sciences after officially becoming a Department on May 16, 2024. This report highlights several of the successes of our learners, collaborations, and faculty during the 2024-2025 school year. Consistent with our mission tagline, *Educating Educators, Shaping Scholars and Leading Leaders*, we have summarized examples of achievements under education, research and leadership, respectively.

Education: The department of HPE's certificate and degree program has grown to be the largest graduate program in the School of Medicine. During the 2024-2025 academic year, we educated over 300 learners. We have graduated over 550 HPE learners since the HPE graduate program began in 2015. This year, we celebrated the graduation of 24 candidates that earned either a Master of Health Professions Education (MHPE) degree or Master of Education in HPE (MEd-HPE) degree. We also awarded two PhD in HPE degrees and over 100 program certificates to clinicians and program leaders throughout the Military Health System (MHS), Public Health Service (PHS), Coast Guard, and the Department of Veterans Affairs (VA). Over 70 of those certificates were awarded to medical students—over 40% of the USU medical student graduating class! On the 10 year anniversary of the HPE graduate program we also celebrated the first two graduates from the joint MD/Masters degree program. We also hosted an international conference on Health Professions Education. HPE faculty delivered more than 10,000 hours of instructional time while teaching these diverse groups of learners in USU's only part-time blended learning degree granting program.

Research: HPE's research productivity continued to rival top health professions education Centers and Departments internationally. CHPE celebrates its 5 year anniversary in 2025. This year, HPE faculty published almost 150 peer-reviewed manuscripts in top tier journals such as *Journal of the American Medical Association*, *Academic Medicine*, *Medical Education*, *Teaching and Learning in Medicine*, *Dental Education*, *Journal of Physical Therapy Education*, *Journal of Continuing Education in the Health Professions*, *Journal of General Internal Medicine*, and *Journal of Graduate Medical Education*. Learners and alumni published over 80 peer-reviewed manuscripts in health professions education (HPE) and made over 70 presentations at leading HPE conferences globally. Faculty and learners also produced numerous editorials and developed national and international recognition through engagement in academic conferences. Along with learners, faculty were invited to present their research to local, national, and international audiences, and were awarded more than \$3.2 million in research grants and agreements in this year alone.

Leadership and Service: HPE faculty also served on key School of Medicine (SoM) and USU committees and task forces including the Assessment Subcommittee of the USU School of Medicine's Executive Curriculum Committee (ECC), the Committee for Community and Educational Culture, and the Faculty Senate. HPE faculty also served on key committees for other USU schools such as Post Graduate Dental College's (PGDC's) arm of the Long-Term Career Outcome Study (LTCOS) and its faculty development committee for dental educators, as well as the Graduate School of Nursing (GSN) Committee on Promotion and Tenure. HPE also continues to support the SoM's Medical Education Elective which is now directed by HPE faculty as well as capstone experiences reaching numerous medical students. We also supported USU's Office of Faculty Development's local and national efforts to include delivering workshops during Leadership Week.

Through HPE's Distance Learning Laboratory (DL Lab), we continue to provide consultative support to university-wide faculty and staff. The DL Lab team coached numerous module and course directors on how to convert face-to-face teaching to distance learning instruction for medical students. The DL Lab also provided numerous workshops and departmental consultations.

LTCOS celebrates its 20th anniversary this year. It continues to produce cutting-edge evaluation and research, providing evidence for USU curricular and policy decisions.

HPE further expanded its collaborative networks with institutions such as Groningen University (Netherlands) through the development of an international grand rounds program. We are also pursuing MOU's with Groningen University as well as universities in Taiwan and South Korea. We will be enhancing an existing MOU with the University of Pittsburgh, to include exploring a certificate and potential Master degree in artificial intelligence (AI). HPE also continued to expand its learner network—both within and beyond Military Treatment Facilities. Further, we continue to execute Inter-agency Agreements with learners from multiple VA's including Salt Lake City, Salisbury, and San Antonio to enable their learners to enter our program.

We launched the Simulation and Education Hub in partnership with the Val G. Simulation Center leaders as well as individuals from other multiple departments and centers. We also obtained approval for an excellence in educational research award through the Faculty Senate to join other esteemed faculty awards for research in basic, clinical and health services research. This new award will be named the Louis N. Pangaro excellence in educational research award.

This Annual Report provides an account of selected accomplishments and highlights some of HPE's successes of the 2024–2025 academic year.

Message from the HPE Department Chair



Thank you for taking the time to read our Eighth Annual Report (the second since becoming the Department of Health Professions Education) at the Uniformed Services University (USU) of the Health Sciences. First a couple of words on key programs in the Department. The Department houses the Center for Health Professions Education (CHPE), which focuses on scholarship (“shaping scholars”) of our faculty and learners. CHPE celebrates its 5 year anniversary this year. The Department also has the Long Term Career Outcome Study (LTCOS), a research laboratory exploring questions related to data on USU medical students since the University began over 40 years ago. LTCOS celebrates its 20th anniversary this year and is an example of educational epidemiology with over 130 peer-reviewed publications. The Distance Learning Lab (DL Lab) has a primary mission of supporting faculty with converting face-to-face to blended or online education. DL Lab’s mission also entails leading in artificial intelligence and other digital technologies for faculty and learners in the University. The Department also has the Simulation and Education Hub which brings together scholars from the Val G. Hemming Simulation Center and CHPE, focusing on research and innovation in Simulation. The 2024–2025 academic year was another year of significant successes, and this report highlights how we are helping to develop the MHS’ workforce and enhancing USU’s international reputation in health professions education.

Some program highlights in this year’s report:

Program Accomplishments

- Since admitting our first learners in 2015 (this is our 10 year anniversary!), the HPE program has expanded to over 300 current learners from 70 locations in the Military Health System (MHS). Ninety-four percent of our learners are active duty health professionals. HPE continues to be the largest graduate program in the School of Medicine.
- Throughout the 2024–2025 academic year, HPE celebrated the graduation of 24 candidates who earned either a Master of Health Professions Education (MHPE) degree or Master of Education in HPE (MEd-HPE) degree. We also awarded two PhD in HPE degrees and over 100 program certificates during the course of the academic year, which included 70 medical students who represented over 40% of the graduating MD class. We also celebrated our first two MD/Masters in HPE graduates this year (one MD/MHPE and one MD/MED in HPE)
- Since inception, we have graduated over 550 learners from our programs, many of whom continue to serve the MHS in a variety of leadership roles (e.g., dean, program director, clerkship director, department chair, clinic chief). As anticipated, nearly all of our degree graduates are serving in academic leadership positions.
- A growing number of dentists, nurses, and allied health professionals continue to enroll and now graduate from our programs, consistent with our mission to reach a broad group of health professionals who serve the MHS.
- Our Distance Learning (DL) Lab continues to support the conversion of face-to-face content to online or hybrid formats for faculty at USU. The DL Lab also led University wide efforts on Artificial Intelligence (AI) to include workshops, student orientations, HPE learner research and culminating projects, consultations, and leading USU’s successful team at the Millenium Conference on AI at Harvard.
- Our growing alumni are enhancing HPE program offerings by serving as instructors in courses, practicum advisors, committee members, and assisting with our program evaluation efforts (e.g., conducting exit interviews and interviewing prospective degree candidates during the HPE admissions process).
- We collaborated with a growing number of USU School of Medicine (SoM) Departments including Military and Emergency Medicine, Pediatrics, Obstetrics and Gynecology, Family Medicine, Medicine, Preventive Medicine and Biostatistics, Psychiatry, MPS, and Surgery to name a few.

- HPE's relationship with the VA has grown. We have multiple degree seeking learners from Salt Lake City VA and San Antonio VA, and we have built a curriculum for Designated Education Officers (DIO equivalent) and other top VA educational leaders. We also have VA learners from Salisbury.
- We are leading an inter-departmental effort to build leadership and management certificates and a possible Masters degree at USU. Department representatives include faculty from Preventive Medicine and Biometrics, Medicine, Military and Emergency Medicine. We also have representatives from the Graduate School of Nursing and Post Graduate Dental College. We are completing our needs assessment and plan on building a distance learning curriculum this upcoming year.
- We are building scholarship partnerships with the University of Groningen (NL) as well as universities in Taiwan and South Korea. We also participated in the building, and now delivery of a curriculum, to an initial cohort of a HPE certificate and degree program learners in Rwanda to serve South African educators.
- We are building on a MOU with the University of Pittsburgh to enhance HPE's reach with our modules and certificate program as well as enhancing our instruction in AI to include plans for a joint future certificate and Master degree.
- We matriculated 226 students this year including almost 40 degree seeking learners and 6 MD/Masters in HPE learners. Nearly half of the learners (n=82) are returning learners (e.g. obtained certificates and now applying for degrees).
- We are leading the Simulation and Education Hub in partnership with the Val G. Hemming Simulation Center.

Research Accomplishments

- HPE faculty were awarded more than \$3.0 million in research grants and agreements in the past year alone, with national funding from organizations including the Association of American Medical Colleges and the Society for Directors of Medical Education Research.
- Our Long Term Career Outcome Study (LTCOS) produced over 10 peer reviewed publications.
- HPE learners published over 80 peer-reviewed articles in high-impact journals such as *Academic Medicine*, *Journal of Graduate Medical Education*, *Dental Education*, and *Journal of Physical Therapy Education*, while HPE faculty published almost 150 peer-reviewed articles in other premier HPE journals.
- Learners led the exploration of diverse areas of HPE scholarship, including studying cognitive biases in medical education; professional identity formation (PIF) in medical education; clinical reasoning; the success of rapid response teams; the impact of sleep deprivation on clinical performance; and imposter phenomenon.
- We hosted a first international virtual conference with multiple universities from around the globe where HPE learners presented their research and innovation with faculty input. Based on feedback from participants and faculty from other universities, we will be offering this conference next year to an even larger audience.

Other Highlights

- HPE faculty continued to be recognized for their excellence in research, teaching, and mentorship, receiving honors including the Research in Medical Education (RIME) Outstanding Research Award, Research abstract award for International Meeting for Simulation in Healthcare, Dean's Impact Award, JGME Reviewer Excellence Award, and the School of Medicine HPE Program of Research Award. Faculty were also appointed to important leadership positions including roles as USU chairs, assistant deans, senate officers, and journal editors.
- Learners and alumni also were honored as the recipients of multiple national awards and other recognitions, such as Paul Florentino Patient-and Family-Centered Care Award; Research Days Art of Science Award; HPE Education Influence Award; Mentor of the Year Award by the Armed Forces District of the American College of Obstetricians and Gynecologists; induction to the Gold Humanism Honor Society; the Dean's Impact Award; MG Lewis Aspey Mologne Award; the Army Surgeon General's Physician Recognition Award; the Dean's Faculty Teaching Award; the Women in Medicine Trailblazer Award; Naval Medical Center Portsmouth as Teacher of the Year; and the Clinical Science Innovation in Education Award at USU Education Days.
- Several HPE faculty members served in key instructional roles for the SoM's Medical Education elective and HPE faculty are now directing this elective; HPE faculty also collaborated with multiple medical students on their capstone projects.
- HPE faculty and alumni are leading HEIGHT—the medical education interest group.
- HPE faculty presented their research at a number of prestigious conferences and served in leadership roles with the AAMC, the American Educational Research Association (AERA), the International Association for Health

Professions Education (AMEE), the Society of Directors in Research in Medical Education (SDRME), the USU School of Medicine Executive Education Committee and USU's Community and Education Culture Committee.

- We continue to support the SoM's local and national faculty development efforts.
- In conjunction with the Faculty Senate, we will award the first annual Louis N Pangaro excellence in educational research award this year to join other prestigious USU research awards.
- The HPE Department also grew its international collab-

orations with academic institutions in the Netherlands, Taiwan, South Korea and Uganda.

As we wrap up the 2024-2025 academic year, we are excited by the impact of our work on the HPE community at USU, nationally, and globally. Thank you to our faculty, learners, alumni and collaborators who all work hard to keep advancing the breadth and depth of the health professions education field.

Steven J. Durning, MD, PhD, MACP
Professor and Chair, Department of Health Professions Education (HPE)
Director, CHPE
Uniformed Services University of the Health Sciences

Message from USU Board of Regents Member



As someone who has been associated with the Uniformed Services University (USU) of the Health Sciences for over 30 years, it is my honor and privilege to provide a few words about the amazing people and work of the Department of Health Professions Education (HPE). First, HPE's productivity, the high quality of its work, and its scope of activities continue to have a profound impact in supporting clinical care, mission readiness, and medical education programming across the military health system (MHS). Nearly ninety percent of the learners involved in HPE programs are active-duty health professionals who serve the men and women in uniform and their families while preparing the next generation of military health professionals. Furthermore, the research, evaluation, and learning programs of the HPE, and the Center for Health Professions Education (CHPE), help answer the essential questions of what works, for whom, in what circumstances and contexts, and why across clinical and educational practices and interventions. The benefits of the impressive portfolio of this work directly helps the MHS and USU but also extrapolate beyond the walls of USU to health professions education worldwide. USU, in large part because of the wonderful work of the Department of HPE and its Center, is now recognized as a world leader in medical education, practice, and science. As the world strives to implement outcomes-based medical education for the benefit of the communities we serve, the Department of HPE and CHPE are now standard bearers, and I congratulate the leadership and faculty involved in this highly impactful and mission-driven work.

Eric Holmboe, MD, CAPT, MC, USNR-R
USU Board of Regents Member
Adjunct Professor of Medicine, Yale University School of Medicine

Message from Dr. William McGaghie



The USU Department of Health Professions Education (HPE) provides national and international leadership in curriculum development; investment in human capital including students, postgraduate learners, and teaching faculty; and health professions education scholarly advancement. Programs including the Center for Health Professions Education (CHPE), the Distance Learning Laboratory (DL Lab), the Simulation and Education Hub, and many others advance the Department's reach locally, nationally, and globally. The academic impact of HPE faculty and affiliates is evident from numerous peer reviewed publications; conference presentations; awards and recognition; and research collaborations with institutions such as Johns Hopkins University and the Mayo Clinic in the U.S. and internationally with Groningen University in the Netherlands. This is strong evidence that the USU Department of HPE brings honor and visibility to the military medicine mission and to the diverse professionals who make it happen.

William C. McGaghie, PhD
Professor of Medical Education and Preventive Medicine
Department of Medical Education and Northwestern
Simulation
Northwestern University Feinberg School of Medicine

Message from Dr. Marco Carvalho-Filho



It is a pleasure and an honor to comment on the Department of Health Professions Education (HPE) annual report at the Uniformed Services University (USU). The HPE Department and the Center for Health Profession Education (CHPE) have a strong international reputation and are a model for medical education units around the globe. The scholarly work developed by the researchers from HPE has a long-lasting impact on the larger educational community. Researchers at HPE are generous and open to jump into meaningful collaborations with colleagues from various institutions.

Our units have been collaborating on a joint grand rounds program that has been highly successful both in terms of quality of presentations as well as deeper connections that are forming between our institutions. My institution is also pursuing a MOU with USU so we can learn more about building blended learning certificates and degrees to include our own Master of Education degree.

Here is to the future! I hope our groups keep growing together and striving to make a difference in the HPE field.

Marco Antonio de Carvalho Filho, MD, PhD
Professor of Research in Health Profession Education
Wenckebach Institute - Program Leader of LEARN (Lifelong Learning, Education and Assessment Research network)
University Medical Center Groningen, University of Groningen, The Netherlands

Our Mission & Vision

The mission of the Department of Health Professions Education (HPE) is to be the premier provider of health professions education for the Military and Public Health Systems through leadership in teaching, research, and innovation. More specifically, HPE will enhance faculty development within USU and across the Military Health System (MHS) by providing advanced education (e.g., graduate certificates and degrees) to active duty and civilian faculty stationed at Military Treatment Facilities (MTFs) across the country, and will conduct essential educational research in the MHS (e.g., through CHPE, the Long Term Career Outcome Study, faculty, degree program, and Distance Learning Lab scholarship).

We do this by:

- Building education, research and leadership capacity through the mentoring of graduate students, health professional trainees (e.g., medical students and residents), and faculty members;
- Generating new knowledge in HPE through research and innovative educational practice;
- Developing a collaborative community of inter-professional scholars and educational leaders in HPE;
- Providing faculty support and consultation on curriculum development and innovative instructional strategies; and
- Engaging in education-related knowledge translation activities with the potential to improve patient care and clinical practice.

The Vision of the HPE is to be widely recognized as a global leader for the MHS, Public Health Service (PHS), VA and civilian communities in advancing health professions education through leadership in teaching, research, and innovation.



Our learners develop competencies in three general categories:
leadership, education, and research.



“ I tell people that the USU HPE program has been the *single most impactful endeavor* I have undertaken in my military career. It opened significant doors within the military and outside of it.

— Lt Col Joshua Anchan, MD Brooke Army Medical Center

HPE Learners and Alumni

Voices of HPE Learners in our Graduate Programs



Lt Col Daniel J. Adams, MD

Associate Professor of Pediatrics
Uniformed Services University of the Health Sciences

"The HPE program has helped me take my teaching to the next level! As a faculty member working with both USU clerkship students and pediatric residents, I found that each HPE course gave me tools I could apply immediately to my UME and GME work. HPE coursework helped me refine existing didactic sessions to incorporate new technology and learning strategies, and equipped me to develop online curriculum and build my learning philosophy."



Lt Col Kathryn Burtson, MD, MHPE, FACP

Director of Medical Education
Associate Professor, Department of Medicine
Wright-Patterson Air Force Base

"The USU HPE program provided the scaffolding I needed to design, implement, and evaluate educational interventions with intention. I especially valued the collaborative community of practice it fostered, including outstanding advisors and mentors who challenged and supported me in my growth as an educator, scholar, and leader."



Matthew Hawks, MD, MHPE, FAAFP, Lt Col, USAF, MC

Associate Professor of Family Medicine, Clerkship Director
Uniformed Services University

"The Health Professions Education (HPE) program profoundly deepened my understanding of educational theory, building upon my personal experience and formal faculty development education. This program equipped me with the skills to drive significant curricular changes at USU and earn selections to multiple national curricular working groups. My HPE experience has been instrumental in preparing me for educational research, fostering scholarly collaborations, and undertaking expanded military and academic leadership responsibilities."



CDR John C. Walsh, MD, MEd-HPE

Group Surgeon, NCG-2

"Training is a vast component of the military, regardless of specialty. The HPE curriculum's principles extend beyond healthcare. As a CDR responsible for "man, train, and equip," the HPE program's lessons have facilitated productive conversations about training in non-medical settings, proving its broader applicability and expanding my utility to the Navy."



Sherese Johnson, PhD, MPH

Senior Director, Diversity, Equity, and Inclusion
Association of American Medical Colleges

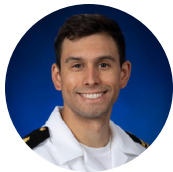
"The HPE program enhanced my knowledge, skills, and expertise in applying theoretical approaches in education, leadership, and research practice. I'm especially grateful for the dialogue and collaboration with many learners and faculty who are passionate and curious about opportunities to learn from each other's practical experiences in numerous health professions."



LTC Jeanne Krick, MD, MA

Neonatology-Perinatology Program Director
San Antonio Uniformed Services Health Education Consortium

"The HPE program has given me a network of similarly-minded educators within military medicine who I can reach out to with ideas for collaboration and help with any of my teaching efforts."



LT Ben Cardenas, MD

Chief of Residents, National Capital Consortium Internal Medicine

"The HPE program has enabled me to hone my teaching and curriculum development skills to prepare me for fulfilling the duties of being a Chief of Residents now and going forward in my dream career in academic medicine. My favorite aspect of the HPE program so far is networking and working directly on projects with military medical officers in diverse fields and various stages of their careers all around the world."



Col Scott Irwin, DDS, MPH, MHPE, ABDPH

Assistant Professor, USUHS Postgraduate Dental College
Director, USAF Dental Research and Consultation Service

"The HPE program taught me how to be a more impactful creator of course and curriculum content and a much more confident and effective educator. This has directly enhanced my ability to provide leadership in our postgraduate dental education mission. It also took my research skills to a higher level. A major bonus was the personalized mentorship and support from faculty who were true experts, with a curriculum that readily exemplified the content."



LTC Zachary J. Bevis, MD, MHPE

Program Director Tripler Family Medicine

"The HPE program helped me find where I fit within the field of medicine and as a leader in the MHS. Prior to this program I was not sure what my career goals were or even if I wanted to continue in the MHS. This program helped convince me that academic leadership in the MHS was the right path and gave me the needed professional development to compete for a Program Director position."



COL Lisa N. Yarbrough DMD, MHPE

Associate Professor, Comprehensive Dentistry
Uniformed Services University

"The HPE program helped me find where I fit within the field of medicine and as a leader in the MHS. Prior to this program I was not sure what my career goals were or even if I wanted to continue in the MHS. This program helped convince me that academic leadership in the MHS was the right path and gave me the needed professional development to compete for a Program Director position."



MAJ Michael J. Orrick, MD, MHPE

Internal Medicine Physician
Kenner Army Health Clinic

"The HPE program helped me become more intentional in how I teach and lead. I learned to reflect on what I was doing and to make evidence-informed improvements. I especially liked that the coursework led to real, useful products, like curricula and teaching sessions, that I could apply right away. The program feels personal and connected while offering the flexibility of an online format. I learned just as much from my classmates as I did from the content."

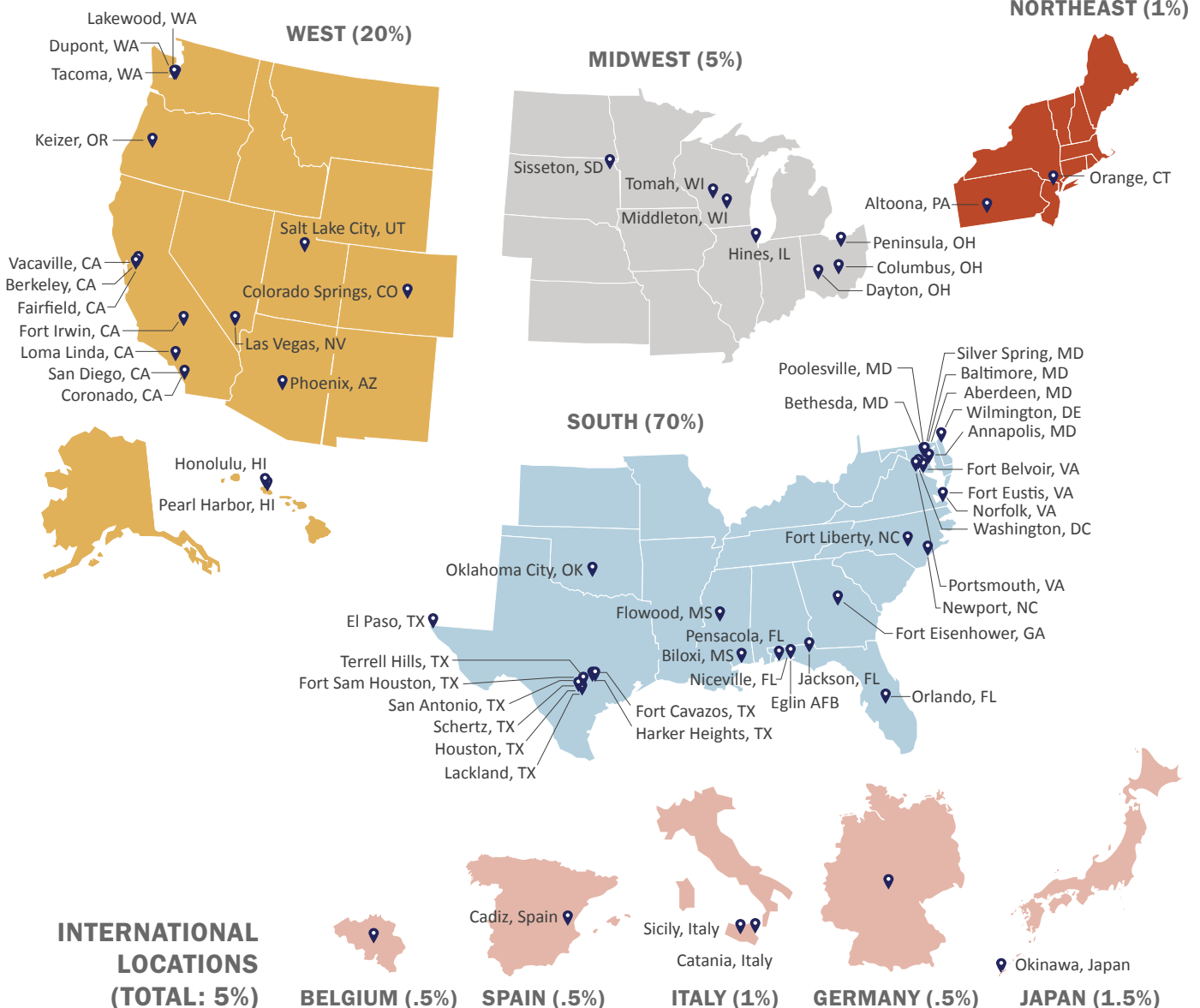
HPE Learners and Alumni

SPOTLIGHT:

HPE Global Footprint

Since HPE programs at USU were established in 2017, learners have continued to represent HPE from **70 locations** across the globe. Seventy percent of learners were based in the South Region of the US, with over 40% serving communities around the Nation's Capital: Washington, DC, Maryland, and Virginia. Twenty percent of learners served the West Region while 6% represented the Midwest and Northeast. Another 4% served in Belgium, Germany, Italy, Spain, and Japan. This broad geographic dispersion was made possible by HPE's commitment to building and improving its distance learning capacities. HPE's broad global footprint was not just limited to learners' permanent stations; it also included learners who frequently, and on short notice, were deployed or were in field exercises serving our country in a number of remote locations around the world.

US REGIONS (TOTAL: 96%)



HPE Graduate Program Learners and Alumni, AY 2024–25

The HPE network of learners and alumni continues to expand locally and around the world.

BY THE NUMBERS

300+
Learners

Teaching HPE Learners:

The HPE program continued to serve new learners **across the MHS, PHS and VA** with a roster of more than 300 learners during the 2024–2025 year. These I-FHPE, FHPE, MHPE, MEd-HPE and PhD learners represent the uniformed services: Army, Navy, Air Force, Coast Guard, and Public Health Service. They also represent a range of health professions including dentists, nurses, physicians, physician assistants, physical therapists, and clinical psychologists. Within medicine, specialties represented include internal medicine, pediatrics, gerontology, psychiatry, pulmonology, nuclear medicine, radiology, cardiology, and surgery. Civilian learners come from organizations, such as the Association of American Medical Colleges (AAMC) and the Department of Veteran Affairs (VA).

Expanding Presence:

HPE Graduate Program learners expanded **to 70 locations worldwide**, with learners enrolled at Military Health Systems across the U.S. including Massachusetts, Connecticut, Nebraska, Kentucky, Kansas, Colorado, Utah, Hawaii, North Carolina, Oklahoma, South Dakota, Texas, Utah, Maryland, Virginia, and Washington. Learners also completed coursework while serving abroad in countries such as Belgium, Italy, Japan, and Spain.

70
Locations

100+
Graduates

Producing Leaders:

With the conferral of 24 Master's degrees, two PhD degrees and over 100 certificates this year, **HPE officially brought its total number of graduates to over 550 alumni with impact.** This year's graduates include physicians, nurses, and public health officers whose roles encompass program directors, teaching faculty, medical residents, and more. Over 40% of the medical school class graduated with a certificate. Graduates from our degree programs serve in academic leadership positions, such as deans, program directors, department chairs, and course directors.

Enhancing Readiness:

HPE's **commitment to military readiness** is reinforced by 93% of its learners serving in active duty roles. HPE learners complete military readiness statements in all theses and dissertations, and continue to pursue military-relevant research programs like investigations of Critical Care Air Transport Teams and the Long Term Career Outcome Study.

93%+
Active Duty

HPE Learners and Alumni

HPE learners received numerous teaching, research, and leadership awards that underscored their high performance and contributions to the military's health professions. A sample of these honors are below:

- **Capt. Sidney Zven** won the Paul Florentino Patient-and Family-Centered Care Award at the 17th Annual National Capital Region Research and Inquiry Competition, which was based on his MEd-HPE work, titled "Empowering Action: Using an education video to combat military food insecurity."
- **LtCol Justin Peacock** was named Consulting Editor for the *Journal of Nuclear Medicine Technology* and Nuclear Medicine Section Editor for Roentgen Ray Review (R3). He also was honored with the Research Days Art of Science Award and presented a paper and a poster at the VA HPEER conference. A graduate of the Dean's Fellowship Program, LtCol Peacock was also recently appointed as Associate Dean for Research at the School of Medicine.
- **CDR James Hawkins** delivered the keynote address at the Naval Postgraduate Dental School Annual Research Symposium and won the HPE Educational Influence Award.



- **HPE alumni, COL Ashley Maranich, MD, MHPE** recently received her certificate for completing the USU ALLY (Academic Leaders Lifting You Up) Program.
- **MAJ Matthew Smith, Steven Walton, Lt Col Sean Meagher, and Lt Col Justin Peacock** completed the USU Faculty Development Teaching Certificate program.
- **CAPT Monica Lutgendorf** was honored with the 2025 Mentor of the Year Award by the Armed Forces District of the American College of Obstetricians and Gynecologists (ACOG). CAPT Lutgendorf also delivered the SOM Community Grand Rounds on *Healthcare Inequities in Obstetrics*.

- **Dr. Michelle Brooks** was featured in [The Hospitalist](#) with the Journal of Hospital Medicine Digital Media Team as part of National Hospitalist Day for building community.
- **2d Lt Eungjae Kim** won first place for his team's HPE poster presentation at the [76th Annual Washington Psychiatric Society's Gala](#).



- **CDR John Walsh and Capt Brenda Zhang, MD** were recognized for their outstanding compassionate care, kindness, and trust with their induction to the [Gold Humanism Honor Society](#).
- **CDR James Hawkins** developed a Temporomandibular Disorders (TMD) course for medical, dental, and allied health providers, which was approved by The American Academy of Orofacial Pain (AAOP) as a course on their website.
- **Dr. William Kelly** was honored with the Dean's Impact Award and featured in an article, which covers the importance of attaining his Master of Health Professions Education (MHPE). Dr. Kelly noted, "Our goal is to help these future leaders and healers transition from the classroom to the demanding world of internship, regardless of their chosen specialty."
- **COL Vincent Capaldi** received the 2024 MG Lewis Aspey Mologne Award, the Army Surgeon General's highest honor for Medical Excellence.
- **LTC Jeanne Krick** received the Army Surgeon General's Physician Recognition Award.



- **Lt Col Eric Meyer** helped lead the update of the Diagnostic Statistical Manual (DSM 5-TR) to include the first military version of the cultural formulation interview.
- **Dr. Barbara Ritschel** spoke at the Annual Women in Leadership in Higher Education Conference at Harvard in a panel entitled “**Countering Attrition: Improving Faculty and Staff Retention of Underrepresented Groups.**” The panel discussed ways to produce an inclusive and supportive work environment advocating for promotion and equitable access to resources for faculty and staff members.
- **Maj Jeffrey Smith** was honored as the 2024 United States Air Force Air Mobility Command Biomedical Sciences Corp Educator of the Year, and was selected to be a 2024 Fellow of the American College of Lifestyle Medicine.
- **LtCol Faith Kelly** was honored with the Dean’s Faculty Teaching Award.
- **Dr. Andrea Austin** was honored by the Women in Medicine Summit with the Trailblazer Award at their inaugural Awards Gala.
- **CDR Jason Weiner** was selected to be Chair of the Department of Medicine at Navy Medical Center San Diego.
- **Dr. Daniel Adams** was selected by pediatrics residents at Naval Medical Center Portsmouth as Teacher of the Year.
- **Dr. Jeffrey Kim** and **CDR James Hawkins** presented at USU Education Days. CDR Hawkins was recognized with the Clinical Science Innovation in Education Award and Dr. Kim was runner-up for the Basic Science Innovation Award.



HPE Learners and Alumni

Learner and Alumni Research

HPE learners and alumni produced over [80 publications](#) in top-tier HPE journals this year including *Academic Medicine*, *Medical Education*, *Teaching and Learning in Medicine*, *Dental Education*, and *Medical Teacher*. Research from our learners and graduates contributed to national and international conversations on a diverse array of topics:

Military Healthcare Training and Curriculum Development

Many learners and alumni addressed the educational and training aspects within the military health system, covering curriculum design, specific training needs for various roles, and methods to enhance military medical education.

Bulaklak J, Cervero R, Samuel A. Military Medical Student Technology Readiness and Resource Utilization. *Mil Med.* 2025 Jul 1;190(Supplement_1):3-9.

Chalupa RL, Cervero R, Wildermuth A, Samuel A. Optimizing Military Physician Assistant Research: A Deliberate Approach to Digital Knowledge Management. *Mil Med.* 2025 Jul 1;190(Supplement_1):26-30.

Costantino RC, Jung E, Soh M, Samuel A. Exploring Knowledge, Skills, and Abilities Needed for Army Pharmacist Readiness Using the Nominal Group Technique. *Military Medicine.* 2024 Aug 30;189(9-10).

Goodwin ET, Kavanagh MJ, Samuel A. A Comprehensive Healthcare Disparities Curriculum for Military Family Medicine Residents. *Mil Med.* 2025 Jul 1;190(Supplement_1):34-36.

Owen RD, Samuel A, Soh M. Advanced Training in Child and Adolescent Mental Health: A Course Redesign for Tri-Service Psychiatric Mental Health Nurse Practitioners. *Mil Med.* 2025 Jul 1;190(Supplement_1):20-25.

Walsh J, Samuel A, Melton J, Martin PC. Is It Time to Rethink How We Train Forensic Pathologists? A Qualitative Needs Assessment From the Perspective of FP Stakeholders. *Mil Med.* 2025 Jul 1;190(Supplement_1):10-14.

Professional Identity and Well-being

The following articles examined professional identity of trainees and practitioners, and the lived experiences, well-being, and specific challenges faced by healthcare workers within military and civilian contexts, including issues such as burnout and adapting to unique healthcare demands.

Bertagnoli T, Durning S, Soh M, Merkebu J. Physicians have feelings: illuminating the relationship between emotional valence, clinical reasoning and context specificity. *Med Educ Online.* 2024 Dec 31;29(1):2404299.

Drumm CM, Martin PC, **Schulz EV**, Wyatt TR. "I Thought Everyone Was Going to Hate Me for Being Pregnant": The Enduring Influence of the Ideal Worker Image in GME. *Teach Learn Med.* 2024 Aug 8;1-11.

Haischer-Rollo G, Meyer H, **McMains KC**, Varpio L, **Bynum WE 4th**. How Shame Shaped Me: Exploring the Impact of Shame on Professional Identity Formation in Medical Trainees. *Acad Med.* 2025 Jul 1;100(7):801-809.

Johnson S, Wyatt T, Konopasky A. When I say ... belonging. *Med Educ.* 2025 Jun;59(6):578-580.

Kim E, Dupont J, Durning SJ, **Landoll R**, Soh M. Mitigating Impostor Phenomenon of Onboarding Military Medical Students: A Workshop Utilizing Situated Learning Theory. *Mil Med.* 2025 Mar 6;usaf068.

Matos RI, Cervero RM, Melton JL, Clemons MA, Sims BW, Ma T. Adaptive Leadership and Burnout in Military Healthcare Workers During a Global Health Pandemic. *Mil Med.* 2024 Aug 19;189(Suppl 3):106-112.

Musilli MG, Fuller SM, Wyatt B, Ryals TR, **Haischer-Rollo G**, **Drumm CM**, Vereen RJ, Plowden TC, Blevins EM, Spalding CN, Konopasky A, **Lutgendorf MA**. Qualitative Analysis of the Lived Experience of Reproductive and Pediatric Health Care in the Military Health Care System. *Mil Med.* 2025 Jan 16;190(1-2):e1-e4.

Assessment, Competency, and Program Leadership

In these articles, learners and alumni produced works that address the ongoing maintenance of professional competency and evaluation of a variety of health professions education programs, as well the quality of those programs' leadership and management.

Barker AM, Konopasky AW, Varpio L, Soh M, Poole BR, Stalmeijer RE. How Advanced Practice Clinicians Support Education for and Contribute to Education of Graduate Medical Education Trainees: A Critical Literature Review. *Acad Med*. 2024 Nov 1;99(11):1286-1297.

Burtson K, Meyer H, Hartzell JD, Eisenberg N, Elliott B, Wilson K. Academic Coaching to Enhance In-Training Examination Performance in Internal Medicine Residency. *J Grad Med Educ*. 2025 Jun;17(3):388-389.

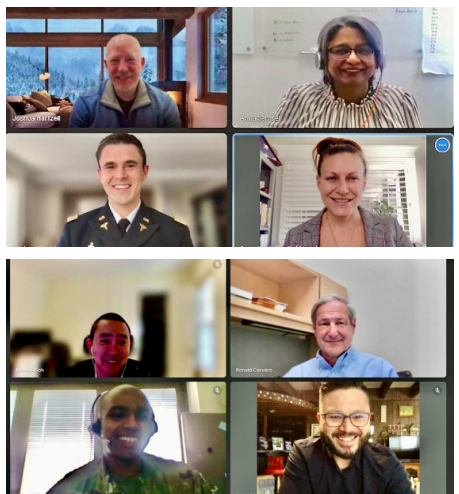
Dutner JM, Sidow SJ, Cervero RM, Soh M. Endodontic competence of the new general dentist as conceptualized by predoctoral educators: A qualitative exploration. *J Dent Oral Epidemiol*. 2024;4(2).

Johnson WR, Barelski AM, Blickle JG, Wiseman ML, Hartzell J. Year in review: tips for effective graduate medical education programme leadership and management. *BMJ Lead*. 2024 Jul 1;8(2):93-98.

Lee AM, Brown KR, Durning SJ, Abuhamdeh SA. Exploring emergency department providers' uncertainty in neurological clinical reasoning. *Diagnosis (Berl)*. 2025 Mar 18.

Lipshy KA, Feinleib J, Trainer B. Abbreviated in-situ inter-professional debriefing simulation training in peri-operative care environments: Minimizing the impact on clinical care using standardized videos. *Perioper Care Oper Room Manag*. 2024;37:100435.

Weiner JJ, Durning SJ, Wildermuth A. Challenges of Contemporary Practice: Internists Maintaining Competency in Multiple Specialties. *J Contin Educ Health Prof*. 2025 Jan 22.



HPE Faculty

Faculty Research

*Much like HPE learners, HPE faculty continued to conceptualize, implement, evaluate, and publish a high volume of research. Many HPE faculty represent rich professional expertise as physicians, communication researchers, educational psychologists, adult learning specialists, emergency medical technicians, teachers, learning scientists, physician assistants, curriculum developers, and community health and prevention research scientists. They published almost **150 peer-reviewed manuscripts as well as numerous articles, book chapters and other scholarly products**, often collaborating with HPE learners, alumni, and preeminent scholars around the world as they connected disparate themes and ideas.*

HPE Faculty Publications, 2024–2025: A Snapshot

([See all faculty publications](#))

Anderson LN, Ledford CJW. Improving Patient Comprehension Through Explanatory Communication. *JAMA*. 2024 Dec 17;332(23):2027-2028. doi: 10.1001/jama.2024.20868.

Battista A, Torre D, Konopasky A. Essential concepts for effective mixed methods research in the health professions: AMEE Guide No. 173. *Med Teach*. 2025 May;47(5):766-778.

Dong T, **Shapiro M**, Soh M, **Merkebu J**, **Cervero R**, McClain R, **Durning SJ**. Pursuing Osteopathic Recognition: A National Survey on US Program Director Perspectives. *J Grad Med Educ*. 2025 Feb;17(1):81-88.

Durning SJ, **Jung E**, Kim DH, **Lee YM**. Teaching clinical reasoning: principles from the literature to help improve instruction from the classroom to the bedside. *Korean J Med Educ*. 2024 Jun;36(2):145-155.

Hartzell JD, Servey J, Wilson R, Mount G, **Barry ES**, **Durning SJ**. The Military Medicine Leadership Life Cycle: A Model for Longitudinal Leadership Development for Staff Physicians. *Mil Med*. 2025 Apr 23;190(5-6):154-158.

Jung, EJ., Samuel, A., Ma, TL. Examining the Structural Relationship between Motivation, Learner Interaction, Perceived Learning, Satisfaction, and Goal Achievement in a MOOC. *The International Review of Research in Open and Distributed Learning*. (In Press)

Lee AM, **Brown KR**, **Durning SJ**, **Abuhamdeh SA**. Exploring emergency department providers' uncertainty in neurological clinical reasoning. *Diagnosis (Berl)*. 2025 Mar 18.

Ma T, Costello JA, **Dong T**, **Durning SJ**, Maggio LA. Physician educators' perceptions of experiences contributing to teaching. *Clin Teach*. 2024 Oct;21(5):e13768.

McMains K, **Durning SJ**, Holmboe E and **Meyer H**. The Power of Belonging- 'Arriving' as a Core Member of a Clinician Educator

Community of Practice' [version 1; peer review: 1 approved]. *MedEdPublish* 2025, 15:6.

Merkebu J, Veen M, Hosseini S, Varpio L. The case for metacognitive reflection: a theory integrative review with implications for medical education. *Adv Health Sci Educ Theory Pract*. 2024 Sep;29(4):1481-1500.

Meyer H, **Samuel A**, Maggio LA, **Cleland J**, Artino AR, Scarlett E, **Martin P**. Optimizing Student Success: Leaders Perspectives on Advising Practices in Graduate Health Professions Education Programs. *Perspectives*. In-press.

Mushtaq, O., Soh, M., **Dong, T.**, **Durning, SJ.**, **Melton, J.**, McCants, K.M., Taylor, L. and Olapeju, B., 2024. Perceived Stress among Graduate Students in Health Sciences at a Military University: A Mixed-Method Approach. doi.org/10.21203/rs.3.rs-3954233/v1.

Samuel A, Soh M, **Jung E**. Enhancing reflective practice with ChatGPT: A new approach to assignment design. *Med Teach*. 2025 Feb 6:1-3. doi: 10.1080/0142159X.2025.2461534.

Wyatt TR, Chow C, Nguyen Q, Scarlett E, **Ma T**. "I knew I was not going to get fired ... I know what the line is": How HPE Faculty Support Trainees' War Against Social Harm and Injustice. *Teach Learn Med*. 2025 Apr 1:1-10. doi: 10.1080/10401334.2025.2486383.

Zheng B, Maciuba JM, **Dong T**, **Durning SJ**. Fellows and medical students as tutors: Facilitating beginning medical students' clinical reasoning abilities. *Med Teach*. 2025 May 16:1-11.

Broido, E., Campbell, J., **Brown, K.**, Erwin, V. M. (2025). "What I Do Is I Am a Neighbor": Faculty-in-Residence Perspectives on Interactions With Students. *Journal of College & University Student Housing*, 51(2)

HPE faculty executed **research grants and agreements in excess of \$3.0 million** in the last year alone, including continued work on extramural projects like a photovoice project that examines women's experiences of postpartum depression as patients; a Department of Defense grant that addresses burnout in military health providers; a Participatory Theatre as Pedagogy grant to promote optimize teaching and learning for all; and a grant to support navigating the complexities of the patient encounter through an exploration of the relationship between empathy and clinical reasoning.

HPE Department Initiatives

SPOTLIGHT:

Center for Health Professions Education (CHPE)

By Tasha Wyatt, PhD

Strengthening Research Support: HPE Research Development Team

A cornerstone of our commitment to fostering robust scholarship within the Department of Health Professions Education is the dedicated Research Development Team, operating under the Vice Chair for Research. This highly skilled team comprises four integral members: Dr. Tinglan Ma, an expert in quantitative and mixed methods research and Institutional Review Board (IRB) processes; Dr. Kirsten Brown, specializing in qualitative research; Dr. John Melton, who provides invaluable manuscript technical support; and Emily Scarlett, serving as our dedicated research assistant.



The team provides comprehensive support to both learners and faculty, addressing their diverse educational research needs. This includes offering tailored research consultations, providing hands-on assistance with data collection, ensuring meticulous data cleaning and analysis, and aiding in the precise formatting of manuscripts for publication. This past year, the team has **supported 15 HPE learners** going through the **IRB** submission/approval process; provided **15 research consultations** and/or requested **research assistance**, which is associated with **17 manuscripts**; and **reference formatting for 4 papers**. This team is highly productive and plays a pivotal role in advancing scholarship across the department.

In a new and exciting initiative, the Research Development team, along with other faculty members in the Department is currently developing a series of online research modules. These modules are designed to serve as “just-in-time” video resources for learners as they embark on formulating their research proposals or actively engage in their research projects. The curriculum will be structured into three distinct sets of modules: one dedicated to qualitative research, another to quantitative research, and a third focusing on mixed methods approaches. Each module will encompass several videos, meticulously covering various critical aspects of the research process. This innovative effort aims to continuously empower our learners, further developing their essential skills as scholars in the dynamic field of Health Professions Education.

The Val G. Hemming Institute for Scholarship in Health Professions Education and Simulation

A significant milestone for our Center this past year is the proposed Val G. Hemming Institute for Scholarship in Health Professions Education and Simulation. This new entity is planned to represent a strategic merger of two highly respected entities: the Center for Health Professions Education and the Val G. Hemming Simulation Center. This integration is designed to create a powerful synergy, leveraging the distinct strengths of both former centers to advance health professions education scholarship and military readiness.

The proposed Institute will generate simulation and simulation-related scholarship (e.g. artificial intelligence, assessment, direct observation), encompassing both rigorous research and groundbreaking innovation. It is envisioned as a dynamic laboratory, fostering, for example, new avenues for research and grant funding, enhancing direct engagement with learners, and pioneering advancements in assessment methodologies and leadership development processes within health professions education. The Institute will be strategically housed within the Department of Health Professions Education.

One of the most compelling benefits of this merger is its direct contribution to addressing the Department of Defense’s (DoD) critical imperative to educate and train future health professionals. The Institute will equip these professionals with the essential skills required to excel as educational leaders, particularly as they continue to engage in vital warfighting activities and prepare the next generation of military healthcare providers. Historically, the Val G. Hemming Simulation Center has been instrumental in enhancing the clinical proficiencies of health professionals, thereby ensuring the DoD maintains a military force fully prepared for both anticipated and unforeseen operational demands.

HPE Department Initiatives

Through this strategic merger, we anticipate a synergistic effect. The Institute is poised to accelerate the achievement of the Department of Health Professions Education's overarching goals of educating and preparing exemplary educators, scholars, and leaders. Concurrently, it will amplify the Simulation Center's foundational objective of preparing the warfighter through advanced training activities, thereby ensuring unparalleled readiness.

Looking ahead, the Institute is committed to exploring cutting-edge areas of inquiry. Key initiatives are planned to include the innovative application of Artificial Intelligence (AI) in simulation-based training, the development of leadership competencies through immersive simulation experiences, and robust evaluation research. These efforts will be conducted in close collaboration with the ongoing Long Term Career Outcome Study, ensuring that our scholarship is both impactful and directly relevant to the evolving needs of healthcare education and military preparedness.

SPOTLIGHT:

Long Term Career Outcome Study (LTCOS)

By Ting Dong, PhD, Josh Hartell, MD, MS-HPed

The Long-Term Career Outcome Study (LTCOS) is a vital component of the Department of Health Professions Education. LTCOS has supported military medicine through its research and other initiatives since 2005 (LTCOS is now 20 years old). Currently, LTCOS has eleven research themes. This past year LTCOS had fourteen publications spanning a variety of topics including leadership development, clinical reasoning, burnout, clerkship performance, self-efficacy among recent graduates of postgraduate dental education programs, and mentoring. One notable paper, *Operational leadership experience of physician graduates of the Uniformed Services University* by Barry E, et al., published in *the BMJ Military Health* highlighted the operational roles that USU graduates serve in military medicine.



USU/HPE faculty with LTCOS team. Photo Credit: Dr. Joshua Hartzell.

LTCOS prepared two special reports for stakeholders. The first report explored factors impacting the residency match process. The second report provided valuable information on where USU graduates practice examining the last 20 years of graduates. This latter report highlighted the impact of USU graduates across the United States. Notably, graduates are serving in 49 of the 50 states and 28% of graduates provide care in underserved counties within the United States.

LTCOS disseminated an alumni survey in 2024. The survey is disseminated every five years to capture important information about USU graduates related to their careers in military medicine and beyond. The information informs the school about the success and impact of its graduates and provides valuable information related to the careers of Military Medical Corps officers. This year's updated survey had 1,775 respondents and multiple studies are underway including two with significant strategic importance examining the factors influencing military career satisfaction and retention.

LTCOS remains a valuable source of data related to performance of USU graduates and issues central to military medicine. Furthermore, LTCOS shapes medical education and the practice of medicine nationally through ongoing research initiatives and collaboration with other medical education leaders.

SPOTLIGHT:

Simulation Education Hub 2025 Accomplishments and 2026 Goals At a Glance

By Alexis Battista, PhD and Patrick Monihan, MD

Established in 2023, the USU Simulation Hub connects healthcare simulation professionals and centers who are often separated by physical distance, different professional backgrounds, and varied applications encompassing undergraduate training to military readiness. The Hub's primary goals—building simulation capacity, developing the future simulation workforce, and advancing simulation education scholarship saw major successes in AY24-25.

Developing the Next Generation of MHS Simulationists

Fulfilling a core goal, members of the Hub, together with simulation professionals from military treatment facilities across the country, worked with the USU Faculty Development Program to develop a Simulation Certificate curriculum. The new certificate comprises four Core Skills workshops to be offered on a recurring schedule, and advanced topics to promote continued workforce development.



Naval Postgraduate School/Dept of Health Professions Education Gathering at International Meeting on Simulation in Healthcare (IMSH) 2025. Photo Credit: Dr. Alexis Battista.

Core Workshops

- Foundations of Simulation (1 credit hour)
- Debriefing Simulation (1.5 credit hours)
- Building a Simulation Scenario (1.5 credit hours)
- Creating Psychological Safety (1.5 credit hours)

Advanced & Specialized Topics

- Sharpening Surgical Skills through Simulation (1.5 credit hours)
- Using AI for Simulation (1.5 credit hours)
- Expanding the Scope of Scholarship in Healthcare Simulation: Applying Boyer's Framework (1.5 credit hours)

In another example of strengthening the simulation workforce, Hub members, Drs. Amy Hildreth, Andrea Austin, Patrick Monihan, and Alexis Battista recently submitted a manuscript to the journal *Military Medicine*. Their article, titled *The Critical Missing Piece: Investing in Military Healthcare Simulation Professionals for Enhanced Readiness*, intends to raise awareness of the challenges within the military's healthcare simulation workforce, such as often fragmented training and inconsistent professional development. The article offers four strategies to tackle these issues: establishing minimum qualifications, evaluating training gaps, creating clear career pathways, and fostering a community of practice.

HPE Department Initiatives

Fostering a Culture of Simulation Excellence

During FY24-25, the Simulation Hub's annual presentations highlight important developments in the field of healthcare simulation, with a focus on innovative educational strategies, research-driven insights, and the practical application of artificial intelligence.

AI in Simulation

- AI in Simulation, Readiness from Policy to Practice (Drs. Anita Samuel & Alexis Battista, USU Department of Health Professions Education)

Curriculum & Education

- Critical Care Air Transport Team (CCATT) Educator Curriculum (Lt Col Derek Sorensen, Usafsam/Et)
- Bridging the Gap: Advancing Simulationists' Education (Dr. Andrea Austen, Naval Postgraduate School)

Research & Learning Potential

- Data Driven Micro-Feedback and Healthcare Leadership Education (Dr. Chan Park, Durham VA Medical Center)
- Unlocking the Hidden Learning Potential of Healthcare Simulation: Key Findings from a Decade of Research (Dr. Alexis Battista, USU Department of Health Professions Education)

Funding Collaboration

The Hub also facilitated its first proposal submission to the American Medical Association's ChangeMedEd grant program. Several departments and centers from USU worked to prepare and submit the project, entitled *"Leveraging AI-Driven Precision Education Across the Military Health System."* This effort, while not funded, established a template for future collaborations.

What's next?

The Hub is taking steps to enable collaboration and break through silo barriers, and promote collaborations in research and curricula. We are expanding our Lecture Series to include prominent national and international scholars. We will continue working with the Faculty Development Program to refine and enhance the Simulation Certificate offerings. We are also taking steps to expand representation on the Hub leadership committee. We will be welcoming representatives from the Graduate School of Nursing, the Graduate School of Dentistry, and the College of Allied Health Sciences. We are also improving our outreach processes to Military Treatment Facilities (MTFs) through identifying key individuals at each institution. Lastly, keep your eyes open for the annual Virtual Simulation Research Forum on December 5, 2025!

SPOTLIGHT:

The Distance Learning Lab: Faculty Development, AI Integration & Instructional Partnership

By Anita Samuel, PhD

In 2024, the Distance Learning Lab (DL Lab) solidified its role as a strategic partner in transforming teaching and learning at USU. While continuing to offer just-in-time support, the DL Lab also scaled its reach through structured programming, national collaborations, and evidence-based innovation. DL Lab staff now regularly act as co-instructors, instructional designers, and AI education specialists across multiple initiatives.

Teaching Partnerships & Course Support

Faculty Development & Workshops



The DL Lab led a robust schedule of workshops in 2024. Sessions emphasized practical integration of AI, video-based learning, and asynchronous feedback strategies.

“I walked away with tools I used the next day in my teaching.”

— Workshop Participant



HPE Foundations: Self-Paced Learning at Scale

The DL Lab developed and maintains a growing set of **18 fully online, self-paced modules** covering essential topics in health professions education.

- Aligned to USU's HPE Competencies: **Education, Leadership, Research**
- Learners can take any module, in any order, at any time
- Reached **200+ learners in 2024** across programs and disciplines



HPE Department Initiatives

BSIC: Basic Science in the Clerkship Years

The DL Lab facilitated the **Basic Science Integration Course (BSIC)**—a structured, self-directed learning activity required for medical students during clerkships. This was the third year of our collaboration on this project. We facilitated:

- Maintenance of the course on the Canvas learning management site
- Workflow automation for peer review and evaluation
- Coordination with clerkship directors to track completion

This initiative supports **vertical integration** of science and clinical practice through reflective digital learning.

Military Medicine Modules

The DL Lab supports and delivers a fully online, asynchronous **16-module** Canvas-based **Military Medicine course** designed specifically for **Health Professions Scholarship Program (HPSP) learners**. The goal is to provide future military medical officers with a structured, accessible **introduction to military medicine** before active service. In 2024, **20 HPSP learners** from **Texas A&M University** enrolled in the course.

This initiative expands the DL Lab's reach while aligning with DoD educational missions.



Scholarship & National Presence

In 2024, the Distance Learning Lab expanded its impact beyond instructional support, actively contributing to the scholarship of teaching and learning at both the national and international levels.



Conference Presentations

DL Lab faculty presented original work at leading national and international education conferences.

Topics included redesigning medical school orientation for hybrid learners, implementing and evaluating self-paced asynchronous modules, and patterns in medical student use of generative artificial intelligence.

Peer-Reviewed Publications

DL Lab faculty published their research in academic peer-reviewed journals. Publications explored technology-enhanced teaching, online learning frameworks, and the evolving role of digital pedagogy in health professions education.

As the educational landscape continues to evolve, the Distance Learning Lab remains an essential node in the department's ecosystem—linking digital literacy, faculty development, and innovation in pedagogy.





SPOTLIGHT:

HPE Remote Campus Initiative

By COL (Ret) Matthew Pflipsen MD, MHPE

With over 550 graduates between USU Health Professions Education (HPE) degree and certificate programs, there is a cohort of HPE alumni assigned to military treatment facilities (MTF) and Veterans Affairs (VA) hospitals across the world, creating an opportunity to engage a large pool of talent in HPE and develop a community of remote support for our current learners. With an increasing number of alumni, we have the opportunity to strengthen the overall reach of HPE programs by building upon distance learning platforms with the establishment of remote campuses. These remote campuses will help facilitate local community support, bolster recruiting efforts, and create space for our alumni to engage in HPE education, leadership, and research. But most importantly, they will help build connections among our remote learners. In fact, many of our learners who are currently co-located can be unaware of other learners and graduates around them.

With this goal to cultivate local educational leadership, community building, and health profession scholarship, we identified five locations with a critical cohort of learners that would best support the development of a remote campus. Over the past year, we have been working with HPE alumni at these locations, each of whom have graciously agreed to be a remote campus lead. These sites and individuals are: COL Chris McMains, MD, PhD at San Antonio Military Medical Center, Natalie Burman, DO, MA, FAAP at Naval Medical Center San Diego, COL Lisa Yarbrough, DMD, MHPE at Madigan AMC Joint Base Lewis-McChord, LTC Zach Bevis, MD, MHPE and Delores Mullikin, MD, MHPE at Tripler AMC Hawaii, and Andrea Barker, MPAS, PA-C and Michael Battistone, MD at VA Salt Lake City Health Care System. We are truly thankful to each of them for leading the effort at their site.

As we collaborate, initial efforts at the remote campuses will be focused on face to face engagement so we can strengthen local connections among our remote learners and alumni and enhance belonging within the HPE program. Remote campus leads will also play a vital role in promoting local advocacy for the HPE program and supporting recruitment efforts for future health professions learners. Moving forward, opportunities for alumni at remote campuses may include: serving as mentors and advisors for local learners involved in HPE theses and culminating projects, and practicum opportunities; supporting learning by leading local cohort discussions; co-teaching in-residence or existing courses; or facilitating collaborative research and educational innovation between MTF and HPE faculty and learners through initiatives such as the Department of HPE's Long Term Career Outcome Study (LTCOS), Distance Learning Lab (DL Lab) and Simulation and Education Hub. Depending on the activities involved, alumni involvement with remote campus initiatives can achieve level II/III teaching experience for academic promotions, enhance research skills and publications and some can earn adjunct faculty status within the Department of HPE. Over the past year, our alumni have also participated in an information webinar for prospective learners; interviewed HPE applicants for the certificate and degree programs; sat on an alumni panel during our in-residence week; reviewed articles for a special edition of *Military Medicine* highlighting HPE scholarship of Teaching and Learning, showcasing our MEd-HPE learners; and helped with co-teaching of HPE courses.

The Department of HPE is fortunate to have a strong cadre of alumni who continue to stay connected and involved with the HPE program. It is a testament to the leadership that the United States Military, the Department of Veterans Affairs, and the Uniformed Services University fosters. It is this leadership and commitment amongst our alumni that will allow the HPE program to further expand capabilities to better serve our learners. We appreciate the ongoing support of our alumni and are excited to see alumni continuing to involve themselves within the HPE program. The success of our remote campus initiative depends on alumni engagement and we hope to create value in the opportunities that HPE can provide. If you would like to remain engaged as an alumni, please update your contact information [here](#) or by contacting hpe@usuhs.edu.

HPE Department Initiatives

SPOTLIGHT:

Advancing Educational Innovation through SoTL: Military Medicine Special Issue Showcases MEd-HPE Scholarship

By Anita Samuel, PhD

In July 2025, *Military Medicine* published a special issue titled “**Scholarship of Teaching and Learning (SoTL) in the Military: Innovating Education and Training for the Military Context.**” This issue represents a milestone for the Department of Health Professions Education, marking the first time the journal has dedicated an entire supplement to the scholarship of teaching and learning. The edition brings national visibility to the innovations emerging from our MEd-HPE program and reflects our growing emphasis on the systematic study of teaching and learning as a legitimate and necessary arm of military medical readiness.

All contributions in the issue were authored by learners in the MEd-HPE program, supported by HPE faculty. Each article represents the final scholarly product of a “culminating project”—an educational innovation grounded in the program’s Scholarly Innovation I and II coursework and guided by Glassick’s criteria for high-quality scholarship.

Scope of the Special Issue

- Guest edited by internationally recognized HPE leaders:
 - **Col (Ret) Arnyce R. Pock**, USAF, MC, Uniformed Services University of Health Sciences
 - **Dr. Marco de Carvalho Filho**, Maastricht University
 - **Dr. Toni Ungaretti**, Johns Hopkins University
- Projects drawn from the MEd-HPE degree at USU—launched in 2021 to build educational leadership across the MHS
- Articles represent the **first wave of scholarly dissemination** from MEd-HPE graduates

Topics Featured

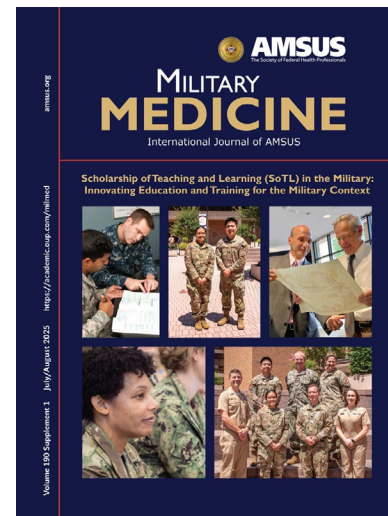
- Curriculum gaps in **forensic pathology training**
- Educational redesign for **psychiatric mental health nursing**
- Teaching innovation using **video review for laparoscopic procedures**
- Frameworks for **structured peer observation** of clinical educators
- Strategies to improve **post-injury patient education** and recovery

Why It Matters

This special issue signals a shift in how we prepare military educators—not just as instructors, but as **scholars** who can contribute to the advancement of teaching and learning across the MHS. It reinforces that educational innovation is an important form of operational readiness, and that academic dissemination of such innovations should be part of our professional culture.

Publishing these projects in a peer-reviewed journal ensures that:

- Our learners’ work is **visible, credible**, and **reproducible**
- Military educational practices are **examined with rigor**
- Our department plays a central role in **shaping the future of military health professions education**





SPOTLIGHT:

Building a Global HPE Community: First International Health Professions Education Virtual Conference

By Anita Samuel, PhD

On October 18, 2024, the Department of Health Professions Education hosted the **First International Health Professions Education (HPE) Virtual Conference**. With the theme “*Developing Future HPE Scholars and Leaders*,” the event brought together learners and faculty across eight countries to share educational innovations, research, and actionable interventions shaping the future of health professions education. This free, fully virtual event created space for emerging scholars—particularly MHPE, MEd-HPE, and PhD learners—to present their work, engage in scholarly discourse, and build cross-institutional connections. The result was a vibrant, inclusive, and academically rigorous conference that highlighted the global momentum behind HPE leadership.



Participant Feedback

Attendees praised the conference’s seamless organization, the thoughtful grouping of presentations by topic, and the diversity and quality of sessions. Many noted the strong sense of camaraderie and shared purpose among participants, as well as the opportunity to engage with a wide range of global perspectives. The event was especially valued for its blend of scholarly rigor and community-building energy.

Participant Comments

“The sense of camaraderie, expertise, and shared purpose made this more than a conference—it felt like a global scholarly community in action.”

“The diversity of perspectives and seamless organization made this one of the most impactful virtual events I’ve attended.”

“Incredible energy, thoughtful sessions, and a genuine commitment to advancing HPE together.”

“High-quality scholarship. Global connection. No barriers.”

By the Numbers

- **31 submissions**
- **55 presenters and co-presenters**
- **8 countries represented:** USA, Netherlands, Pakistan, Indonesia, South Korea, and more
- **More than 80 global attendees**

Themes Explored

- Educational interventions and curriculum innovation
- Faculty development and leadership in HPE
- Assessment strategies (self, peer, and reflective)
- Virtual learning platforms and technology integration
- Interprofessional and global collaboration

Signature Sessions

- **Healthcare Educators in the AI Era** (Spotlight Talk)
- **Faculty Survival Guide** (Panel)
- **Envisioning the Next Decade in HPE** (Panel)

HPE Department Initiatives



Honoring Lou Pangaro

By Paolo Martin, PhD & Steve Durning, MD, PhD

On April 25, 2025 USU honored the career of Professor Louis Pangaro, MD, MACP who provided unwavering support to the development of HPE's certificate and degree program, CHPE, and now the Department of HPE in his roles as vice chair for the department of medicine, chair of medicine, acting dean and now chair of the center's advisory board. In a full-day symposium, we celebrated over 45 years of his service to USU and our country on the topic of challenges and controversies in medical education, with distinguished scholars presenting talks on leading topics in medical education. These scholars included Drs. Lambert Schuwirth, Adina Kalet, William McGaghie, Michael Malloy, Eric Holmboe, LtGen John DeGoes, and USU President Dr. Jonathan Woodson.

Symposium: Advances and Controversies in Medical Education
Honoring the career of Louis N. Pangaro, MD, MACP

SPEAKERS

- 0810-0900 Lambert Schuwirth, MD, PhD, is Chair Research and Evaluation, NewMed University College, Australia
- 0900-0950 Adina Kalet, MD, MPH, Professor of Medicine, Director of the Advancing Health Professions Education Lab (AHP-ELL), Center for the Advancement of Population Health at the Medical College of Wisconsin
- 1010-1100 William C. McGaghie, PhD, Professor of medical education and preventive medicine at the Northwestern University Feinberg School of Medicine and Northwestern Simulation
- 1100-1150 Michael P. Malloy, JD, PhD, Distinguished Professor of Law at the University of the Pacific McGeorge School of Law
- 1300-1350 Eric S. Holmboe, MD, MACP, President and CEO of Inteleath
- 1350-1420 LtGen John J. DeGoes, Surgeon General, Headquarters U.S. Air Force and U.S. Space Force
- 1430-1510: Presentation of University Medal, USU President Jonathan Woodson, MD, MSS, FACS and Comments from Louis N. Pangaro, MD, MACP
- 1520-1630: Networking Social

Friday April 25, 2025
0800 - 1630
Sanford Auditorium, USU

Louis N. Pangaro, MD, MACP
Professor of Medicine
Professor of Health Professions Education
Chair Emeritus, Department of Medicine
Prior Interim Dean, School of Medicine

USU

Dr. Louis Pangaro stands as a towering figure in medical education, whose profound impact has reverberated significantly through the Uniformed Services University (USU) and the broader field of Health Professions Education (HPE). His dedication to refining the curriculum and pedagogical methods at USU has left an indelible mark on generations of military medical officers, equipping them with the knowledge and adaptive expertise required to serve in diverse and challenging environments. Dr. Pangaro's contributions to HPE have also emphasized the crucial roles of professional values, attitudes, and the ability to learn and adapt—particularly relevant traits for military medicine. He is perhaps best known for his decades of work pioneering the

Reporter, Interpreter, Manager and Educator (RIME) framework that is used globally in HPE.

Beyond his numerous scientific contributions, Dr. Pangaro has been a tireless advocate for evidence-based medical education. He consistently emphasized the importance of rigorous research to inform educational practices, pushing for a scientific approach to understanding how healthcare professionals learn and develop. His leadership in various national and international medical education organizations further exemplify his influence, and Dr. Pangaro has disseminated best practices and fostered a community of scholars dedicated to advancing HPE. Through his mentorship, publications, and unwavering commitment to excellence, he has not only shaped the educational landscape at USU, but has also significantly advanced scholarly discourse and practical application of principles within health professions education worldwide.

Furthermore, Dr. Pangaro's dedication to HPE was deeply rooted in his understanding of the unique demands placed upon uniformed medical personnel. He recognized that military healthcare providers face complex and often austere environments, requiring not only clinical acumen but also exceptional resilience, adaptability, and ethical grounding. His work consistently aimed to imbue these qualities into the educational experiences, preparing graduates to navigate the complexities of military service with professionalism and integrity. His legacy is therefore not just one of academic frameworks like RIME, models and curriculum design, but also of shaping the character and capabilities of those who dedicate their lives to caring for the nation's service members and their families. Indeed, Dr Pangaro's greatest contribution to our field is perhaps through the thousands of health professionals that he has mentored.

As stated by [Dr. William McGaghie](#), "Dr. Pangaro has been a USU education mainstay for decades due to his involvement in creation of educational research capacity at USU, service as chair of the Department of Medicine and acting USU dean, and many other USU governance roles. Dr. Pangaro's editorial leadership in the recent publication of the *Handbook on Medical Student Assessment and Evaluation*, 2nd edition (Alliance for Clinical Education and Gegensatz Press, 2025) is not only evidence of his academic stewardship but also of USU support for education scholarship and the faculty who perform this work. Dr. Pangaro's USU legacy will inspire the next generation of military medicine leaders to continue advancing the health professions education agenda."

Growing Connections and Awards

The HPE program continued to expand its national and international relationships, often earning recognition for the excellence of its learners and faculty members.

SPOTLIGHT:

Expanding Our Global Reach Via International Collaborations

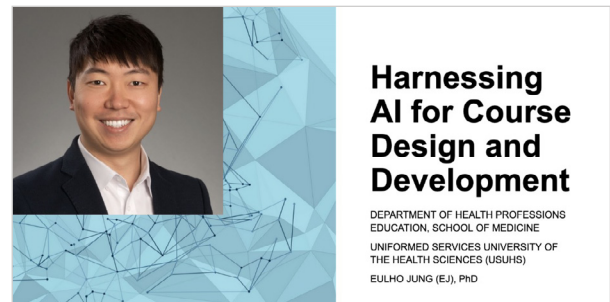
By Tasha Wyatt, PhD

The Department of Health Professions Education has significantly expanded its international collaborative efforts, reinforcing our commitment to global health professions education. We have forged a productive partnership with Groningen University in the Netherlands, leading to the establishment of the International Medical Education Grand Rounds program. Through this initiative, Health Professions Education (HPE) faculty and our extensive network of international scholars present cutting-edge medical education scholarship, thereby broadening opportunities for the international dissemination of our research and insights. This collaboration has already yielded tangible results, including two international educational research grants involving faculty members from both institutions.

Further extending our global footprint, we are proud to include Rwanda's University of Global Health Equity Educational Development and Quality Center in our growing network of collaborators. The Department of Health Professions Education is actively working with Rwandan faculty members to develop and refine their teaching certificate programs for local healthcare professionals. We anticipate that this collaboration will provide invaluable opportunities for HPE faculty to teach in their areas of expertise within an international setting, leveraging their skills as educators, researchers, and leaders to contribute to a vital global effort aimed at enhancing the skill sets of health professionals worldwide.

Several HPE faculty members were recognized for their excellence in research, teaching, and mentorship, winning awards including the following honors and recognitions:

- Dr. Eulho Jung delivered the Grand Rounds lecture entitled "Harnessing AI for Course Design and Development" at Weill Cornell Hospital Medicine. Dr. was also selected to be an associate editor for Journal of Medical Internet Research (JMIR) and elected to the USU Faculty Senate.
- Dr. Tasha Wyatt was chosen as President Elect for the Society for Directors of Research in Medical Education (SDMRE).
- Dr. LaKesha Anderson and Dr. Jerusalem Merkebu were recognized for their scholarship with the School of Medicine Program of Research Award.
- Dr. Jersalum Merkebu led a study on emotions in clinical reasoning, which was selected for Academic Medicine's Research in Medical Education (RIME) supplement and was honored by the RIME committee with the Outstanding Research Award. Dr. Merkebu was invited to present the work at the American Association of Medical College's (AAMC) Learn, Serve, Lead (LSL) Annual Meeting.
- Dr. Anita Samuel was awarded a USU Interprofessional Education (IPE) Innovation grant toward a virtual Health Professions Education Conference!



Growing Connections and Awards

- Dr. Anita Samuel and University of Maryland colleague, Dr. Michael Soh, also won a [Leaders in Education: Academy of Presidential Scholars \(LEAPS\) Instructional Innovation Seed Grant](#) for their project, “Enhancing Health Professions Education Through AI-Powered Transparent Learning and Inclusive Design.”
- Dr. Duane Bidwell was honored with a lectureship as part of Children’s Hospital of Philadelphia’s Ground Rounds series on spirituality and pediatrics. His lecture was entitled, “After the Worst Day Ever: What Sick Kids Know about Sustaining Hope in Chronic Illness.” Over 250 people attended and Dr. Bidwell met with the spiritual care staff and the palliative care teams.
- Dr. Tasha Wyatt published a paper with Dr. Edison Iglesias de Oliveira Vidal entitled, [The social construction of time and its influence on medical education](#), which was chosen as a featured article in The Johns Hopkins (JH) School of Medicine *Must Reads*. Dr. Wyatt was also recognized with the Dean’s Impact Award at the State of SOM meeting and the 2024 AMEE Research Paper Award.
- Dr. LaKesha Anderson was lead author on a paper on [Improving Patient Comprehension Through Explanatory Communication](#), which was recently published in The Journal of the American Medical Association (JAMA). This is Dr. Anderson’s second JAMA publication.
- A paper co-authored by Dr. Tasha Wyatt and Dr. Paolo Martin, was recognized by the Association For The Study Of Medical Education as among one of top 10 most-cited papers published by the journal, *Medical Education*.
- Dr. Alexis Battista won 1st Place for an abstract entitled *Uncovering sex bias markers in Tactical Combat Casualty Care: An Exploratory Mixed Methods Study*. The abstract was submitted with Dr. Leslie Votja and Jasmine Proctor for the upcoming International Meeting on Simulation in Healthcare (IMSH) conference in January 2025.
- Dr. Eulho Jung (“EJ”) and Dr. Steve Durning represented HPE at the Korean Medical Education Conference. Dr. Durning delivered the keynote address.
- Professor Louis Pangaro was recognized by the AAMC with the [Award for Excellence in Medical Education](#) for his “lasting impact on medical education through his development of innovative assessment tools and advancement of career development for clinician-educators.”



The social construction of time and its influence on medical education

Medical Education: T. R. Wyatt and E. I. de Oliveira Vidal

THE GIST

- Commentary comparing perspectives of time in the U.S. and Brazil.
- Contrasts “clock time” – linear and measured objectively - with “event time” – flexible and subjective – and considers implications for medical education.

WHY THIS IS A MUST READ

Time is not experienced the same way by everyone. This article prompts us to be more thoughtful and intentional in how we manage time in medical education and practice.



Our Strategic Concepts

The HPE Strategic Concepts guide our team to achieve our mission and vision. These concepts inform how we approach the design, execution, and evaluation of our work (research, education, leadership, service), from individual elements to the program as a whole.

TRANSFORMATIVE

We link scholarship with educational practice across the health professional education (HPE) continuum and use theory to strengthen the rigor of our work. We will push boundaries and break new ground with all facets of our work. We build capacity within the MHS and with strategic civilian partners. We attend conferences to present our work, publish in top tier journals and win grant funding and foster collaborations with global partners, and we will offer courses at USU for the civilian community.

RELEVANT

Our work addresses both the local education community (e.g., where appropriate, our scholarship is military specific and relevant) as well as national and global communities on research, education, and leadership areas of importance. This is critical to stakeholders who send us full-time and part-time learners.

COLLABORATIVE

We build capacity for our system and beyond. We collaborate within the Military Health System (MHS), Public Health Service (PHS), and Veterans Affairs (VA) and more broadly with global HPE colleagues. Although we are a closed educational system and interdisciplinary by nature, we seek ways to enhance this unique opportunity for both our education and research programs.

VISIBLE

We increase our work's visibility through publications, presentations at national, international, and MHS-relevant meetings, and extramural grant funding. We create an internationally visible identity, pioneer educational development projects, attract visiting scholars, employ a targeted research-publication strategy, attend global HPE meetings, and enhance partnerships with leaders in HPE worldwide.

BELONGING

We have faculty from a diverse background of fields. Our learners span the continuum of education and we invite all health professionals to join our community. We strive to foster belonging in education, leadership, and research and we celebrate this diversity and foster equity, inclusion and justice in our work.

Our Guiding Principles

Workforce development (e.g. health professional students and faculty) is the heart of the Department of HPE—we lead leaders, educate educators, and shape scholars making a difference in the Military Health System, Public Health Service, Veterans Health Affairs and civilian sectors. As an inter-professional and inclusive group, we commit to excellence in these principles in all our endeavors.

EDUCATING EDUCATORS

FOSTER FUTURE GENERATIONS

Provide all learners (e.g. graduate students, medical students, faculty in different health professions) who represent the future of our system with graduate-level education in qualitative and quantitative research methods, cutting-edge innovations, and practical leadership and teaching experience. We inspire curiosity in learners to help them seek out and solve challenges in creative ways.

MAKE IT BETTER

Commit to excellence and continuous quality improvement in all that we do. We use evidence, theory, and experience to inform our work (e.g. education, research, leadership, and service). In our educational activities, such as teaching and learning, we implement evidence-based practices. We celebrate successes and learn and grow from mistakes. We see challenges as opportunities to think expansively and creatively about solutions that pertain to education, research, and leadership.

LEADING LEADERS

LEAD THROUGH LEARNING

Foster a culture of teamwork (i.e., interdisciplinary and interprofessional cooperation and collaboration) and use information and distributed learning technologies to positively impact our global community. We practice humility and responsibility as we lead and enhance the capacity of others. We acknowledge the limitations of our own perspectives and seek different points of view to inform thinking and action.

SERVICE TO THOSE WHO SERVE US

Serve our MHS, PHS, and VA communities first. This starts with our collaborative CHPE team, followed by the local USU community, remote HPE graduate program campuses, hospitals (unity of effort) in the MHS, the nation, and finally our global community. We are committed to being the best we can be for others. We highlight our military context through relevance and readiness and incorporate systems thinking.

SHAPING SCHOLARS

CULTIVATE SCHOLARSHIP

Focus on scholarship that spans the health professional educational continuum, informs theory and practice, and holds theory and practice accountable to each other.

SEEK TO IMPROVE CARE

Provide relevant and timely education to those who care for those in harm's way, as well as to those who educate these front-line health professionals.

HPE Faculty & Staff



Steven Durning, MD, PhD, MACP, Department Chair and CHPE Director, Professor
steven.durning@usuhs.edu

Ronald Cervero, PhD, HPE Program Director, Professor
ronald.cervero@usuhs.edu

Joshua Hartzell, MD, MS-HPEd, Deputy Chair, Professor
joshua.hartzell@usuhs.edu

Anita Samuel, PhD, Vice Chair for Distance Learning, Associate Professor
anita.samuel@usuhs.edu

Tasha Wyatt, PhD, Vice Chair for Research and CHPE Deputy Director, Professor
tasha.wyatt@usuhs.edu

Holly Meyer, PhD, Vice Chair for Student Affairs, Associate Professor
holly.meyer@usuhs.edu

LaKeshia Anderson, PhD, Associate Professor
lakesha.anderson.ctr@usuhs.edu

Erin Barry, PhD, Associate Professor
erin.barry@usuhs.edu

Alexis Battista, PhD, Associate Professor
alexis.battista.ctr@usuhs.edu

Jerusalem Merkebu, PhD, Associate Professor
jerusalem.merkebu@usuhs.edu

Binbin Zheng, PhD, Associate Professor
binbin.zheng@usuhs.edu

LCDR Adam T. Biggs, PhD, MSC, USN, Assistant Professor
adam.biggs@usuhs.edu

Kirsten Brown, PhD, Assistant Professor
kirsten.brown.ctr@usuhs.edu

Tinglan Ma, PhD, Assistant Professor
ting-lan.ma.ctr@usuhs.edu

Paolo C. Martin, PhD, Director for Scholarly Communication, Assistant Professor
paolo.martin@usuhs.edu

CAPT John Melton, PhD, Assistant Professor
john.melton@usuhs.edu

Marina Shapiro, PhD, Assistant Professor
marina.shapiro.ctr@usuhs.edu

Elizabeth Darby, BA, Educational Programs Manager
elizabeth.darby.ctr@usuhs.edu

Cindy Glass, BS, Sr. Program Coordinator
cynthia.glass.ctr@usuhs.edu

Nishi Patel, BS, Program Administrative Specialist
nishi.patel.ctr@usuhs.edu

Sandi N.D. Sellers, Program Administrative Specialist
sandi.sellers@usuhs.edu

LONG TERM OUTCOME STUDY (LTCOS) FACULTY

Ting Dong, PhD, Professor and LTCOS Director
ting.dong.ctr@usuhs.edu

Sami Abuhamdeh, PhD, Assistant Professor
sami.abuhamdeh.ctr@usuhs.edu

Yen Lee, PhD, Assistant Professor
yen.lee.ctr@usuhs.edu

DISTANCE LEARNING LAB (DL LAB) FACULTY & STAFF

Eulho (EJ) Jung, PhD, Distance Learning Lab, Assistant Professor
eulho.jung@usuhs.edu

Maurice J. Kavanagh, PhD, Distance Learning Lab, Assistant Professor
maurice.kavanagh.ctr@usuhs.edu

Beth King, MPP, Distance Learning Program Evaluator, Instructor
elizabeth.king.ctr@usuhs.edu

We want to express special appreciation and fond farewell to HPE faculty who took on new roles this past year: Dr. Michael Soh, Dr. Duane Bidewell, and Dr. Annie Wildermuth.



For more information about each of the HPE programs, visit

<https://chpe.usuhs.edu>

Or contact us:

EMAIL: hpe@usuhs.edu

PHONE: (301) 295-3603

MAIL:

Department of Health Professions Education
ATTN: HPE Director, Uniformed Services University
4301 Jones Bridge Road
Bethesda, MD 20814-4799

Keep up to date with new HPE developments throughout the year by following us on twitter.com/USU_HPE

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