



Annual Report

2021-2022

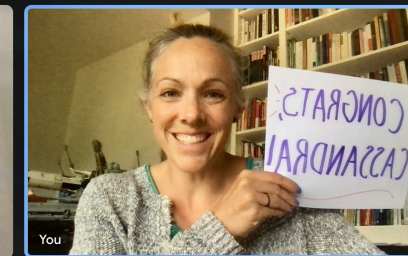
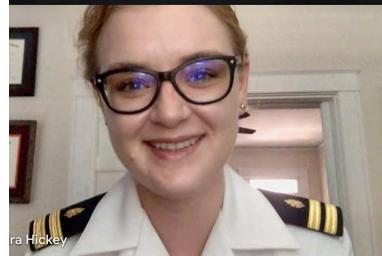


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Executive Summary

The **2021–2022 Annual Report of the Center for Health Professions Education (CHPE)** at the Uniformed Services University (USU) of the Health Sciences offers a view of several of the successes of our core activities, learners, and faculty in the past year. We have grouped these achievements under the general categories of teaching, scholarship and service.

Teaching: During the 2021–2022 academic year, we taught almost 170 total learners, adding perspectives from throughout the Military Health System (MHS). We celebrated the graduation of two PhD learners. Eleven candidates earned Master of Health Professions Education (MHPE) degrees and we awarded 90 program certificates during the course of the academic year. These certificate graduates included over 45 medical students (making up nearly a third of the class), as well as Department of Veterans Affairs (VA) learners who participated in our program through recent Memorandums of Understanding (MOUs). CHPE faculty delivered more than 4,500 hours of instructional time while teaching these diverse groups of learners in the only part-time degree granting program at USU. We also admitted our first learners of a new Master of Education in Health Professions Education (MEd-HPE), and a joint MD/MEd in HPE degree.

Research: CHPE's research productivity continued to rival top health professions education centers and departments internationally in both quantity and impact of the scholarship produced. Learners published 17 peer-reviewed manuscripts in the health professions education field with CHPE faculty, while CHPE faculty published 94 peer-reviewed manuscripts in top tier journals such as *Academic Medicine*, *Annals of Surgery*, *Medical Education*, and *Medical Teacher*. Learners and faculty also produced numerous book chapters and editorials, edited books in progress, and developed national and international presentations. Along with learners, faculty were invited to present their research to local, national, and global audiences, and were awarded more than \$3 million in research grants and agreements in this year alone.

Service: Through CHPE's Distance Learning Laboratory (DL-Lab), CHPE faculty and staff provide consultative support to university-wide faculty and staff. Throughout the pandemic, the DL-Lab team has coached numerous module and course directors on how to convert face-to-face teaching to distance learning instruction for medical students, reaching over 80% of local faculty with at least one consultation in the past year alone. CHPE faculty also served on key School of Medicine (SoM) and USU committees and task forces including the Assessment Subcommittee of the Executive Curriculum Committee, Addressing Racism in Medical Education/Medicine (ARMed) Task Force, LBGTQAI+ Affirming Curriculum Task Force, the assessment committee for the SoM, the Post Graduate Dental College's arm of the Long-Term Career Outcome Study (LTCOS) and its new faculty development committee for dental educators, and the Graduate School of Nursing's Committee on Promotion and Tenure. LTCOS continues to produce cutting edge scholarship, providing evidence for USU curricular and policy decisions to include working on a *Military Medicine* special edition with a number of publications to support our upcoming Middle States and Liaison Committee on Medical Education (LCME) accreditation efforts. CHPE also continues to support the SoM's Medical Education Elective and capstone experiences reaching numerous medical students as well as the Office of Faculty Development's local and distant efforts to include delivering multiple workshops during Leadership Week and a visit to Portsmouth.

CHPE continued to expand its learner network—both within and beyond Military Treatment Facilities. We added an MOU with Georgetown University, for its faculty to participate in our certificate program and enrolled our first Georgetown certificate matriculant. We also signed an Inter-Agency Agreement (IAA) with the VA at Salt Lake City, allowing its faculty to participate in our degree programs. Further we are executing an IAA with the VA on a national level to build a leadership curriculum for their educational leaders.

This Annual Report provides an account of selected accomplishments and highlights some of CHPE's successes over the course of the past academic year.

MESSAGE FROM THE CHPE DIRECTOR



Welcome to the Third Annual Report for the Center for Health Professions Education (CHPE) at the Uniformed Services University (USU) of the Health Sciences.

The 2021–2022 academic year was a year of continued successes for our Center, and this report highlights how we are establishing an international reputation in health professions education. It summarizes how our learners and faculty collaborated over the past year.

Some program highlights in this year's report:

Program Growth

- Since admitting our first learners in 2015, the HPE program has expanded to more than 170 current learners from more than 50 locations in the Military Health System (MHS). Over 90% of our learners are active duty health professionals.
- Throughout the 2021–2022 academic year, CHPE celebrated over 100 graduates—two PhDs in HPE, 11 Masters in HPE recipients, and 90 program certificate awardees.
- We have graduated nearly 250 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). All of our degree graduates serve in academic leadership positions.
- A growing number of dentists, nurses, and allied health professionals continue to enroll in our degree and certificate programs consistent with our mission to reach a broad group of health professionals.
- Our Distance Learning Lab (DL-Lab) supported 24 USU departments and centers and nearly 150 School of Medicine (SoM) individual faculty in delivering online instruction and migrating to the Canvas learning management system. The DL-Lab is supporting the design and delivery of an online Military Medicine course that will be offered to Health Professions Scholarship Program (HPSP) students distributed nationally. The DL-Lab has also offered more than 160 consultations and 30 weekly workshops in addition to conducting orientation sessions for incoming SOM, GSN and GEO students.
- Our growing alumni remain connected with the HPE program by serving as instructors in courses and as practicum advisors, and assisting with our program evaluation efforts (e.g., conducting exit interviews and interviewing prospective degree candidates during the admissions process).
- We collaborated with a number of USU School of Medicine Departments including Military and Emergency Medicine, Pediatrics, Preventive Medicine and Biostatistics, Psychiatry, and Surgery.
- CHPE signed two notable Inter-Agency Agreements with the VA: one allowing degree learners from Salt Lake City to enroll in our program (we have our first two PhD learners from this VA) and the second pertains to building a leadership curriculum for top VA academic leaders that we will also share with our MHS learners in our program.
- CHPE faculty continued to participate in a multi-institutional Grand Round series entitled “Behind the Scenes,” partnering with Georgetown University, University of California at San Francisco, The George Washington University, and Hofstra University, to provide strategies for being a successful scholar in HPE.
- We matriculated our first cohort of MEd in HPE learners, including the first two medical students into the inaugural class of MD/MEd in HPE program.

2021–2022 CHPE Graduates



Research Accomplishments

- CHPE faculty were awarded more than \$3 million in research grants and agreements in the past year alone, with national funding from organizations including the AAMC, the NBME, Patient-Centered Outcomes Research Institute, the Society for Directors of Medical Education Research, Social Sciences and Research Council of Canada, EC Erasmus Knowledge Alliance, and the Australian Medical Council.
 - As part of the Center's Graduate Programs in HPE, learners published 17 peer-reviewed articles in high-impact journals such as *Academic Medicine*, while CHPE faculty published nearly 100 peer-reviewed articles in premier HPE journals.
 - Learners led diverse field research and teaching, including studying the agency and shared decision-making among patients and physicians; guides to faculty development for health professions education; exploring the impact of sleep deprivation on diagnostic and management reasoning; factors influencing direct observations; the role of isolated surgeons in resource-limited environments; leadership and followership in military interprofessional healthcare teams; physical medicine and rehabilitation clerkships in US medical schools; and the development of a simulation model and hybrid curriculum for military general surgeons.
 - The Long Term Career Outcome Study (LTCOS) continued research across 11 themes, and is now working on a special edition in *Military Medicine* with our upcoming Middle States and LCME accreditation visits.
- *Academic Medicine's* Research in Medical Education (RIME) supplement.
 - CHPE faculty delivered more than 4,500 hours of instruction in HPE courses.
 - Several CHPE faculty members served in key instructional roles for the SoM's Medical Education elective and collaborated with multiple medical students on their capstone projects.
 - CHPE faculty had their research accepted at a number of prestigious conferences over the course of the year, and served in leadership roles with the AAMC, American Education Research Association (AERA), the Harvard Macy Institute, and the USU School of Medicine Executive Education Committee.
 - Our partnerships with the departments of surgery and internal medicine trainees continue to flourish with awarding three MHPE degrees at USU's graduation in May 2021
 - We continue to participate in the International Medical Exchange (IMEX) collaborative to learn about how medical and other professional schools achieve their mission and to build community
 - We are assisting PGDC and GSN with their faculty development needs to include a series of HPE modules for all new GSN faculty and a faculty development certificate with a dental focus for the PGDC. We continue to support the SoM's local and distant faculty development efforts

Other Highlights

- CHPE faculty continued to be recognized for their excellence in research, teaching, and mentorship, winning awards including Medical Education Silver Quill Award; NBME's John P. Hubbard Award; National Capital Consortium Bailey K. Ashford Clinical Research Award; and the Perspectives on Medical Education Reviewer Excellence Award.
- Learners also achieved the honors of Federal Librarian of the Year; the Naval Postgraduate Dental School Dean's Award for Teaching Excellence; James J. Leonard Teaching Award; Louis N. Pangaro Master Teacher Award; Major General Lewis A. Mologne Award; Maryland Gamma Chapter of Alpha Omega Alpha honor society's Faculty Teacher and Resident Teacher of the Year Awards; the William Crosby Superiority in Research Award; and acceptance into

As we wrap up the 2021–2022 academic year, we are excited by how much our Center has grown and impacted the HPE community at USU and beyond. Note that CHPE would not exist without the unwavering support of our new USU President, Dr. Jonathan Woodson, MD, SS, FACS, to enhance faculty development in the MHS by building academic leaders, scholars and educators for the future. Thank you to our faculty, learners, 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
Founding Director, Center for Health Professions Education (CHPE)
Uniformed Services University of the Health Sciences

MESSAGE FROM THE CHAIR



The Center for Health Professions Education (CHPE) has become a cornerstone of the Department of Medicine and arguably the School of Medicine. From the start, when CHPE was just an idea supported by now USU President, Dr. Jonathan Woodson, when he was at Health Affairs and provided funding for the program, I have had the pleasure of watching the Center grow into a thriving community at USU.

The Center touts a prolific and internationally known faculty, expanding research effort to include an enlarging portfolio of grants and works from the Long Term Career Outcome Study (LTCOS), and a growing number of over 250 graduates. Our faculty and learners serve on key SOM committees and task forces, such as the Assessment Subcommittee, the Diversity Committee, and the Executive Curriculum Committee Task Force on Addressing Racism and Bias in Medicine and the LGBTQAI+ Affirming Curriculum Task Force.

Furthermore, the Distance Learning Lab played a pivotal role in helping the School of Medicine continue to be successful during the pandemic. CHPE has also launched new inter-agency agreements with the Veterans Affairs and has enrolled PhD learners from the VA. They are also building a leadership curriculum for their Designated Education Officers (DEOs) who are their top academic leaders. CHPE has established a new Master of Education in HPE (MEd-HPE) degree program geared towards clinician educators seeking to grow in the scholarship of teaching and learning. They also enrolled their first class of joint MD/MEd in HPE learners this past year.

I think the work of CHPE has been exemplary and critical to the mission of the School of Medicine and I look forward to the future outstanding contributions that CHPE will continue to make to the Military Health System and to the quality of health professions education programs around the world.

Kevin K. Chung, MD, FCCM, FACP
COL (USA Retired)
Professor of Medicine and Surgery
Chair, Department of Medicine (MED)
Uniformed Services University School of Medicine

MESSAGE FROM THE DEAN



During the past year, the Center for Health Professions Education (CHPE) expanded its impact on USU and the Military Health System (MHS) and broadened its international reach through its graduate programs, its research (especially the Long-Term Career Outcome Study), and its innovations in remote teaching and learning. In just this academic year, the Center's blended delivery graduate programs reached almost 170 learners in over 50 locations throughout the MHS. The year's highlights include two PhD graduates and 11 Master's in Health Professions Education graduates, as well as 90 certificate program graduates (including nearly one-third of the graduating medical school class). These new graduates will now join over 250 CHPE alumni serving as teachers and academic leaders in MHS-wide educational programs.

MHS teaching hospital faculty members now include a significant number of CHPE graduates (100% of our degree graduates serve as health professions education leaders including program directors, deans, course directors, and department chairs), who are driving educational innovation throughout the MHS. CHPE-trained medical educators are leading efforts to optimize education programs and improve skills development and assessment for MHS's future physician workforce.

Last year, the Center launched the MD/Master of Education (MEd) in Health Professions Education degree program, and enrolled its first two medical students. Several faculty members also joined the new program's charter class to begin study for their MEd in HPE degrees. The MEd in Health Professions Education program provides broad academic and practical training in the theory, research, and practice of HPE, offering current and future health professions educators an opportunity to sharpen their leadership, research, and teaching skills. For distance learning programs, the Distance Learning Lab (DL-Lab) continues to serve as the education innovation hub, delivering responsive support for SoM faculty and students, including consultations, workshops, and a faculty support website. The DL-Lab has also been instrumental in supporting USU's transition to the Canvas LMS.

CHPE is also on the leading edge of health professions education research. The Center's faculty continues to provide outstanding leadership for the Long-Term Career Outcomes Study (LTCOS), a national program that conducts research and gathers evidence on educational outcomes and program improvement. LTCOS research has resulted in over 100 hundred peer-reviewed publications, and its inventive scholarship is continuing to spark innovative new educational approaches. Notably, a series of LTCOS publications will soon appear in a special issue of *Military Medicine*, providing valuable additional evidence as USU prepares for upcoming LCME and Middle States accreditations. CHPE's faculty continue to publish a large number of highly cited papers (nearly 100 in the past year alone, and CHPE learners collaborated with faculty on an additional 20 publications); and they have successfully sought grants and established new VA Inter-Agency Agreements, opening new research opportunities for the SoM and beyond.

It is a pleasure to recognize the Center for Health Professions Education for its outstanding contributions to health professions education and research. I look forward to continuing to work with the Center and supporting its growing impact on USU and the MHS.

Eric Elster, MD, FACS, FRCSEng (Hon.)
Dean, School of Medicine
Professor and Chair, Department of Surgery
Director, Surgical Critical Care Initiative (SC2i)
Uniformed Services University of the Health Sciences



Our Mission & Vision

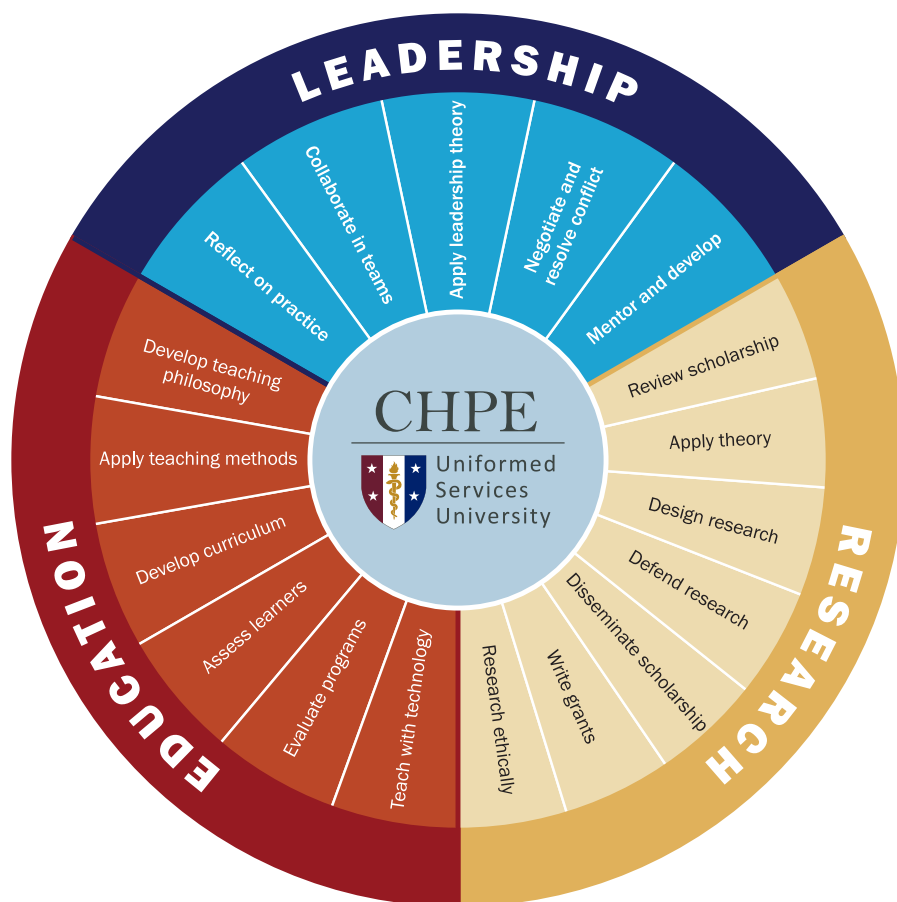
The mission of the Center for Health Professions Education (CHPE) is to be the premier provider of health professions education for the Military and Public Health Systems through leadership in teaching, research, and innovation. More specifically, CHPE will enhance faculty development within USU and 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 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 CHPE is to be widely recognized as a global leader for the MHS, Public Health Service (PHS), 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.



The Vision of the CHPE is to be widely recognized as a global leader for the MHS and civilian communities in advancing health professions education through leadership in teaching, research, and innovation.

“The HPE program has been invaluable to my career. Every course was grounded in practice and immediately applicable to my work as a residency program director. ***I also cannot overstate the value of the mentorship and networking connections that developed through this program*** to my research and career opportunities. Joining the HPE program was hands-down the best career decision I have made!”

— PhD in HPE Graduate

Voices of CHPE Learners

“How has CHPE helped you?”



MHPE ALUMNI

COL Jessica Bunin, MD, MHPE

Associate Dean of Diversity, Equity, and Inclusion

“CHPE opened my eyes to my role in research and publication. Prior to embarking on my MHPE, I thought I hated research. It turns out, I really enjoy qualitative research. I simply didn’t know it existed before. I also learned skills to identify target journals and approach the revision process. All of these things have allowed for rapid growth of my academic career.”



MHPE LEARNER

CPT Adharsh Ponnappakkam, MD

General Pediatrician

“Every course has given me concrete, usable skills to improve my education practice. As I progressed from FHPE to the MHPE program, the courses have built upon each other synergistically to help me become a better educator, and a better education researcher. The atmosphere at CHPE has helped to drive my continued intellectual growth and development in a psychologically supportive environment.”



Med-HPE LEARNER

LCDR James Hawkins, DDS, MS

Chair, Orofacial Pain Center
Navy Orofacial Pain Specialty Leader

“The CHPE program has been a dual blessing. 1) It has provided me with tools that I have immediately applied to my clinical teaching practices. 2) It has provided numerous mentorship moments in which the CHPE team has encouraged me to think deeply about and refine education projects I am creating for use across the health professions.”



FHPE LEARNER

Diana Lautenberger

Director, Gender Equity Initiatives
AAMC

“The CHPE program connected me with physicians and practitioners to learn from each other in real time about what works in health professions education. I really enjoyed a diversity of perspectives when discussing research, learning methods, or challenges in medical education today. The most helpful courses for me were the qualitative and quantitative research classes which provided so much rich detail and practical examples to inform my own growing research practice in health professions education.”



PhD ALUMNI

Michelle Kiger, MD, PhD

Military Pediatric Residency Program
Director Wright-Patterson Medical Center

“The HPE program has been invaluable to my growth as an educator, researcher, and academic leader. As a program director, I came away from each course with tangible ideas for improvements and additions to my residency program. The foundation it provided in research set my career and academic advancement on an entirely new trajectory. The connections made with faculty and fellow students have also been key for ongoing collaborations.”



PhD ALUMNI

Eric Meyer, MD, PhD, FAPA LtCol, USAF, MC, FS

Deputy Chief of AF MH Operations
Psychiatry Consultant to the AF Surgeon General

“HPE pushed my thinking to a new level. The systems approach to education theory and the rigor of high quality research HPE held me to has made me not just a better educator but also a better staff officer.”

SPOTLIGHT:

The CHPE Global Footprint

As it progressed through its third year as a Center at USU, learners continued to represent CHPE's presence at **more than 50 locations across the globe**. From San Diego, California, to Fort Bragg in North Carolina; from El Paso, Texas to the Salt Lake City Veteran Affairs in Utah; from New London, Connecticut, to Jacksonville, Florida; from Opelika, Alabama to Honolulu, Hawaii; and from Japan, Germany, the United Kingdom, and Afghanistan, our learners completed their coursework while serving the MHS around the world. This broad geographic dispersion was made possible by CHPE's commitment to building and improving its distance learning capacities. CHPE'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 in a number of remote locations around the world.



CHPE GRADUATE PROGRAM LEARNERS, AY 2021-22

CHPE built a network of alumni around the world and grew to its largest cohort of active learners to date.

BY THE NUMBERS

170+
Learners

Teaching HPE Learners:

The HPE program continued to serve new learners **across the MHS with** a roster of more than 170 learners during the 2021-2022 year. These I-FHPE, FHPE, MHPE, MEd-HPE and PhD learners represent the Army, Navy, and Air Force, and include dentists, nurses, physicians, and physician assistants. Diverse specialties in medicine are represented, including internal medicine, pediatrics, psychiatry, and surgery. They also include civilian learners from organizations, such as AAMC and the VA.



100+
Graduates

Producing Leaders:

With the conferral of two PhD degrees, 11 MHPE degrees and 90 certificates this year, **CHPE officially brought its total number of graduates to more than 250 alumni with impact.** This year's graduates include doctors, nurses, and public health officers whose roles encompass program directors, teaching faculty, medical residents, and more. Nearly a third of the medical school class graduated with a certificate. All graduates from our degree programs serve in academic leadership positions, such as deans, program directors, department chairs, and course directors.

50+
Locations

Expanding Presence:

CHPE Graduate Program learners expanded **to more than 50 locations worldwide**, with learners enrolled at Military Health Systems across the U.S. and its territories including Colorado, Hawaii, Maryland, North Carolina, Oklahoma, South Dakota, Texas, Utah, Virginia, and Washington. Learners also completed coursework while serving abroad in countries such as Afghanistan, England, Germany, and Japan.



90%+
Active Duty

Enhancing Readiness:

CHPE's **commitment to military readiness** is reinforced by 90% of its learners now serving in active duty roles. HPE learners complete military readiness statements in all theses, and continue to pursue military-relevant research programs like investigations of Military Interprofessional Healthcare Teams and the Long Term Career Outcome Study.

MHPE students received numerous teaching, research, and leadership awards that underscored their high performance and contributions to the military's health professions:

- Dr. Dolores Mullikin and Capt. Michael Arnold won the *Dean's Impact Award*.
- Alumni Maj. Adam Barelski and Capt. Patrick Reeves were named by the Alpha Omega Alpha (AQA) USU Chapter as *Faculty Teacher of the Year* and *Resident Teacher of the Year*, respectively.
- Lt. Col. Alice Barsoumian won the *Dean's Annual Faculty Teaching Award*.
- Lt. Ashley Hafer won the National Capital Consortium's *Bailey K. Ashford Clinical Research Award*.
- Lt. Cmdr. James Hawkins was the recipient of the 2021 Naval Postgraduate Dental School *Dean's Award for Teaching Excellence*.
- Maj Katie Ottolini was recognized by the American Academy of Pediatrics' (AAP) as the 2021 *Air Force Outstanding Pediatrician of the Year*.
- FHPE learner, Emily Shohfi, who was the clinical librarian at Walter Reed, was named *Federal Librarian of the Year*.

The following papers by Cmdr. Francesca Cimino and Lt. Col. George Mount and their authorship team were accepted in the special RIME supplement of *Academic Medicine*:

- Mount, G., Kahlke, R., Melton, J., Varpio, L. (2022). A Critical Review of Professional Identity Formation Interventions in Medical Education. *Academic Medicine*: RIME Supplement.
- Cimino F, Varpio L, Konopasky A, Barker A, Stalmeijer R, Ma T. (2022) Can we realize our collaborative potential?: A critical review of faculty roles and experiences in interprofessional education. *Academic Medicine*, RIME Supplement.

LEARNER RESEARCH

CHPE learners produced cutting edge research this year that was published and presented to local, national, and international audiences.

Over the course of the 2021–2022 academic year, CHPE learners and faculty continued to produce thoughtful and innovative research at a rapid pace. During the last year, **CHPE learners and recent graduates published nearly 20 peer-reviewed articles in health professions education**, in collaboration with one or more CHPE faculty. Research from our graduates contributed to national and international conversations on a diverse array of topics—Col (Ret) Catherine Witkop investigated agency in [shared decision making](#) among patients and physicians and a [contraceptive decision-making mobile application](#) for servicewomen. Maj. Eric Meyer examined [entrustable professional activities \(EPAs\) in undergraduate medical education](#). Col (Ret) Drew Fallis published a scoping review of [guides to faculty development](#) for health professions education. In addition, Col (Ret) Madeleine Swanberg investigated [factors and interactions influencing direct observations](#). Lt. Cassandra Hickey developed a simulation model and hybrid curriculum for military general surgeons. Meanwhile, Lt. Matthew Nealeigh explored the [role of isolated surgeons](#) in resource-limited environments, and Maj. Charisma Evangelista collected expert consensus on a [standardized curriculum for Corneal Refractive Surgery training](#) in the military. Erin Barry explored [leadership and followership in military interprofessional healthcare teams](#) and Lt. Danny Benbassat investigated [physical medicine and rehabilitation clerkships](#) in US medical schools.



FACULTY RESEARCH

Much like CHPE learners, CHPE faculty continued to conceive of, implement, evaluate, and publish a high volume of research. They published **nearly 100 peer-reviewed manuscripts as well as numerous book chapters, articles, and other scholarly products**, often collaborating with CHPE learners, alumni, and preeminent scholars around the world as they connected disparate themes and ideas.

A Snapshot of CHPE Faculty Publications, 2021–2022

([See all faculty publications](#))

Durning SJ, Cervero RM, Roberts LW. [The Need for Listening Leaders](#). *Acad Med*. 2022 Feb 1; 97(2):165-166. doi: 10.1097/ACM.0000000000004520. PMID: 35084389.

Konopasky, A, O'Brien, BC, Artino, AR, Driessen, EW, Watling, CJ, Maggio, LA. [I, we and they: A linguistic and narrative exploration of the authorship process](#). *Med Educ*. 2022; 56(4): 456- 464. doi:10.1111/medu.14697

Maggio, LA, Ninkov, A, Frank, JR, Costello, JA, Artino, AR. [Delineating the field of medical education: Bibliometric research approach\(es\)](#). *Med Educ*. 2022; 56(4): 387- 394. doi:10.1111/medu.14677

Wyatt, TR, Zaidi, Z. [Bricolage: A tool for race-related, historically situated complex research](#). *Med Educ*. 2022; 56(2): 170- 175. doi:10.1111/medu.14629

Wyatt TR, Taylor TR, White D, Rockich-Winston N. [“When No One Sees You as Black”: The Effect of Racial Violence on Black Trainees and Physicians](#). *Acad Med*. 2021 Nov 1; 96(11S):S17-S22. doi: 10.1097/ACM.0000000000004263. PMID: 34348386.

Maggio LA, Ninkov A, Costello JA, Driessen EW, Artino AR Jr. [Knowledge syntheses in medical education: Meta-research examining author gender, geographic location, and institutional affiliation](#). *PLoS One*. 2021 Oct 26; 16(10):e0258925. doi: 10.1371/journal.pone.0258925

Meyer HS, Larsen K, Samuel A, Berkley H, Harvey M, Norton C, Maggio LA. [Teaching Medical Students How to Teach: A Scoping Review](#). *Teach Learn Med*. 2021 Oct 7:1-13. doi: 10.1080/10401334.2021.1979006. Epub ahead of print. PMID: 34618654.

Uijtdehaage S, Ho MJ, Harvey E, Dorris CS, Huggett KN. [Academies in Health Professions Education: A Scoping Review](#). *Acad Med*. 2021 Oct 1; 96(10):1476-1483. doi:10.1097/ACM.0000000000004161. PMID: 33983143.

Samuel A, Durning, SJ; Larsen, KL. [Developing Academic Leadership From a Distance: A Health Professions Education Practicum Course](#). *Acad Med*. 2021 June; 96(6): 854-858 doi:10.1097/ACM.0000000000003916

Battista, A., Konopasky, A. and Durning, S.J. [The importance of theory and method: A brief reflection on an innovative program of research examining how situational factors influence physicians' clinical reasoning](#). *FASEB BioAdvances*. 2021; 3: 490-496. doi.org/10.1096/fba.2020-00109

Konopasky, A, Varpio, L, Stalmeijer, RE. [The potential of narrative analysis for HPE research: Highlighting five analytic lenses](#). *Med Educ*. 2021; 55(12): 1369- 1375. doi:10.1111/medu.14597

Varpio, L, Bader-Larsen, KS, Hamwey, MK, Meyer, HS, Artino, A, Cruthirds, DF, Durning, MD, SJ. [New Insights About Military Interprofessional Healthcare Teams: Lessons Learned and New Directions From a Program of Research](#). *Mil Med*. 2021; 186(3): 53–56. doi.org/10.1093/milmed/usab087

CHPE faculty executed **research grants in excess of \$3 million** in the last year alone, including continued work on extramural projects like the integration of medical research data into Wikipedia, the investigation of clinical reasoning processes via medical simulation, and the exploration of student and faculty perceptions of unauthorized assistance and sharing of information by medical students.

- 17+ peer-reviewed articles published by learners and recent alumni
- 90+ peer-reviewed manuscripts by CHPE faculty

CHPE Initiatives

SPOTLIGHT:

Long Term Career Outcome Study (LTCOS)

The Long Term Career Outcome Study (LTCOS), which is a core component of CHPE, is led by a multi-departmental research team that provides a unique model of educational epidemiology whereby educational processes can be linked to short- and longer-term educational and patient-care outcomes. To support this model, the research team conducts program evaluation to support accreditation, translates educational research findings into practice, and provides leadership in generating scientific knowledge that establishes USU as a local, national and international leader in the field of HPE.

In 2021–2022, LTCOS researchers, in collaboration with HPE learners, USU medical students, and researchers from a variety of outside organizations, published eight articles on a wide variety of themes. Publications included, but were not limited to, the following topics: undergraduate medical education remediation, medical student wellbeing and burnout, USU graduates' career accomplishments and military retention, and USU alumni achievement. Notably, two of these publications were led by HPE learners and two were led by medical students. The LTCOS is also working on a third special edition with Military Medicine to showcase a series of new investigations of undergraduate medical education and graduate medical education of USU and assist with the university's upcoming Middle States Commission on Higher Education and Liaison Committee on Medical Education accreditation visits.

SPOTLIGHT:

Distance Learning Laboratory

The Distance Learning Laboratory (DL-Lab) is a strategic imperative for the university. During the 2021-2022 academic year, the DL-Lab served over 146 faculty across 24 departments. The DL-Lab has provided over 162 individual and group consultations, and over 30 weekly workshops on a variety of topics including recording lectures, teaching small groups, using technology to enhance teaching, and designing online instruction.

To support faculty with just-in-time resources, the DL-Lab maintains a Faculty Support Resources website, which has been accessed by 259 users and garnered over 1,095 page views. In order to comprehensively support distance learning, the DL-Lab also provided a variety of resources for learners. This included orientation sessions for new School of Medicine (SoM) learners at both the undergraduate and graduate levels, and learners at the Graduate School of Nursing. The Student Support Resources website (343 users, 1,163 page views) connects students with resources that will help them be successful in distance learning. USU's SoM has proved that it can deliver effective distance learning (DL) instruction by assisting core faculty in the pre-clinical phase of education as well as several graduate school programs. The DL-Lab has played a key role in the university's migration to the Canvas learning management system. The DL-Lab designed the Canvas course templates and migrated all SoM pre-clerkship modules from Sakai to Canvas. They also assisted GSN with migrating 20 courses to Canvas. The DL-Lab has also migrated approximately 30 graduate courses.

The focus going forward includes providing individualized support for faculty in their migration to the Canvas platform. With the return to in-person teaching, the DL-Lab is helping faculty explore how to incorporate distance learning strategies and technologies to enhance their face-to-face teaching. The DL-Lab will continue to support graduate programs in the SoM as well as the faculty development office.

SPOTLIGHT:

Inaugural Cohort of MEd in Health Professions Education Learners



Our newest degree program—the Masters in Education in HPE (MEd-HPE)—enrolled its inaugural cohort of learners in the Fall of 2021. This inaugural cohort included learners from medicine, nursing and dentistry. We also admitted two first year medical students as part of the inaugural MD/MEd in HPE joint degree program.

While the MHPE program is based on traditional scholarship and requires a peer-reviewed publication, the MEd-HPE degree program is structured around educational innovation and scholarship of teaching. After taking foundational courses in our HPE program, students are expected to develop an innovation project in one of the following domains: teaching, curriculum development, mentoring and advising, assessment, or educational leadership and administration.



While sharing a similar foundation with the existing MHPE degree, the MEd-HPE program will offer two unique experiences that emphasize the scholarship of teaching. Learners participate in two scholarly innovation seminars, which delves into the role of the scholarship of teaching, identifies opportunities in educators' daily practice for developing such scholarship, and reviews quality criteria. Then, learners develop an innovation project (a “culminating project”), documenting the development, implementation, dissemination and impact of their project, which culminates in a presentation of their findings in a public forum.

SPOTLIGHT:

Diversity, Equity, and Inclusion (DEI)



Acknowledging the need to promote diversity, equity, and inclusion in HPE, CHPE faculty and learners have produced scholarly works, developed curricula, and led faculty development initiatives to address systemic bias and discrimination within health professions education. Faculty members joined the SoM's Diversity Committee, led by CHPE alumna and USU Associate Dean for Diversity, Equity, and Inclusion (DEI), Jessica Bunin, MD, MHPE. CHPE faculty members and learners also joined two task forces of the Executive Curriculum Committee: the Addressing Racism in Medicine/Medical Education Task Force, and the LGBTQIA+ Affirming Curriculum Task Force. Both groups seek to mitigate potential harm to minoritized communities caused by implicit bias within medical curricula.

Examples of the work accomplished by learners and faculty include the development of an Allyship Curriculum, Workshop on Racism in Medicine, and DEI journal club at USU. Faculty also delivered talks and presentations at national and international conferences on topics such as professional identity experiences among minoritized medical professionals, a decolonial framework for research, and allyship in indigenous settings. Some CHPE learners have also focused their research on DEI topics, with working titles that include "How Racial/Ethnic Underrepresented Minority Dental Faculty Thrive and Exercise Agency at Predominantly White, Public Institutions," "Navigating Dominant and Oppressive Structures: A Qualitative Review of Black Women Medical Faculty and Administrators' Experiences to Foster Retention in Medicine," "Exposing the Barriers to Diversity in Medical School Admissions," and "Perceptions of Gender Equality in Pediatric Academic Leadership."

Works published by faculty in 2021–2022 include topics, such as [the medical educator's role in creating supportive learning environments](#), [using language to move toward a more inclusive environment](#), [critical race theory in medical education](#), [reimagining HPE research that stemmed from normalized practices that has harmed marginalized communities](#), and [intersectionality as means for centering power and oppression in research](#). CHPE will continue to lead and participate in DEI initiatives as USU advances work to make the education of its learners more inclusive.

SPOTLIGHT:

VA, Designated Education Officer (DEO) Project

National VA leadership reached out to CHPE to help develop a curriculum for their top educational leaders due in part to the very positive feedback from VA learners regarding CHPE's certificate programs. CHPE assembled a team in collaboration with partners including the Griffith Institute, the AAMC, and faculty at Georgetown University to conduct a needs assessment with national VA academic leaders and MHS leaders. The multiyear collaboration will result in additional leadership courses for VA and our MHS learners. We anticipate having both face-to-face as well as distance learning experiences and we seek to build a community of VA and MHS senior academic leaders to enhance collaboration, capacity, and capability of both systems.



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.

HPE also revitalized its practicum learning opportunities, capitalizing on CHPE faculty members' day-to-day functions and leadership roles. These activities have included reviewing grant applications, peer reviewing manuscripts for HPE journals, co-teaching courses, creating curricula, conducting online workshops and conferences, and developing high quality assessments. The practicum revitalization included increased opportunities with external partners, including learners working with the AAMC, the ABMS, and other organizations. CHPE is in the process of renewing MOUs with the AAMC and Maastricht University and is exploring additional national as well as international opportunities.

Several **HPE faculty members** were recognized for their excellence in research, teaching, and mentorship, winning awards including the Medical Education Silver Quill Award; NBME's John P. Hubbard Award; National Capital Consortium Bailey K. Ashford Clinical Research Award; Perspectives on Medical Education Reviewer Excellence Award. CHPE learners and faculty also received Masterships of the American College of Physicians (ACP) recognizing integrity, leadership, clinical expertise and commitment to advancing the art and science of medicine.

Additionally, CHPE Educational Programs Manager, Elizabeth Darby received the USU 2021 Outstanding Staff Award for providing superior support to help faculty "excel in teaching, research, or patient care, and maintaining the culture of collegiality and professionalism at USU."



Our Strategic Concepts

The CHPE Strategic Concepts are meant to help ensure that our team as a whole can achieve our mission and vision. These concepts shape how we approach the design, execution, and evaluation of each program element, as well as our entire program.

MEANINGFULNESS

We will link scholarship with educational practice across the continuum and use theory to strengthen the generalizability of our work. We will work in key themes/lines of research consistent with faculty expertise and build unity of effort in the MHS and with strategic civilian partners. We will increase attendance at international research conferences to present our work and foster collaborations with global partners, and we will offer courses at USU for the civilian community.

RELEVANCE

Our work will be relevant to the local education community—e.g., where appropriate, our scholarship will be military specific and relevant. This is critical to stakeholders who send us full-time and part-time students; it is also important for securing and expanding ongoing funding.

COLLABORATION

We will collaborate within the MHS and more broadly with HPE colleagues globally. This is a unique strategic advantage. We are a closed system (a fact that has allowed for the successes of the Long Term Career Outcome Study—LTCOS), and we are interdisciplinary by nature. We have established an external advisory board as well as MOUs with the best HPE institutions globally. We will seek ways to enhance this unique opportunity for both our education and research programs.

VISIBILITY

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

CREDIBILITY

We will ensure credibility by collaborating with key people to develop medical school and university-wide initiatives. We will work to increase the relevance and meaningfulness of our work and inform others about the usefulness of certificate and degree programs and the research we do. This will be done through, for example, the LTCOS, individual research efforts, and HPE student efforts. We aim to conduct top-notch HPE scholarship, but our work must be relevant and credible. We do not want to be seen as an “ivory tower” group whose work does not positively impact the MHS.

STEWARDSHIP

We will invest our social and financial capital (funding/limited resources) into appropriate activities. We will strive to perform only those activities that we can reasonably accomplish with excellence.

Our Guiding Principles

Faculty in CHPE believe that theory and scholarship should work in synergy with educational practice, with each informing and improving the other. Through teamwork, innovation, and personal excellence, we will celebrate our successes, promoting each other's work and careers, and learning from and supporting each other when we make mistakes. Thus, we commit to excellence in eight principles in all our scholarly endeavors, embodying "learning to care for those in harm's way" through the education of those providing that care (i.e., health professionals). When taken together, we believe these eight principles distinguish our program from other HPE programs around the globe.

CULTIVATE SCHOLARSHIP

Focus on theoretically grounded scholarship that spans the continuum, informs both theory and practice, and also bridges theory to practice.

Develop Future Generations

Provide all contacts (graduate students, junior faculty, etc.) with graduate-level education in both qualitative and quantitative research methods, cutting-edge innovations, and practical leadership experience.

Lead through Learning

Foster a culture of teamwork (i.e., inter-disciplinary and inter-professional cooperation and collaboration) and use information and distributed learning technologies to positively impact our global community. We will celebrate successes and learn when plans fall short.

Service above Self

Serve our military and Public Health Service community first. This starts with our CHPE team, followed by the local USU community, remote HPE program campuses, hospitals (unity of effort) in the MHS, the nation, and finally our global community.

Practice what we Preach

Implement in our educational activities the evidence-based practices we teach and research. Highlight our military context through relevance and readiness. Our students and faculty will explicitly translate our work to the needs of the MHS.

Seek to Improve Care

Our overarching goal is to provide needed education to those who provide care in harm's way, as well as to those who educate those front-line health professionals.

Make It Better

CHPE faculty and staff are committed to excellence and continuous quality improvement. We create educational activities and continually strive to improve them to best meet our community's needs.

Co-ownership

CHPE faculty and staff are a collaborative team committed to being the best that we can be. We put in the time needed and proudly serve the Center that we all have had a stake in building.



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