



CHPE
Center for Health Professions Education

Educating Educators, Leading Leaders, Shaping Scholars

Annual Report

2022–2023



CENTER FOR HEALTH PROFESSIONS EDUCATIONS (CHPE)



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EXECUTIVE SUMMARY

The **2022–2023 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 learners, collaborations, and faculty in the past year. We have summarized these achievements under teaching, research and service.

Teaching: During the 2022–2023 academic year, we educated over 200 learners. We celebrated the graduation of eleven candidates that earned Master of Health Professions Education (MHPE) degrees, and our first Master of Education in Health Professions Education (MEd-HPE) degree. We also awarded 75 program certificates during the course of the academic year to nearly a third of the USU medical students, as well as clinicians and program leaders throughout the Military Health System (MHS), Public Health Service (PHS), Coast Guard, Department of Veterans Affairs (VA), and learners from the Association of American Medical Colleges (AAMC), as well as from Georgetown University, a new institution participating in a Memorandum of Understanding (MOU) with the Center. CHPE faculty delivered more than 5000 hours of instructional time while teaching these diverse groups of learners in USU's only part-time blended learning degree granting program.

Research: CHPE's research productivity continued to rival top health professions education Centers and Departments internationally. Learners published 18 peer-reviewed manuscripts in health professions education (HPE) with CHPE faculty and made over 60 presentations at leading HPE conferences. CHPE faculty published over 100 peer-reviewed manuscripts in top tier journals such as *Academic Medicine*, *Medical Education*, *Teaching and Learning in Medicine*, *Dental Education*, and *Journal of General Internal Medicine*. Learners and faculty also produced numerous book chapters and editorials, edited books in progress, 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 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), 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 partnered with the Graduate School of Nursing (GSN) and the Post Graduate Dental College (PGDC) to create faculty development tracks for all new faculty in the GSN and PGDC. 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 (ECC), Addressing Racism in Medical Education (ARMed) Task Force, LBGTQAI+ Affirming Curriculum Task Force, the PGDC's arm of the Long-Term Career Outcome Study (LTCOS) and its new faculty development committee for dental educators, as well as the GSN Committee on Promotion and Tenure. LTCOS continues to produce cutting-edge scholarship, providing evidence for USU curricular and policy decisions to include producing a *Military Medicine* special edition comprised of 21 publications to support Middle States and Liaison Committee on Medical Education (LCME) accreditation efforts and enhance the evidence that supports our instruction. 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 national efforts to include delivering workshops during Leadership Week.

CHPE further expanded its collaborative networks. We renewed our MOU with Maastricht University which will continue to grow this fruitful partnership. We also collaborated with Groningen University and we worked to build relationships with Johns Hopkins University and the Mayo Clinic. We also worked with the American Association of Colleges of Osteopathic Medicine (AACOM) on a grant to explore their osteopathic recognition program as well as with a recent CHPE graduate on an Air Force grant to explore Combat Casualty Air Transport educational practices. CHPE continued to expand its learner network—both within and beyond Military Treatment Facilities. Further we are executing an inter-agency agreement (IAA) with the VA on a national level to build a leadership curriculum for their Designated Educational Officers (DEO's), their top educational leaders and we continue to have learners from Salt Lake City VA participate in our degree program through a second IAA.

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 PRESIDENT



The Center for Health Professions Education (CHPE) is an important component of the Uniformed Services University's mission to educate and graduate individuals who care for those who defend our nation, and I am pleased to have the opportunity to comment on the accomplishments of the CHPE this past year.

Ensuring and supporting high quality education in the military is vital for the delivery of exceptional patient care. Critical to that aim is the development of health professions educators who are equipped with the knowledge, skills and expertise to teach the next generation of physicians, nurses, dentists, medics and other health professionals. CHPE has met and exceeded that goal since its establishment.

Its impact on developing our workforce has been significant. CHPE's programs are helping to develop needed leaders for the Military Health System and are positively impacting retention. Evidence from CHPE's Long Term Career Outcome Study is improving education and also helping USU with meeting accreditation standards. CHPE's Distance Learning Lab played a pivotal role in helping the University thrive during the pandemic with the rapid transition to hybrid and online instruction. In addition, CHPE's partnership with the Veterans Health Administration as well as HPE units globally is particularly noteworthy. With its engagements and accomplishments, CHPE is helping USU become a national and international model for health professions education, leadership, and research.

In the pages that follow, you will learn about the commitment of our CHPE faculty, staff and researchers and their diligent work to advance our mission. Congratulations to CHPE for another impactful year for USU.

Jonathan Woodson, MD, MSS, FACS
President
Uniformed Services University of the Health Sciences

MESSAGE FROM THE CHPE DIRECTOR



It's hard to believe that you are reading the Fourth Annual Report (the third since becoming the Center for Health Professions Education or CHPE) at the Uniformed Services University (USU) of the Health Sciences.

The 2022–2023 academic year was another year of significant successes, and this report highlights how we are helping to develop the MHS' workforce and establishing an international reputation in health professions education.

Some program highlights in this year's report:

Program Growth

- Since admitting our first learners in 2015, the HPE program has expanded to over 200 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 2022–2023 academic year, CHPE celebrated nearly 90 graduates—11 Masters in Health Professions Education (MHPE) recipients, our first Masters in Education (MEd in HPE) recipient, and 75 program certificate awardees.
- We have graduated nearly 350 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). 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.
- Our Distance Learning Lab (DL Lab) is supporting the design and delivery of an online Military Medicine course (with the MEM Department) on military leadership principles that will be offered to Health Professions Scholarship Program (HPSP) students distributed nationally. In the past year, the DL Lab has also offered more than 125 consultations in addition to conducting orientation sessions for incoming SOM, GSN, and GEO students as well as building faculty development offerings for all new GSN and PGDC faculty.
- 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 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, Preventive Medicine and Biostatistics, Psychiatry, and Surgery.
- CHPE's relationship with the VA is growing. We have three degree seeking learners from Salt Lake City VA and we are building a curriculum for Designated Education Officers (DIO equivalent) and other top VA educational leaders. These offerings will be jointly attended by MHS and VA learners.
- We matriculated five MD/Masters in HPE learners who will join two learners from last year's medical school class.
- We are leading the new Simulation and Education Hub to enhance scholarship for the SoM and the University in these areas.

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 Association of American Medical Colleges (AAMC), the Society for Directors of Medical Education Research, Social Sciences and Research Council of Canada, EC Erasmus Knowledge Alliance, and the Australian Medical Council.
- Our Long Term Career Outcome Study (LTCOS) produced a special edition in Military Medicine to enhance our understanding of learners across the continuum of medical education and assist with our accreditation efforts. LTCOS also added new

research themes including coaching and obstetrics and gynecology.

- As part of the Center's Graduate Programs in HPE, learners published 18 peer-reviewed articles in high-impact journals such as *Academic Medicine*, while CHPE faculty published over 100 peer-reviewed articles in premier HPE journals.
- Learners led the exploration of diverse areas of HPE scholarship, including studying faculty's role in interprofessional education (IPE); cognitive biases in medical education; effectiveness of technology-enhanced simulation in emergency medicine; professional identity formation (PIF) in medical education; resident's perception of written feedback; clinical reasoning education in preclinical UME; the impact of team stress on interprofessional teams; and historically underrepresented racial and ethnic dental faculty's experiences of agency.

Other Highlights

- CHPE faculty continued to be recognized for their excellence in research, teaching, and mentorship, winning awards including the NATPA Professor Liao Shutsung Research Award; American Educational Research Association (AERA) Distinguished Career Award; J. Warren Perry Award from the Association of Schools Advancing Health Professions (ASAHP); and The Lawrence G. Smith Award for Innovation in Medical Education.
- Learners also were honored as the recipients of the MHS Award for the Advancement of Women Physicians in Military Medicine; CHEST 2023 Mark J. Rosen, MD, Master FCCP Endowed Memorial Lecture; M. Brownell Anderson Award from the AAMC Northeast Group on Education Affairs; Arnold P. Gold Humanism Honor Society; ACP Sol Katz Teaching Award; The Gibbons Award; and the Research in Medical Education (RIME) New Investigator Award
- 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 presented their research at a number of prestigious conferences and served in leadership roles with the AAMC, AERA, Association for Medical Education in Europe (AMEE) and the USU School of Medicine Executive Education Committee.
- We continue to participate in the international IMEX collaborative to learn about how medical and other

professional schools achieve their mission and to build community and we are planning a meeting in Bethesda for 2024.

- We continue to support the SoM's local and national faculty development efforts.

As we wrap up the 2022–2023 academic year, we are excited by how much our Center has grown and impacted 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
Founding Director, Center for Health Professions Education (CHPE)
Uniformed Services University of the Health Sciences

MESSAGE FROM THE ASSOCIATE DEAN OF FACULTY AND ACADEMIC AFFAIRS



CHPE has had another highly successful year and has provided many meaningful contributions towards the School of Medicine's mission. Over a third of the graduating medical school class will be awarded CHPE certificates and the MD/Master's degree program pilot is in its second year with 7 current medical students enrolled. Previous degree program graduates are serving in leadership roles for the Military Health System (MHS) and residents are also receiving advanced education to support them in their roles as future educators and attending physicians.

The new Master of Education in HPE (MEd-HPE) degree has been a popular new offering with 11 current learners in the program. The Long Term Career Outcome Study, (LTCOS) continues their record of prolific scholarship to include a special edition in Military Medicine that will support LCME re-accreditation. The Distance Learning lab (DL Lab) is reaching our national faculty as well as our School of Medicine students to help us modernize our educational efforts with a growing number of distance learning and hybrid offerings to benefit our learners nationally. The contributions of CHPE have grown in both quantity and quality. Given all of these developments and growth, the School of Medicine will launch a new Department of Health Professions Education which will house CHPE within the next 12 months. Congratulations to CHPE faculty and staff on another impactful year for the SoM and the entire MHS.

Brian Reamy, MD, Col (Ret), USAF, MC
Associate Dean of Faculty and Academic Affairs
School of Medicine
Uniformed Services University of the Health Sciences

MESSAGE FROM DEAN OF THE GRADUATE SCHOOL OF NURSING



The Graduate School of Nursing (GSN) is delighted to contribute to CHPE's annual report this year. As Dean of the GSN, I am thrilled with the growing collaborations with the Center. All of our new faculty now complete online modules to help with their onboarding—over 20 have completed so far and they have commented on the high quality of the materials. A growing number of our faculty have received or are pursuing certificates and degrees. The Distance Learning Lab (DL- Lab) has provided numerous workshops and consultations to faculty to help them thrive with online and/or hybrid environments. DL- Lab faculty also orient all of our GSN students to online instruction. CHPE faculty regularly provide faculty development workshops. CHPE's Long Term Career Outcome Study (LTCOS) is partnering with GSN faculty to create a GSN LTCOS so that we can further enhance how evidence informs education. We have accomplished a lot together in just 3 years and look forward to what the future will bring. Congratulations CHPE faculty and staff on another year full of accomplishments. USU is fortunate to have the leadership of Dr. Steven Durning at the helm of a Center that collaborates so well with all health professionals.

Carol Romano, PhD, RN, FAAN
Dean Graduate of Nursing
Uniformed Services University School of Medicine

MESSAGE FROM THE EXECUTIVE DEAN POSTGRADUATE DENTAL COLLEGE



During the 2022–2023 reporting period, the Center for Health Professions Education (CHPE) continued successful development of collaborative academic activities with the Postgraduate Dental College (PDC).

Interprofessional Faculty Development & Career Enhancement: During this annual reporting period, 12 PDC faculty were actively pursuing completion of certificate or advanced degrees through the CHPE and the first active-duty military dental educator was awarded a MHPE during the 2023 USU Commencement ceremony. Additionally, five PDC faculty are expected to complete either MHPE or MEd-HPE degree requirements in 2024, providing additional HPE educators for future collaborative initiatives between the SOM and the PDC.

Institutional Service & Curriculum Development: CHPE Distance Learning Lab (DL Lab) faculty collaborated as members of the inaugural PDC Faculty Development Committee, providing subject matter expertise for the development of a unique dental faculty development program. This novel Dental Faculty Development (DFD) Series, integrated with existing CHPE certificate and degree requirements, builds upon the pre-existing DFD-1 “Faculty Orientation & Introduction to Graduate Teaching” course. DFD-2 is designed to align with Introduction to Foundations in HPE (I-FHPE) certificate requirements and DFD-3 is designed to align with Foundations in HPE certificate requirements.

Addressing the needs of the DoD: Through the use of the MEd-HPE program, PDC faculty were able to develop innovative teaching projects to address academic needs within the tri-Service dental communities. Since completion of the MEd-HPE degree requires the development of an innovation project, this program design provides an opportunity for HPE learners to collaborate with CHPE faculty, benefit from their academic expertise, and develop mission-essential educational content while concurrently completing degree requirements. Future projects are being conceived via this educational model to meet focused academic needs within the military Services.

Interprofessional Outreach: Senior CHPE faculty delivered essential content to 80 attendees at this year’s Federal Services Dental Educators’ Workshop (FSDEW) held on the USU main campus, 16–18 May. These presentation topics included an orientation to CHPE programs, strategies for their use in professional development, and future applications of artificial intelligence in academic settings. Additionally, CHPE DL Lab staff have conducted focused seminars and 1:1 sessions to assist PDC faculty in the development of online CANVAS courses to meet specialized curriculum requirements.

In summary, from 2022–2023 the collaborative relationship between the SoM CHPE and the PDC has continued to mature and promises to generate even greater opportunities for interprofessional initiatives in the future.

Drew Fallis, DDS, MS, MHPE
Executive Dean Postgraduate Dental College
Uniformed Services University School of Medicine

MESSAGE FROM THE DEPARTMENT CHAIR



The Center for Health Professions Education (CHPE) is a cornerstone of the Department of Medicine and the entirety of the University in supporting and preparing health professions education.

Over the past year, the Center continued its growth through implementation of interagency agreements with the Veterans Affairs to enroll the first of their faculty learners. I watched with pride at the increasing number of graduate—75 certificates and 11 degrees—were awarded degrees at the University's 44th commencement ceremonies in May 2023. Also, in May, the *Journal of Military Medicine* published a special edition dedicated solely to the work from CHPE and its Long Term Career Outcome Study (LTCOS). Any of these accomplishments alone would suggest success but done together speaks to the level at which the Center for Health Professions Education at the Uniformed Services University operates on a daily basis.

While taking a lead role in distance learning during the pandemic, the Distance Learning Lab is now playing a pivotal role in incorporating large language models into medical education. Understanding of the applications and opportunities of artificial intelligence is vital for educators who will both teach and use the technology. This example provides yet another measure of the catalytic experience CHPE provides for the Military Health System.

Since its inception in 2015, the Center boasts nearly 350 graduates with all degree graduates holding educational leadership positions across the MHS. Within the past year alone, there have been more than 250 learners (including 50 MHPE, 24 MEd-HPE, and 10 PhD in HPE), representing multiple departments across USU, participating in these degree programs. Students represent diverse backgrounds, inclusive of many allied health specialties.

The CHPE community has set the standard for health professions education around the world. The impact of their work is critical to the mission of the University and I look forward to the future contributions for both the Military Health System and health professions education.

Paige E. Waterman, MD, FIDSA, FACP
COL (USA Retired)
Professor of Medicine
Interim Chair of Medicine
Chair, Department of Medicine (MED)
Uniformed Services University of the Health Sciences

MESSAGE FROM THE CHPE BOARD OF ADVISORS



The Board of Advisors for the Center for Health Professions Education was mandated in 2020 when USU President Richard Thomas designated CHPE as an official USU Center. The Board was constituted this past fall, and I will first briefly review its role and membership.

The BoA serves at the Direction of the Dean and ensures that Center activities are consistent with its original charter; it advocates for the Center with both internal and external stakeholders, providing advice on the overall strategic direction for the Center and ensuring that resources are sufficient.

The CHPE Advisory Board includes a Senior Representative from the School of Medicine, Vice Dean Brian Reamy; from the Graduate School of Nursing, Associate Dean for Faculty Affairs Lynette Hamlin; from the Post Graduate Dental School, Dean Drew Fallis; and from the College of Allied Health Sciences, Dean Lou Pelayo. There is a Senior Representative of the Office of the Assistant Secretary of Defense (Health Affairs), Dr. Terry Rauch, Director, Defense Medical Research and Development Program. There are two internationally recognized leaders in HPE, Dr. Larry Gruppen of the University of Michigan, and Dr. Pim Teunissen of Maastricht University, The Netherlands. I was Chair of the Department of Medicine when HPE was formed within MED, and I serve as the Chair of Board.

At our first meeting formal meeting in March the Board unanimously endorsed the creation of Department of Health Professions Education within the School of Medicine and recommended this to Dean Elster. The Department will attend to curriculum and support for students and faculty, and the Center will pursue its research to include how education improves the health system that supports war fighters and beneficiaries. We are thrilled that this recommendation has been accepted and that the Department (HPE) will be at full functional capability with the start of its 2024 academic year.

The research accomplishments of the Center for HPE at USU have in a few short years become known internationally, and its educational mission has enhanced the capability of the health professions that support the MHS and DHA. The Board of Advisors continues to support the CHPE mission and this excellent work.

Louis N. Pangaro, MD, MACP
Professor of Medicine and Health Professions Education



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), 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.**



*“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.*

— Michelle Kiger, MD, PhD, Military Pediatric Residency Program Director
Wright-Patterson Medical Center

CHPE Learners

Voices of CHPE Learners in our Graduate Programs



FHPE ALUMNI

MAJ Saira Ahmed, MD, FAAP

Chief, Adolescent & Young Adult Medicine; Associate Program Director, Transitional Year Internship, WRNMMC

"The CHPE program gave me insight on the wide variety of ways you can improve upon teaching skills. Teaching is not just executing content, but also includes the curriculum development, measurement and assessment, and evaluation of your efforts. The program also helped me learn more about what aspects of teaching I am most interested in. My favorite course was Curriculum Development because I was able to take an idea that I had for a curriculum and walk through every step of development with guidance from my peers and teaching faculty that I can now use in my own clinic where I work with residents on a daily basis."



FHPE ALUMNI

Capt. Monnique Johnson, MD

Anesthesia resident

"My favorite thing about CHPE was learning how I can use research to tell the stories I care about. I was able to learn the richness of qualitative research and how relevant it was to the world of medicine. My advice [to future learners]...don't be afraid of your ideas. You may have interests that you're not sure how to pursue but that's okay! Be bold and innovative with your imagination, the CHPE faculty are there to help."



MHPE LEARNER

Andrea Austin, MD, FACEP, CHSE

Senior Lecturer and Certificate Director, Medical Simulation, MOVES Institute; Assistant Professor, Military & Emergency Medicine, Uniformed Services University

"The CHPE program has helped me go from an apprentice-style educator to a professional educator. I used to build curricula with no firm framework; now, I have a clear process and awareness of the literature to do it better and faster. My leadership skills have grown, and I've also become a mentor for the faculty."



MED-HPE LEARNER

Lt Col Regina D Owen, DNP, PMHNP-BC, MEd-HPE

Program Director, Psychiatric Mental Health Nurse Practitioner Program

"The CHPE program filled knowledge gaps and provided clarity in my academic role. Each course offered valuable insights and addressed previously confusing areas. The knowledge gained directly influenced my teaching as a health professions educator, leading to a transformative shift in my approach to impactful learner support and teaching. Through collaboration and knowledge acquisition from fellow CHPE students and faculty, the program facilitated growth and allowed me to evolve as an educator."



MD/MHPE LEARNER

2d Lt Eungjae Kim

MD/MHPE Candidate

"CHPE taught me what it entails to be an expert in a subject matter. The rigor, discipline, and sustaining the passion on a subject have trained me to endure challenges in other areas of my academic and personal life endeavors. My advice to new learners is to own the subject you were interested in and don't look back. There is always a way to troubleshoot, especially with your colleagues by your side. [T]hey will have a different perspective/angle to approach the research question of the topic you're studying, and this may reignite your interest in the subject!"



PHD LEARNER

COL K Christopher McMains, MD, FS, USAR

Professor of Surgery, Uniformed Services University

"I entered the HPE program with a vague sense of there being a litany of "unknown unknowns" within medical education and wanting to bring those into the light. While I certainly can't stake a claim to mastery of the full range, the HPE program has helped me identify those unknown areas and not only understand them definitionally, but offer a structured environment to apply these ideas to my educational practice."



VA PHD LEARNER

Andrea Barker, MPAS, PA-C

Director, Center of Excellence in Musculoskeletal Care and Education, Co-Director, Advanced Fellowship in Health Professions Education, Evaluation and Research, George E. Whalen Veterans Affairs Health Care System

"In the CHPE PhD program, I've greatly benefited from the opportunity to enhance my research and writing skills. This is a supportive environment fostering personal growth and connection within the HPE community. Additionally, I am thrilled to be a part of a unique collaborative effort between the VA and the DoD. As one of the three current VA PhD learners, I am excited about the future prospects of this collaboration and the potential it holds for expanding HPE opportunities for additional VA educators."

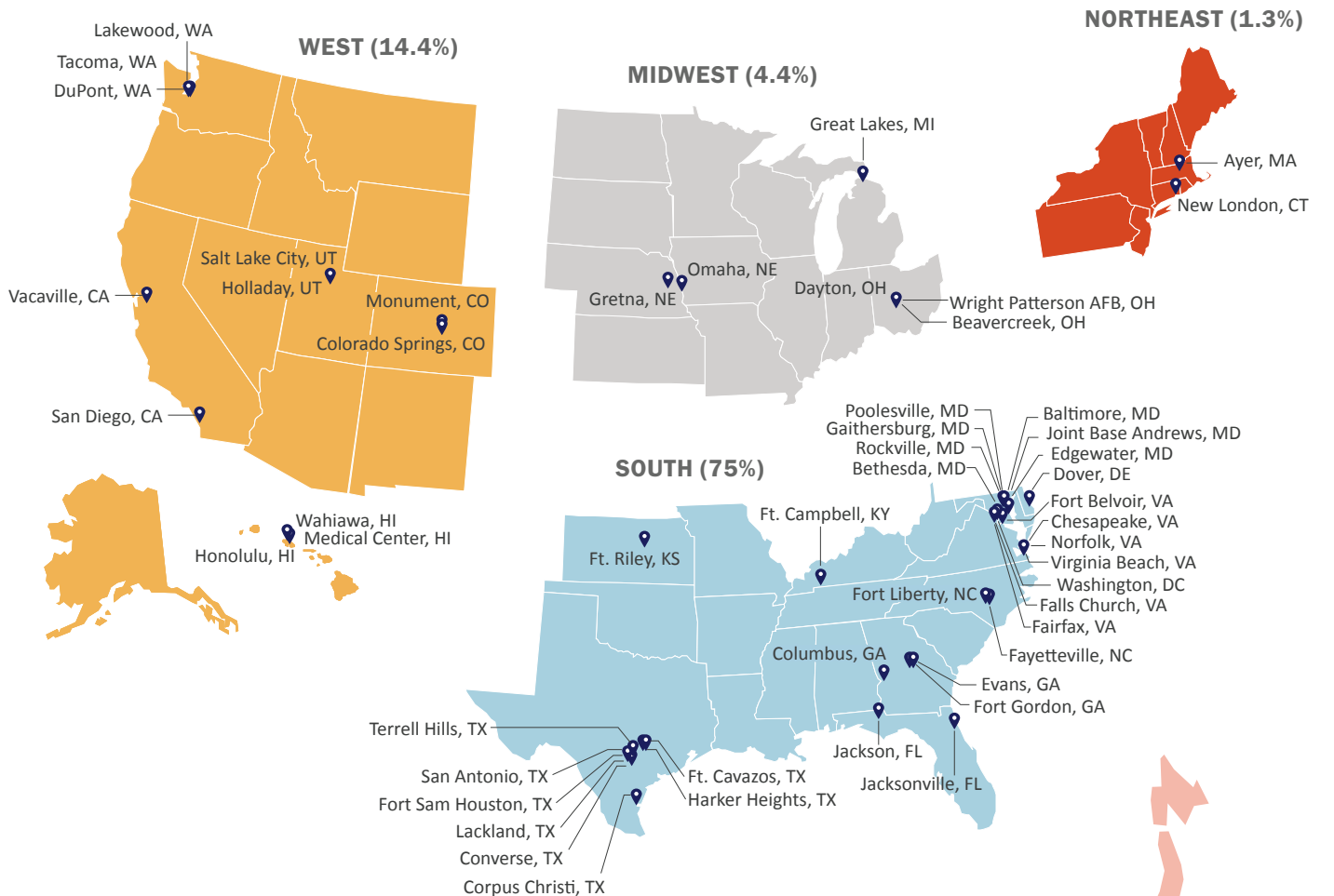


SPOTLIGHT:

CHPE Global Footprint

Since CHPE was established in 2020, learners have continued to represent the Center from **more than 55 locations across the globe**. Seventy-five percent of learners were based in the South Region of the US, with almost 50% serving communities around the Nation's Capital: Washington, DC, Maryland, and Virginia. Almost 15% of learners served the West Region while 5% represented the Midwest and Northeast. Another 5% served in Bahrain, Japan, England, and Germany. 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.

US REGIONS (TOTAL: 95%)



INTERNATIONAL LOCATIONS (TOTAL: 5%)

Bahrain

Suffolk, England

Germany

Okinawa, Japan

Yokota AB, Japan
Yokosuka, Japan

CHPE GRADUATE PROGRAM LEARNERS, AY 2022–23

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

BY THE NUMBERS

200+

Learners

Teaching HPE Learners:

The HPE program continued to serve new learners **across the MHS** with a roster of more than 200 learners during the 2022–2023 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:

CHPE Graduate Program learners expanded **to more than 50 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 Bahrain, England, Germany, and Japan.

50+

Locations



85+

Graduates

Producing Leaders:

With the conferral of 11 MHPE, 1 MEd-HPE degrees and 75 certificates this year, **CHPE officially brought its total number of graduates to nearly 350 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. 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.

90%+

Active Duty

Enhancing Readiness:

CHPE's **commitment to military readiness** is reinforced by over 90% 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 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:

- **LCDR Dan Sanford** was selected as the General Surgery Program Director at Naval Medical Center Portsmouth and was awarded the USU Department of Surgery, "Norman M. Rich Award for Excellence in Teaching as a General Surgery Attending," for academic year 2021–2022.
- **LT Kristin Mangalindan** was recognized for her work in completing the Faculty Development Allyship Program at USU.
- **LT William Rainey Johnson** presented a paper, "A scoping review of self-monitoring in graduate medical education," in Lyon, France at the annual meeting of the Association for Medical Education in Europe (AMEE).
- **ENS Michael Goldstein** received the Gibbons Award at the American College of Obstetricians and Gynecologists Annual Meeting.
- **CDR Francesca Cimino** presented her thesis, "Can We Realize Our Collaborative Potential? A Critical Review of Faculty Roles and Experiences in Interprofessional Education," at the special RIME (Research in Medical Education) paper sessions of the *AAMC Learn Serve Lead Conference*.
- **COL George Mount** presented his thesis, "A Critical Review of Professional Identity Formation Interventions in Medical Education," at the special RIME (Research in Medical Education) paper sessions of the *AAMC Learn Serve Lead Conference*. He was also honored with the RIME New Investigator Award for that paper.
- **COL William Kelly** won the American College of Physicians (ACP) 2022 Sol Katz Teaching Award. He was also honored as the CHEST 2023 Mark J. Rosen, MD, Master FCCP Endowed Memorial Lecture recipient.
- **Col Renee Matos** was honored with the 2022 MHS Award for the Advancement of Women Physicians in Military Medicine. She was also the curriculum director for the MHS Female Physician Leadership Curriculum.
- **CPT Saira Ahmed and Maj Michelle Lawson** presented a workshop entitled, "Creating a Comprehensive and Personalized Adolescent Medicine Rotation Curriculum," at the Society on Adolescent Health and Medicine Annual Meeting.
- **Dolores Mullikin and Capt Francesca Ursua** were nominated by their peers to be entered into the Arnold P. Gold Humanism Honor Society! This honor recognizes medical students, physicians, and leaders for compassionate care.
- **Col Candace Percival and LTC Diane Hale** recently received their Advanced Teaching Certificates. **CPT Natalie Mitchell** and **LtCol Elizabeth Schulz** received their Teaching Certificates.
- **LCDR Sebastian Lara** received the M. Brownell Anderson Award from the AAMC Northeast Group on Education Affairs. The award recognizes early-career med educators for "enthusiasm, commitment, and creativity in the field of medical education across the continuum".
- **LtCol Justin Peacock** won the USU Education Day Teaching with Technology Award for his proposal, "Promoting Competitive Engagement in Radiology Medical Education Through a Quizzing Application."
- **Kellie Nealeigh** and **James Schwartz** received the School of Medicine Dean's Impact Award.



LEARNER RESEARCH

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

In collaboration with one or more CHPE faculty, HPE learners were first-author on **18 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 graduates contributed to national and international conversations on a diverse array of topics:

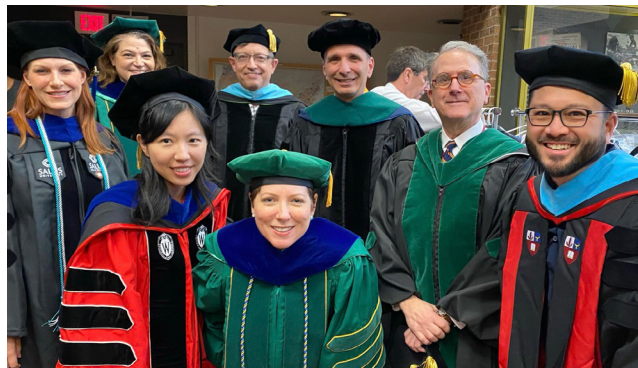
CDR Francesca Cimino critically examined [faculty's role in interprofessional education \(IPE\)](#). **LT Rainey Johnson** wrote an [AMEE Guide on uses of the think aloud protocol in health profession education](#). **MAJ Rachel Robbins** looked into [Continuing Professional Development in Rheumatology for Primary Care Clinicians](#). **COL George Mount's** thesis studied [professional identity formation interventions \(PIF\) in medical education](#), for which he received a RIME new researcher award. **MAJ Michael Loncharich** explored [the cognitive biases that are prevalent in internal medicine](#). **CDR Chris Neal** examined [neurosurgery resident's perception of written feedback of inter operative assessments](#) from two neurosurgery training programs. **CAPT Timothy Pekari** studied prehospital [military providers' experiences with performing cricothyroidotomies](#) in the combat setting. **LT Amy Hildreth** conducted a systematic review of the [effectiveness of technology-enhanced simulation in emergency medicine](#). **Maj Matt Hawks** explored [clinical reasoning education in preclinical undergraduate medical education](#). **Lt Col Derek Sorensen** [conducted a narrative review of the literature on team stress and its impact on interprofessional teams](#). **COL Lisa Yarbrough** interviewed [historically underrepresented racial and ethnic dental faculty on their experiences of agency](#) in predominantly white institutions. **LTC Chris McMains** examined the [professional identity formation of graduate medical education faculty](#).



CHPE Faculty

FACULTY RESEARCH

Much like CHPE learners, CHPE faculty continued to conceptualize, implement, evaluate, and publish a high volume of research. They published **over 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.



CHPE Faculty Publications, 2022–2023: A Snapshot

([See all faculty publications](#))

Battista A. Healthcare Simulations' Contributions to Improving Perinatal and Neonatal Practice: [How Simulation Supports Interprofessional Collaboration, Organizational Learning, and Problem Solving](#). *J Perinat Neonatal Nurs*. 2023 Apr-Jun 01;37(2):92-95.

Jung E, McBee E, Reamy BV, Durning SJ, Zarzuela G, Dong T. [The Retention of USUHS Military Physicians: An Exploratory Study](#). *Mil Med*. 2023 May 18;188(Suppl 2):106-110.

Maggio LA, Fleerackers A. [Preprints in Health Professions Education: Raising Awareness and Shifting Culture](#). *Acad Med*. 2023 Jan 1;98(1):17-20.

Martin PC, Maggio LA, Murray H, Willinsky JM. [Enculturating a Community of Action: Health Professions Educators' Perspectives on Teaching With Wikipedia](#). *Acad Med*. 2023 Mar 1;98(3):394-400.

Melton JL, Hemmer CPA, Pock CA, Moores CLK, Pangaro CLN, Durning SJ, Witkop CCT, Zapota R, Schreiber-Gregory DN, Dong T. ["Primum Non Nocere"—First, Do No Harm: A Retrospective Review of the Impact of Curricular Reform on USUHS Graduates' Performance During Their PGY-1 Year](#). *Mil Med*. 2023 May 18;188(Suppl 2):63-68.

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*. 2022 Aug-Sep;34(4):379-391.

Pangaro L, Rodriguez RG, Hemmer PA. [Reporter-Interpreter-Manager-Educator: An Observational Framework, Not a Grading Framework](#). *Acad Med*. 2023 Jan 1;98(1):9-10.

Samuel A, Cervero RM, Durning SJ. [Gender and Racial Representation Trends Among Internal Medicine Department Chairs from 2010-2020](#). *J Gen Intern Med*. 2023 Mar;38(4):898-904.

Soh M, Bunin J, Uijtdehaage S, Artino AR, Barry ES, Durning SJ, Grunberg NE, Landoll RR, Maranich A, Moores LK, Servey J, Torre D, Williams PM, Dong T. [Well-being at a Military Medical School and Implications for Military Retention](#). *Mil Med*. 2023 May 18;188(Suppl 2):19-25.

Wildermuth A. [Admissions Interviews: How History Can Pave the Way Toward a Holistic Future in Military PA Program Admissions and Hiring](#). *Med J (Ft Sam Houst Tex)*. 2023 Apr-Jun;(Per 23-4/5/6):72-79.

Wyatt TR, Ma TL, Ellaway RH. [Physician resistance to injustice: A scoping review](#). *Soc Sci Med*. 2023 Mar;320:115727.

CHPE faculty executed **research grants and agreements 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, and the exploration of student and faculty perceptions of unauthorized assistance and sharing of information by medical students.

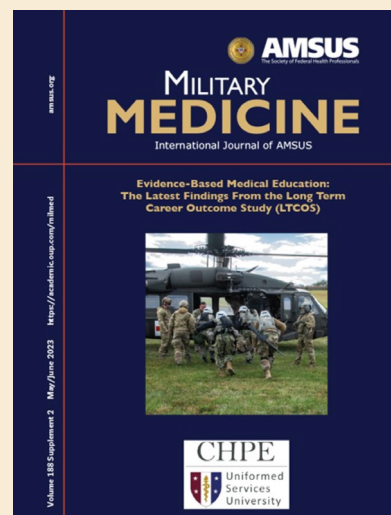
CHPE Initiatives

SPOTLIGHT:

Long Term Career Outcome Study (LTCOS)

The Long-Term Career Outcome Study (LTCOS) is an essential program of research at the Center for the Health Professions Education (CHPE). LTCOS was conceived in 2005 following a Liaison Committee on Medical Education (LCME) visit to Uniformed Services University (USU). 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 HPE.

In 2022–2023, the LTCOS team successfully published the [third Military Medicine Special Issue](#). In that issue LTCOS produced 19 research articles, reporting the findings of the most recent investigations related to USU and CHPE. In addition, there were two essays to introduce the management of LTCOS database, which discusses how the scholarship of this collection of research articles might shed light on improving the educational practices at USU and potentially elsewhere. These investigations span a USU learner's journey to becoming a military physician from before medical school matriculation (admissions) to during medical school and after learners go on to graduate training and practice. This work demonstrates how research can enhance medical education processes and connect research, policy, and practice.



SPOTLIGHT:

Distance Learning Laboratory

The Distance Learning Laboratory (DL Lab) works collaboratively with faculty, students, and staff at USU to enhance distance learning at the university and across the MHS. During the 2022–2023 academic year, the DL Lab provided 133 individual and group consultations and over 20 weekly workshops on a variety of topics including recording lectures, using technology to enhance teaching, and designing online instruction.

The DL Lab has been at the vanguard of training on generative artificial intelligence (AI), conducting a series of workshops on ChatGPT and generative AI. The DL Lab has collaborated with dental, nursing, and medical school faculty on more than nine peer-reviewed publications and showcased the expertise of USU faculty and students by hosting workshops with USU faculty and student facilitators.

To better serve the USU community, the DL Lab has conducted needs assessments with students and faculty on the technologies they use. The findings from these assessments have informed the redesign of the student orientation sessions, and support websites. The DL Lab was also tasked with assisting medical school faculty in recording effective lecture videos. The DL Lab conducted several focus groups with Undergraduate Medical Education (UME) learners and reviewed more than 600 pre-clinical lecture videos to identify the most effective lecture video formats.

To support a military ready medical corps, the DL Lab maintains the Fundamentals of Military Medicine course which is offered to HPSP learners. The DL Lab has also assisted with the migration to MS-Teams for virtual proctoring sessions. The Student Support Resources website, which connects students with distance learning resources, has been utilized by 234 users in the last year. For continued quality assurance, the DL Lab conducted focus groups with medical students on the Canvas course site design and has updated the pre-clerkship modules Canvas course sites.

The focus going forward includes providing training and support on new technologies to enhance distance, hybrid, and face-to-face teaching. The DL Lab is working with the Postgraduate Dental College to develop a Canvas template that can be deployed across various dental courses. The DL Lab is committed to serving students, staff, and local and national faculty in their engagement with educational technologies.



SPOTLIGHT:

MEd in Health Professions Education

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. One learner graduated with her MEd-HPE degree this past year while 11 MEd-HPE learners are in various stages of their program. We also admitted two first year medical students as part of the new MD/MEd -in HPE pilot degree program.

While the MHPE program is primarily based on the scholarship of discovery and integration 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 offers two unique experiences that emphasize the scholarship of teaching and learning. Learners participate in two scholarly innovation seminars, which delve 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 the dissemination of their findings in a public forum.



SPOTLIGHT:

Osteopathic Recognition Grant

The value, demand, and impact of Osteopathic Recognition (OR)—a designation conferred by the Accreditation Council for Graduate Medical Education (ACGME) upon accredited residency programs that demonstrate the commitment to teaching and assessing Osteopathic Principles and Practice (OPP) at the graduate medical education level)—has not been independently reviewed and evaluated since its inception in 2015. In response, CHPE, in collaboration with the American Association of Colleges of Osteopathic Medicine (AACOM), began a funded mixed methods study exploring barriers to applying for osteopathic recognition, why programs withdraw from osteopathic recognition, as well as how program leadership shape OR adoption and maintenance.

Since November 2022, our mixed method approach to this grant has materialized via two intertwined aims. In Aim 1, our quantitative approach to the study, two surveys were developed by the study team. The first survey is for program directors of osteopathic residency programs that have never applied for osteopathic recognition. The second survey is for program directors of osteopathic residency programs that have withdrawn from osteopathic recognition. Data collection is ongoing and the anticipated survey closing is Fall 2023.

In Aim 2, our qualitative approach to the study, a semi-structured interview guide was developed by the study team. Data collection targets three groups: ACGME, American Osteopathic Association (AOA), or AACOM leadership, leadership at programs that withdrew from OR, and leadership at formerly AOA-accredited programs with and without OR. Data collection is also ongoing and will culminate in a focus group designed to refine and confirm emergent themes. Anticipated completion of interviews and focus group is Fall 2023. The grant offers us a unique opportunity to explore and integrate the complex micro and macro level structures holistically contributing to this phenomena.



SPOTLIGHT:

Implementing a New Certificate Track for VA Designated Educational Officers

In collaboration with the VA's Office of Academic Affiliations, CHPE expanded its leadership curriculum for certificate learners and added new management modules to optimize learning for Designated Education Officers (DEO), the VA's top educational leaders. The changes grew from a year-long needs assessment for DEO development, which resulted in a recommended curriculum readily endorsed by the VA.

Part of a multi-year project between the VA and USU, the new "DEO track" for CHPE certificates allows senior educational leaders at the VA to strengthen their educational, leadership, and management skills. Fifteen DEOs are anticipated to begin the program in November 2023. A second cohort begins in Spring 2024.

New learning opportunities include conflict management, change management, and negotiation; resilience and relationships; human resources management; program evaluation and strategic planning; and budgeting and financial management. DEOs complete a capstone leadership seminar, which, like all modules, is also available to other CHPE learners. In addition, CHPE revised existing modules and courses and created additional certificate modules on leadership theories and advanced leadership principles.

The program promises to build a community of VA and MHS senior academic leaders to enhance collaboration, capacity, and capability of both systems. It strengthens HPE in VA facilities, benefitting both trainees and the veterans for whom they care.



SPOTLIGHT:

Spotlight: Simulation and Education Hub

On March 8, 2023, several members of the CHPE and the Simulation Center, including Dr. Pat Monahan, Associate Dean of Simulation Education, hosted the inaugural meeting for the USU Simulation and Education Hub. A USU Hub is a group of subject matter expert leaders who meet regularly to establish opportunities for collaboration in their respective fields and then meet with the larger USU community to foster cross departmental and center connection, research, and innovation.

Simulation-based and related learning activities are integral to educating and training health professionals at USU. For example, it is an essential component of undergraduate medical education efforts, including the teaching and learning of patient assessment skills and clinical reasoning. Simulation-based learning is also integral to the clerkship programs. Approximately 40% of the Graduate School of Nursing curricula comprises simulation-based learning activities, including live simulations, virtual patient simulations, and classroom-based role-playing. Furthermore, the Department of Military and Emergency Medicine relies heavily on simulation-based modalities to teach battlefield trauma care skills through courses and exercises such as Tactical Combat Casualty Care (TCCC), ACME, Bushmaster, and Gunpowder.

The inaugural goals of the Hub include,

- Exploring applications of simulation-based learning innovations, such as Virtual Reality, Augmented Reality, Artificial Intelligence, functional Magnetic Resonance Imaging (fMRI) and other physiologic measures, to enhance physician learning and performance
- Seeking innovative approaches to tools and processes that can enhance decisions and actions of physicians through educational modes such as simulation
- Applying evidence and theory to inform instruction and assessment across the continuum of a physician's practicing lifespan
- Seeking novel ways to enhance physician learning and performance through practical approaches (e.g., distance learning, simulation, small- and large-group instruction)

The Simulation and Education Hub expects to serve as a community of practice to enable departments, centers, and other interested individuals to collaborate to conduct research and innovation. To start, the Hub is developing an understanding of the skills, knowledge, and expertise of the diverse departments, centers, and individuals already involved in simulation-based learning and related activities per our inaugural goals while aggregating a list of existing research projects and funding mechanisms related to simulation and education.

Steven Durning and Patrick Monahan comprise the leadership of the Hub. Executive committee members include Alexis Battista (CHPE), Ronald Cevero (CHPE), Joseph Lopreiato (Sim Center, Dept of Pediatrics), William (Brian) Sweeney (Sim Center, Dept of Surgery), Joshua Duncan (Dean's office), Ernest Lockrow (Ob-Gyn), and Vincent Ho (4D Bio3 Center for Biotechnology, Dept of Radiology).



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.

CHPE revitalized its practicum learning opportunities, capitalizing on CHPE faculty members' day-to-day functions and leadership roles. These student-driven 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 American Board of Medical Specialties (ABMS), and other organizations. CHPE is in the process of renewing a MOU with the AAMC and recently renewed its MOU with 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 ATPA Professor Liao Shutsung Research Award; American Educational Research Association (AERA) Distinguished Career Award; J. Warren Perry Award from the Association of Schools Advancing Health Professions (ASAHP); and The Lawrence G. Smith Award for Innovation in Medical Education.



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., interdisciplinary and interprofessional 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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