

Department of Health Professions Education

Educating Educators, Leading Leaders, Shaping Scholars

ANNUAL REPORT





HPE ANNUAL REPORT

2023-2024



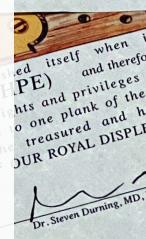
Table of Contents

Commissionea 7 April 2024

ale,		
Which forever	Executive Summary	1
	Message from the HPE Department Chair	2
	Message from the Vice Dean for Academic Affairs	4
which forever fessions Educa aws of the Sea to a and unencumbere and unencumbere	Message from HPE Board of Advisors	5
n and unencumber n and unencumber n ade according e made pENAL	Our Mission & Vision	6
ER UND	HPE Learners and the second seco	8
	Voices of HPE Learners in our Graduate Programs	10
	Spotlight: HPE Global Footprint	12
	Spotlight: HPE Graduate Program Learners, AY 2023-2024	13
	Learner Research	14
	HPE Faculty	15
	Faculty Research	15
	HPE Faculty Publications, 2023-2024: A Snapshot and Publications Company	15
	HPE Initiatives	16
	Spotlight: A New Focus for the Center for Health Professions Education	16
	Spotlight: Long Term Career Outcome Studies (LTCOS)	17
	Spotlight: Distance Learning Laboratory	18
SQUARE-KNOT AD	Spotlight: Simulation and Education Hub	19
	Spotlight: Simulation and Education Hub Spotlight: HPE Programs for Medical Students	20
	Spotlight: Developing HPE Leaders, Scholars, and Educators in the VA	21
	Growing Connections and Awards	22
	Our Strategic Concepts	23
	Spotlight: Developing HPE Leaders, Scholars, and Educators in the VA Growing Connections and Awards Our Strategic Concepts Our Guiding Principles HPE Faculty and Staff	24
Was an Commissioned	Growing Connections and Awards Our Strategic Concepts Our Guiding Principles HPE Faculty and Staff	25
Communal		

The this good and suf PLANK OWNER, and of the above menti records contained in





an He Commissioned of the above mentioned Department records contained in Davy Was for this good PLANK OI

anoto ali

This is the first Annual Report of the Department of Health Professions Education (HPE) at the Uniformed Services University (USU) of the Health Sciences after officially becoming a Department on 16 May 2024. This report offers a view of several of the successes of our learners, collaborations, and faculty during the 2023-2024 school year. Consistent with our mission tagline, *Educating Educators, Shaping Scholars and Leading Leaders,* we have summarized a snapshot of achievements under education, research and leadership.

Education: The department of HPE has the largest graduate program in the School of Medicine. During the 2023–2024 academic year, we educated over 300 learners. We celebrated the graduation of sixteen candidates that earned either a Master of Health Professions Education (MHPE) degree or Master of Education in HPE degree. We also awarded a PhD in HPE degree. Over 100 program certificates were awarded to clinicians and program leaders throughout the Military Health System (MHS), Public Health Service (PHS), Coast Guard, and the Department of Veterans Affairs (VA). Over 70 of those certificates were awarded to medical students—over 40% of the USU medical student graduating class. HPE faculty delivered more than 7000 hours of instructional time while teaching these diverse groups of learners in USU's only part–time blended learning degree granting program.

Research: HPE's research productivity continued to rival top health professions education Centers and Departments internationally. HPE faculty published over 100 peer-reviewed manuscripts in top tier journals such as Journal of the American Medical Association, Academic Medicine, Medical Education, Teaching and Learning in Medicine, Dental Education, and Journal of General Internal Medicine. Learners and alumni published over 50 peer-reviewed manuscripts in health professions education (HPE) and made over 60 presentations at leading HPE conferences globally. Faculty and learners also produced numerous book chapters and editorials, two edited books, 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 \$3.0 million in research grants and agreements in this year alone.

Leadership and Service: Through HPE's Distance Learning Laboratory (DL Lab), we continue to provide consultative support to university-wide faculty and staff. The DL Lab team coached numerous module and course directors on how to convert face-to-face teaching to distance learning instruction for medical students. The DL Lab also partnered with the Graduate School of Nursing (GSN) and the Postgraduate Dental College (PDC) to create faculty development tracks for all new faculty in the GSN and PGDC. HPE faculty also served on key School of Medicine (SoM) and USU committees and task forces including the Assessment Subcommittee of the USU School of Medicine's Executive Curriculum Committee (ECC), Addressing Racism in Medical Education (ARMed) Task Force, and LBGTQAI+ Affirming Curriculum Task Force. HPE faculty also served on key committees for other USU schools such as 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 over 20 publications to support Middle States and Liaison Committee on Medical Education (LCME) accreditation efforts and enhance the evidence that supports our instruction. HPE 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 and national travel.

HPE further expanded its collaborative networks. We collaborated with Groningen University (Netherlands) 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 HPE graduate on an Air Force grant to explore Combat Casualty Air Transport educational practices. HPE also continued to expand its learner network-both within and beyond Military Treatment Facilities. Further, we continue to execute 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. We also executed an IAA with Salisbury VA to allow their faculty to pursue degrees in HPE and we signed an IAA with San Antonio VA to enable their learners to enter our program as well.

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

This Annual Report provides an account of selected accomplishments and highlights some of HPE's successes of the 2023–2024 academic year.

Message from the HPE Department Chair



Thank you for taking the time to read the Seventh Annual Report (the first since becoming the Department of Health Professions Education) about our HPE programs at the Uniformed Services University (USU) of the Health Sciences. The Department of HPE now houses the Center for Health Professions Education (CHPE), which will focus on scholarship ("shaping scholars") of our faculty and learners. The Department also has the Long Term Career Outcome Study (LTCOS), the Distance Learning Lab (DL Lab), and the newly formed Simulation and Education Hub. The 2023–2024 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 Accomplishments

- Since admitting our first learners in 2015, the HPE program has expanded to over 300 current learners from more than 60 locations in the Military Health System (MHS). Over 85% of our learners are active duty health professionals. HPE is now the largest graduate program in the School of Medicine.
- Throughout the 2023-2024 academic year, HPE celebrated the graduation of over 15 candidates who earned either a Master of Health Professions Education (MHPE) degree or Master of Education in HPE (MEd-HPE) degree. We also awarded a PhD in HPE degree and 101 program certificates during the course of the academic year, which included 70 medical students who represented over 40% of the graduating MD class.
- Since inception, we have graduated over 450 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). The majority 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 (DL) lab continues to support the conversion of face-to-face content to online or hybrid formats for faculty at USU to include tracks for all new faculty in the Graduate School of Nursing and Post Graduate Dental College.
- 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 to name a few.
- HPE's relationship with the VA is growing. We have three degree seeking learners from Salt Lake City VA, and we have built a curriculum for Designated Education Officers (DIO equivalent) and other top VA educational leaders where we are enrolling our second cohort of certificate learners and anticipate that some will become degree learners in the future. These offerings will be jointly attended by MHS and VA

learners. We are creating IAA's with additional VAs to include IAA's with Salibury and San Antonio this academic year to enable their faculty to participate in our degree programs.

- We are building scholarship partnerships with the University of Groningen, Johns Hopkins University, Mayo Clinic and others.
- We matriculated six MD/Masters in HPE learners who will join seven other learners in the current 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

- HPE faculty were awarded more than \$3.0 million in research grants and agreements in the past year alone, with national funding from organizations including the American Association of Colleges of Osteopathic Medicine (AACOM) and the Society for Directors of Medical Education Research.
- 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. LT-COS also added new research themes including coaching and obstetrics and gynecology.
- As part of the Center's Graduate Programs in HPE, learners published nearly 20 peer-reviewed articles in high-impact journals such as *Academic Medicine*, while HPE faculty published over 100 peer-reviewed articles in premier HPE journals.
- Learners led the exploration of diverse areas of HPE scholarship, including studying cognitive biases in medical education; professional identity formation (PIF) in medical education; clinical reasoning education in preclinical UME; the success of rapid response teams; and impact of sleep deprivation on clinical performance.

Other Highlights

• HPE faculty continued to be recognized for their excellence in research, teaching, and mentorship, receiving honors including AERA's Outstanding Research Paper Award, the Sol Katz Teaching Award, Dean's Impact Award, and Perspectives in Medical Education Reviewer Excellence Award. Faculty were also appointed to important leadership positions including roles as USU chairs, assistant deans, senate officers, and journal editors.

- Learners and alumni also were honored as the recipients of multiple national awards and other recognitions, such as the Defense Superior Service Medal; USU Dean's Teaching Award; AAMC's M Brownell Anderson Award; the COL Robert H. Moser Award for outstanding General Internist for superior clinical practice; USU Dean's fellow; and the excellence in operational medicine award.
- Several HPE faculty members served in key instructional roles for the SoM's Medical Education elective and collaborated with multiple medical students on their capstone projects.
- HPE faculty and alumni are helping to lead HEIGHT—the medical education medical student interest group.
- HPE faculty presented their research at a number of prestigious conferences and served in leadership roles with the AAMC, AERA, the International Association for Health Professions Education (AMEE), the USU School of Medicine Executive Education Committee, and the USU Diversity, Equity, and Inclusion 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.
- We continue to support the SoM's local and national faculty development efforts.
- In conjunction with the faculty senate, we have obtained approval to give an outstanding educational research award to join other prestigious USU research awards.

As we wrap up the 2023–2024 academic year, we are excited by the impact of our work on the HPE community at USU, nationally, and globally. Thank you to our faculty, learners, alumni and collaborators who all work hard to keep advancing the breadth and depth of the health professions education field.

Steven J. Durning, MD, PhD, MACP Professor and Inaugural Chair, Department of Health Professions Education (HPE) Director, Center for HPE

Uniformed Services University of the Health Sciences

Message from the Vice Dean of Academic Affairs



The past year brought continued educational and research success to the HPE program at USU. It culminated with the exciting transition of the Center for Health Professions Education into the newly established Department of Health Professions Education. Dr. Steven Durning was selected to serve as the inaugural Chair of this new department. The establishment of this department highlights the USU School of Medicine as one of the few U.S. medical schools with a medical education department.

Seventy medical school graduates were awarded HPE certificates in this year's graduating class. The MD/Master's degree program pilot is in its third year with 13 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 Long Term Career Outcome Study, (LTCOS) continues their record of prolific scholarship to include a special edition in *Military Medicine* that helped to support a successful LCME re-accreditation site visit. The Distance Learning lab (DL Lab) instructs 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.

Congratulations on another impactful year for the SoM and the entire MHS!

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

Message from the CHPE Board of Advisors



The CHPE Board of Advisors congratulates the leadership, faculty and staff of the new Department of Health Professions Education (HPE) on its creation as the newest department in the School of Medicine. The Board had recommended the creation of the Department to Dean Elster and will continue to support the Center's research mission.

The mission of the Board of Advisors is to provide strategic guidance, advisory review and outreach in support of CHPE. The Board serves at the Direction of the Dean and ensures that Center activities are consistent with its mission, advocating for the Center with both internal and external stakeholders, providing advice on overall strategic direction, and ensuring that resources are sufficient.

The Board includes senior leaders and stakeholders from both inside USU and across the broader MHS, DoD and U.S. Government communities, including 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 incoming Dean James D. Nash. 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. I serve as the Chair of the Board.

The educational and research accomplishments of HPE have been remarkable. As the educational mission of CHPE is now transferred to the HPE Department the Board of Advisors will continue to support the CHPE research mission in every way possible. We meet every six months, including an annual meeting with USU President Jonathan Woodson. The Board's priorities for the coming year will be revision of its Presidential Charter to be consistent with the new HPE Department's mission and to support the Center in achieving more resources for its work in support of the Military Healthcare System and the Defense Health Agency.

Louis N Pangaro, MD, MACP Professor of Medicine and Health Professions Education School of Medicine Uniformed Services University of the Health Sciences

Our Mission & Vision

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

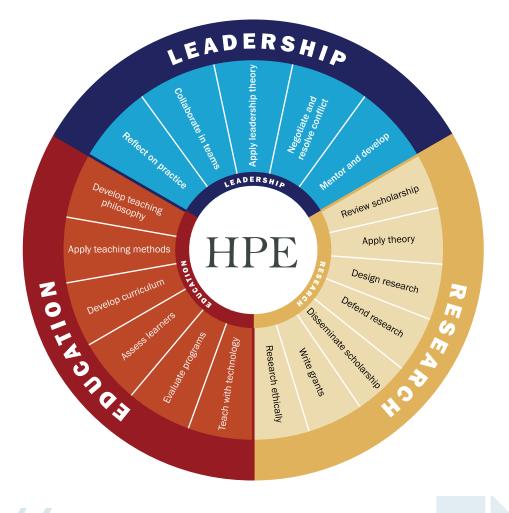
We do this by:

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

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







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

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

HPE Learners

Voices of HPE Learners in our Graduate Programs



Katherine (Kate) McOwen, PhD, MSEd Senior Director of Educational and Student Affairs Association of American Medical Colleges

"The HPE program offered me the unique opportunity to develop a strong foundation in HPE research skills. I leave the program with the knowledge, skills, and attitudes necessary to take a leading role in our vibrant community of HPE research with confidence. The faculty and administration provided excellent instruction and counseling to allow me to develop my own voice, as they demystified the entire scholarly writing and publishing process."



William F. Kelly, MD, US Army COL (Ret), FCCP, MACP Professor and Clerkship Director Uniformed Services University

"You can teach an old dog new tricks! I am so grateful to have had the opportunity to go back to school. Courses reinforced my teaching skills. Mentors and the rigorous summer boot camp taught me a new research methodology for my thesis project. The best part was meeting, working with, and learning alongside physicians, nurses, dentists, pharmacists, and other interprofessional colleagues from across the MHS on video calls and message boards."



2Lt Jezreelyn Bulaklak MD/MEd-HPE Student Uniformed Services University

"This program has helped not only with building up my fund of knowledge and expertise in the field of health professions education, but also with connecting me with a network of professionals who share a common goal of improving and expanding the field of military medical education. I've enjoyed interacting with medical professionals all over the world in varying specialties and levels of experience, and their perspectives have greatly expanded my own."



Lt Col Gayle "Hava" Haischer-Rollo, MD

Assistant Dean for Faculty Development Associate Professor, Department of Pediatrics Uniformed Services University

"The HPE program helped me evolve my teaching and leadership! I gained incredible knowledge, transforming my entire approach to education and even leading me to a new career path. I now have a network of like-minded educators for collaboration on research and creative workshops and have been able to expand my academic portfolio exponentially. The HPE program has impacted me so much and I can't say enough how grateful I am for the opportunity!"



Joshua C. Anchan, MD, Lt Col, USAF Associate Program Director Neonatal-Perinatal Medicine Fellowship, San Antonio Uniformed Services Health Education Consortium

"The USU HPE program has been the greatest undertaking of my professional career. Many people have a passion for teaching. Taking the step of completing coursework and adding something tangible to a CV speaks to a higher level of commitment and has helped me stand out in a crowded field. More importantly, the program has given me invaluable tools that I can draw upon consistently to benefit the learners and teams that I work with."



CDR Narisa Tappitake, MOTR/L, CHT

Tribal Mental Health and Wellbeing Program Manager Bureau of Indian Affairs - Division of Wildland Fire Management

"The HPE program has provided me with theoretical and technical knowledge to move from "clinical educator" to "professional educator". The instructors and fellow students have created a supportive and professional learning environment. It has been a great experience! I am looking forward to using this knowledge to support healthcare delivery for at-risk populations and to help with advanced training in occupational therapy."



Lt Col. Michelle Lawson, MD, FAAP, DABOM, MEd-HPE

Associate Program Director, Adolescent Medicine Fellowship San Antonio Uniformed Services Health Education Consortium

"The HPE program has been transformative, allowing me to expand my professional identity beyond just a clinician to that of a confident educator within medicine. Intentional HPE courses of study have enhanced my teaching practices developed previously during informal on-the-job experiences into a more structured teaching methodology."



David Cennimo, MD, FACP, FAAP, AAHIVS

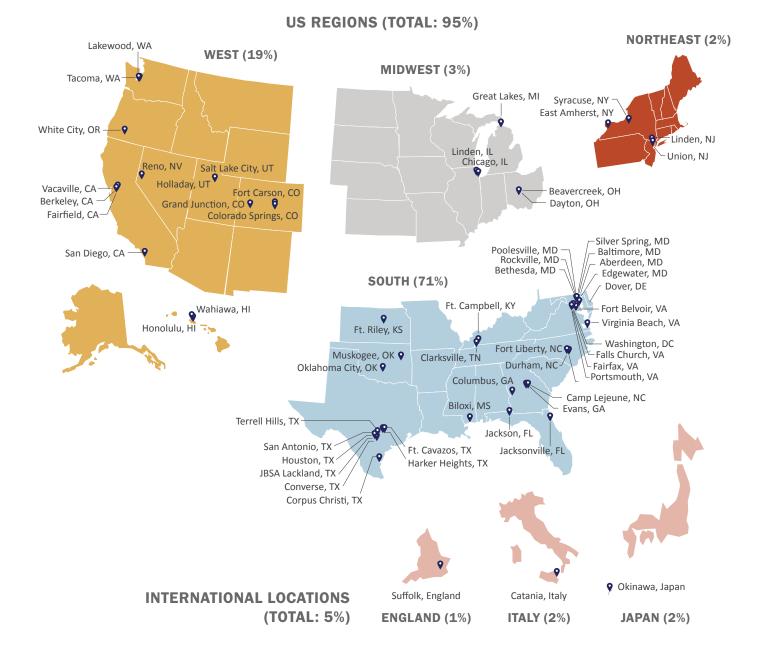
Infectious Disease Physician Associate Professor of Medicine and Pediatrics, Rutgers New Jersey Medical School Associate Chief of Staff Education, VA New Jersey Health Care System

"I have learned so much in the HPE program. I came into the HPE courses wanting to learn more about the theory and practice of medical education. I had never participated in asynchronous and or on-line learning for a class; this was an eye-opening experience. I have met great colleagues and faculty, and explored leadership and education issues I had never considered. I continue to grow professionally from this experience. This is a great opportunity for anyone wanting to advance their knowledge. Come in with an open mind. I got the most out of the experiences that on first look seemed the most odd or uncomfortable. Everyone here is dedicated to your success, let them assist and guide you."

HPE Learners

- SPOTLIGHT: HPE Global Footprint

Since HPE programs at USU were established in 2017, learners have continued to represent HPE from **more than 60 locations** across the globe. Seventy-one percent of learners were based in the South Region of the US, with over 40% serving communities around the Nation's Capital: Washington, DC, Maryland, and Virginia. Almost 20% of learners served the West Region while 5% represented the Midwest and Northeast. Another 5% served in Japan, England, and Italy. This broad geographic dispersion was made possible by HPE's commitment to building and improving its distance learning capacities. HPE's broad global footprint was not just limited to learners' permanent stations; it also included learners who frequently, and on short notice, were deployed or were in field exercises in a number of remote locations around the world.



HPE Graduate Program Learners, AY 2023-24

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

BY THE NUMBERS

Teaching HPE Learners:

300+ Learners The HPE program continued to serve new learners **across the MHS with** a roster of more than 300 learners during the 2023-2024 year. These I-FHPE, FHPE, MHPE, MEd-HPE and PhD learners represent the uniformed services: Army, Navy, Air Force, Coast Guard, and Public Health Service. They also represent a range of health professions including dentists, nurses, physicians, physician assistants, physical therapists, and clinical psychologists. Within medicine, specialties represented include internal medicine, pediatrics, gerontology, psychiatry, pulmonology, nuclear medicine, radiology, cardiology, and surgery. Civilian learners come from organizations, such as the Association of American Medical Colleges (AAMC) and the Department of Veteran Affairs (VA).

Expanding Presence:

HPE Graduate Program learners expanded **to more than 60 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 Italy, England, and Japan.

60+ Locations

100+ Graduates

Producing Leaders:

With the conferral of 16 Master's degrees, a PhD degree and over 100 certificates this year, **HPE officially brought its total number of graduates to over 450 alumni with impact.** This year's graduates include physicians, nurses, and public health officers whose roles encompass program directors, teaching faculty, medical residents, and more. Over a third of the medical school class graduated with a certificate. Graduates from our degree programs serve in academic leadership positions, such as deans, program directors, department chairs, and course directors.

Enhancing Readiness:

HPE's **commitment to military readiness** is reinforced by over 85% of its learners serving in active duty roles. HPE learners complete military readiness statements in all theses and dissertations, and continue to pursue military-relevant research programs like investigations of Critical Care Air Transport Teams and the Long Term Career Outcome Study.

85%+ Active Duty

HPE Learners

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

- **CAPT Mike Arnold** was awarded the AERA Division I Outstanding Publication Award for his article entitled "Does Masking MCAT Scores During Admissions Increase Equity?
- Andrea Austin, MHPE candidate along with CHPE faculty Dr. Alexis Battista organized a simulation summit between USU, CHPE, and the Naval Postgraduate School in Monterey, CA to explore potential connections in simulation education.
- **Dr. Erin Barry,** HPE alumna and Assistant Professor of Anesthesiology, with appointments in Military and Emergency Medicine and Health Professions Education, co-authored the recently published book, Leading Self and Others with Emotional Intelligence.
- Lt Col David Bradley, Associate Professor/Deputy Director for the Adult Gerontology Clinical Nurse Specialist (CNS) Program was recognized with this year's AMSUS Nurse Award!
- **Dr. Michelle Brooks** co-presented a session at The Society of Hospital Medicine (SHM) Converge entitled, "More Than Likes and Followers: Using Social Media to Develop Your Professional Identity.
- **COL (Ret.) Jessica Bunin,** USA MC was honored by the Secretary of Defense with the Defense Superior Service Medal.
- Lt Col Katie Burtson received the USU Dean's Teaching Award. A commemorative brick will be placed in the USU courtyard in her honor.



- **CPT Kimberly Fabyan** was honored with the AOA Faculty Mentor of the Year Award.
- Maj Jamie Geringer was honored as a Fellow of the ACP.
- COL (Ret) William Kelly was honored as the CHEST 2023 Mark J. Rosen, MD, Master FCCP Endowed Memorial Lecture recipient. His lecture was entitled "Gamification in Medical Education: Why and How?"
- **CPT Isaiah Horton** received the COL Robert H. Moser Award for outstanding General Internist for superior clinical practice.
- **LTC Jeanne Krick** recorded an episode of the WarDocs Podcast, on the topic of *Medical Ethics in the Military*.
- CDR Christina La Croix, DO, MHPE Candidate and Assistant Professor of Psychiatry, was honored by the American Medical Women's Association (AMWA) with the 2024
 <u>Early Career Physician Award</u>. CDR La Croix also presented to the entire Navy psychiatric community about Post-COVID conditions at the annual Braceland Symposium.
- LCDR Sebastian Lara was honored with the AOA Faculty Teacher of the Year Award and received the National GEA <u>M. Brownell Anderson Award</u>. He was also recognized at the Council for Medical Student Education of Pediatrics (COMSEP) Conference for leadership in standardizing UME pediatrics curricula.
- **Col Kerry P. Latham** was honored with the prestigious ACS/Pfizer Military Surgical Volunteerism Award, recognizing a military surgeon for significant contributions to surgical care through volunteer and/or humanitarian activities.
- **Mydirah Littlepage-Saunders,** HPE Learner and Department of Neuroscience Doctoral Candidate, was honored with the 2024 Doctoral Graduate Student Award by the Center for the Study of Traumatic Stress Response.
- **Col Renee Matos** led the organization of the Female Physician Leadership Conference (FPLC) as the FPLC Course Direct.
- LCDR Matt Nealeigh and LCDR Sebastian Lara were selected to be Commanders on the FY2024 Active-Duty Navy Commander Staff Corps Selection Board.
- Kellie Nealeigh, PhD and LTC (Ret) James Schwartz, MS, USA for receiving the School of Medicine Dean's Impact Award. The award recognizes outstanding professionalism, productivity, work quality, and service.

- **CPT Michael Orrick** who was elected to the Graduate Student Council (GSC) Board.
- LtCol Regina Owen received the 2024 American Psychiatric Nurses Association (APNA) Award for Excellence in Leadership.
- LtCol Justin Peacock was selected as Faculty Senate Secretary-Treasurer. He won the USU Education Day Teaching with Technology Award for his proposal, "Promoting Competitive Engagement in Radiology Medical Education Through a Quizzing Application." He delivered an international review course on Nuclear Medicine in Musculoskeletal Pathologies at the SN-MMI Nuclear Medicine Review Course and has been recruited to write questions for the American Board of Radiology Certifying and Subspecialty Exam. He was also selected as a Dean's Fellow.
- CAPT (Ret) Barbara Ritschel was recently inducted as a founding member of the Academy of Distinguished Educators for the Association of Pathology Chairs. She presented as a panel speaker at the Women in Leadership in Higher Education Conference at Harvard University.
- **Col Ramey Wilson** received the Excellence in Operational Medicine Award.
- **Dr. Catherine Witkop,** HPE alumna, received the Uniformed Services University Distinguished Service Award.
- We have a number of HPE learners and alumni who have been recognized as diversity, equity, and inclusion allies at USU after completing the **Faculty Allyship Program**:
 - Maj Justin Peacock
 - Col Ramey Wilson
 - LT Kristin Mangalindan
 - Capt Jamie Geringer
 - CDR Monica Lutgendorf
 - Lt Col Gayle Haischer-Rollo
 - Dr. Erin Barry
 - CDR Sarah Hodges
 - Lt Col Matthew Hawks
 - Col Candace Percival
 - Maj Elle Cleaves
 - Dr. Catherine Witkop







HPE Learners

Learner Research

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

HPE learners and alumni produced over 50 **publications** in top-tier HPE journals this year including *Academic Medicine, Medical Education, Teaching and Learning in Medicine, Dental Education,* and *Medical Teacher*. Research from our learners and graduates contributed to national and international conversations on a diverse array of topics:

CAPT Michael Arnold's study concluded that admissions decisions appeared to be more equitable when MCAT scores were included. LtCol Jamie Geringer explored how trainees' assessments of faculty may be insufficient as a primary source of feedback to support the improvement of faculty performance. MAJ Michael Loncharich's study on cognitive bias found little evidence that links bias to error in internal medicine. 2LT Eunjae Kim explored the imposter syndrome in students during onboarding in military medical school. Dr. Dolores Mullikin's study showed how heart rate variability and mean arterial pressure are related to cognitive load. LtCol Justin Peacock led the development of an implementation guide on how to accelerate medical education with ChatGPT. Maj Matthew Hawks conducted a scoping review of clinical reasoning curriculum in undergraduate medical education. Col Candance Percival's study explored how trainees who experienced remedication in graduate medical education were susceptible to epistemic injustice. Maj Matthew Baker studied clinical supervision in medical education. Ms. Lynn Shaull revealed how first-generation physicians at different points in their medical training and careers experienced professionalism policies and practices. Maj Jon Umlauf studied how a blended learning environment influences physical therapists' self-efficacy for conducting musculoskeletal ultrasounds. LTC Jacob Collen studied factors affecting residents' sleep duration and their relationship to clinical reasoning processes. LtCol Elizabeth Schulz examined the perceived barriers and facilitators of women physician leaders' career success. Kate McOwen studied the stories of student affairs senior leaders' roles and narratives of the social spaces within medical education. COL Matthew Eckert studied the drivers of success in rapid response teams in military surgical resuscitation teams. LT William Rainey Johnson studied the dynamics of self-monitoring in medicine. Maj Gayle (Hava) Haischer-Rollo led a study that compared Clinical Competency Committees' assessments and medical trainees' self-assessments of milestones across a variety of milestones.



HPE Faculty

Faculty Research

Much like HPE learners, HPE faculty continued to conceptualize, implement, evaluate, and publish a high volume of research. Many HPE faculty come from international backgrounds and represent rich professional expertise as physicians, communication researchers, educational psychologists, adult learning specialists, emergency medical technicians, teachers, learning scientists, physician assistants, curriculum developers, and community health and prevention research scientists. They published over **100 peer-reviewed manuscripts as well as numerous book chapters, articles, and other scholarly products**, often collaborating with HPE learners, alumni, and preeminent scholars around the world as they connected disparate themes and ideas.

HPE Faculty Publications, 2023-2024: A Snapshot

(See all faculty publications)

Anderson LN, Ledford CJW. Improving Medical Communication. JAMA. 2024 May 14;331(18):1592–1593.

Bidwell, DR. After the Worst Day Ever: What Sick Kids Know About Sustaining Hope in Chronic Illness. Beacon Press, 2024.

Umlauf JA, Cervero R, Teng Y, **Battista A**. Influencing Physical Therapist's Self-efficacy for Musculoskeletal Ultrasound Through Blended Learning: A Mixed Methods Study. *J Phys Ther Educ*. 2024 Jun 1;38(2):125–132.

Chen HC, **Brown K**, Hernandez YM, Martin LE, Witkop CT, Aintablian A, Prince A, Artino AR, Kind T, Maggio LA. Faculty and Student Perceptions of Unauthorized Collaborations in the Preclinical Curriculum: Student or System Failure? *Acad Med*. 2023 Nov 1;98(11S):S42–S49.

Hartzell JD. Updating the Military Unique Curriculum for a Ready Medical Force. *Mil Med*. 2024 May 18;189(5-6):1181–1189.

Cole R, Zurbrugg K, **Lee Y**, Dong T, Bunin J, Granite G, Barak A, Rudinsky SL. Gender and Mentorship in Military Medicine: A Survey Study. *Mil Med*. 2024 May 20:usae261.

Ma TL, Costello JA, Dong T, Durning SJ, Maggio LA. Physician educators' perceptions of experiences contributing to teaching. *Clin Teach*. 2024 Apr 23:e13768. doi: 10.1111/tct.13768. Epub ahead of print.

Martin PC, Duncan P, Fernandez A, Perez NA, Ölveczky D. "A Look Under the Hood": Reflections on the Inaugural RIME Mentorship Program. *Acad Med*. 2023 Nov 1;98(11S):S10–S13.

Merkebu J, Veen M, Hosseini S, Varpio L. The case for metacognitive reflection: a theory integrative review with implications for medical education. *Adv Health Sci Educ Theory Pract*. 2024 Feb 12.

McMains KC, Konopasky A, Durning SJ, **Meyer HS**. Do All Roads Lead to Full Participation? Examining Trajectories of Clinical Educators in Graduate Medical Education through Situated Learning Theory. *Teach Learn Med*. 2023 Aug 7:1– 11.

Samuel A, Teng Y, King B, Cervero RM, Durning SJ, Beadling CW. Addressing HPSP Learner Needs: A Pilot Study of a "Fundamentals of Military Medicine" Course. *Mil Med*. 2023 Nov 3;188(11–12):e3645-e3651.

Soh M. Medical Student Intent to Practice in Underserved Areas. *JAMA*. 2024 Mar 5;331(9):801–802.

Wyatt TR, Jain V, Ma TL. 'When I stood up for something it's because I felt a... moral violation': Trainees' acts of resistance against social harm and injustice. *Med Educ.* 2024 Apr;58(4):457–463.

Zheng, B, He, Q, & Lei, J (2023). Knowledge Construction in Problem-Based Learning: A Lag-Sequential Analysis of Teachers' and Students' Discourse Moves. *Teaching and Learning in Medicine*, 0(0), 1–14.

HPE faculty executed **research grants and agreements in excess of \$3.0 million** in the last year alone, including continued work on extramural projects like the examination of gender disparities in the care of female casualties, addressing military health providers' burnout, emotion regulation, professional identity formation in racially minoritized physicians, exploration of the American Association of Colleges of Osteopathic Medicine (AACOM)'s osteopathic recognition program, and improving the care of women experiencing postpartum depression through photovoice.

HPE Department Initiatives

- SPOTLIGHT:

A New Focus for the Center for Health Professions Education (CHPE)

By Ronald Cervero, PhD, Tasha Wyatt, PhD

The Center for Health Professions Education (CHPE) was formed in 2020. This step was an acknowledgement of the importance of HPE scholarship, education and leadership and was an inflection point for HPE faculty. With the formation of CHPE, our certificate and degree programs, the Long Term Career Outcome Study (LTCOS), and the Distance Learning Lab (DL Lab), faculty and learner research made significant advances, thanks to the extremely dedicated faculty and staff. We are excited that the USU Faculty Senate has approved an educational research excellence award marking additional recognition of this form of scholarship for our USU community and beyond.

With the formation of the Department of HPE, CHPE is taking on a new singular focus—research of faculty and learners (e.g. shaping scholars). We have created the following tagline to support this change—**CHPE: Transforming Healthcare through HPE Research**. The certificate and degree programs, LTCOS and DL Lab, will fall under the newly formed Department vs the Center to allow their continued growth and maturation which could entail future additional Centers in the Department of HPE.

This change is consistent with the role of centers globally as well as enabling USU to enhance the breadth, depth and innovation of our scholarship. We are thankful for the SoM and University's support of educational research and we look forward to what the Center's faculty and learners will do in the future for the benefit of our system and beyond.





Long Term Career Outcome Study (LTCOS)

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

The purpose of the LTCOS is to collect and analyze a variety of quantitative and qualitative data so that USU can more effectively evaluate the success of its graduates and educational programs. We seek to provide evidence to inform medical education at USU. This model of educational epidemiology plays an important role as we are a large system and can follow our students and alumni for many years unlike most civilian schools. The LTCOS was lauded during USU's recent Middle States accreditation as "a credit to the institution in its documentation and analysis of student outcomes" as well as the Liaison Committee on Medical Education (LCME) accreditation.

Since the publication of the third *Military Medicine* special issue in June 2023, the LTCOS team started new research investigations across the board of themes and there are 20 studies moving forward simultaneously. Three studies have papers accepted by peer reviewed journals (*BMJ Military Health, Medical Teacher,* and *Military Medicine*). For conference presentations, the team had one abstract accepted by the 2024 annual conference of the International Association for Health Professions Education (AMEE), and two abstracts accepted by the USU Research Days. The team is seeing an increasing trend of student led investigations. An LTCOS paper led by an HPE student won the American Educational Professions Education (AERA) Division of Education in Professions Outstanding Research Publication award of 2024. Two new themes were generated which made the total number of themes 14 for LTCOS. The new themes are Academic Coaching and GME Milestones.

LTCOS data is generated in large part by two surveys. Every year there is a survey of graduates completing their first year of training (postgraduate year 1) and their third year of training (postgraduate year 3). This data provides invaluable insights into how USU graduates perform during their graduate medical education. The data helps to inform medical school decisions related to curriculum, leadership development, research opportunities, and well-being.

LTCOS disseminates an alumni survey every five years with 2024 being a survey year. This is an exciting opportunity for LTCOS to gather data from USU graduates that spans their military careers. The data is instrumental and informative about shaping the future military medicine workforce. The survey addresses issues related to clinical practice, operational medicine, academic career progression, leadership in military medicine, well-being, and retention.

LTCOS expects to expand its database coverage to include the DMDC data and the AMA Masterfile data next year. The team will continue working on involving more centers and departments of USU. Multi-institutional investigations and funded research projects are also on the agenda.

LTCOS continues to be a force multiplier for military medicine by answering important questions to inform decisions and providing key data to stakeholders.





Distance Learning Laboratory

By Anita Samuel, PhD

The Distance Learning Laboratory (DL Lab) continues to be a beacon of innovation and collaboration at USU, enhancing distance learning across the university and the broader Military Health System (MHS). In the 2023-2024 academic year, the DL Lab demonstrated its commitment to excellence by providing 93 personalized consultations and over 34 workshops with 284 attendees. These sessions covered a range of topics, including effective lecture recording, leveraging technology for teaching enhancement, and designing engaging online instruction.

The DL Lab is proud to announce a new partnership with Texas A&M University School of Medicine, enabling students from their Health Professions Scholarship Program (HPSP) to take the Fundamentals of Military Medicine course. This collaboration aims to better prepare these students for the military medical landscape they will be entering. The pilot cohort comprised 15 Texas A&M HPSP students. The DL Lab is excited about the opportunities this partnership will bring and looks forward to supporting Texas A&M's HPSP students in their medical education journey.

The DL Lab actively champions the MHS's commitment to Digital Transformation through a robust educational approach. The Lab has spearheaded a series of workshops on generative AI tailored for USU faculty, ensuring that the content remains current and relevant amidst the rapidly evolving technological landscape. Additionally, the Lab is conducting an ongoing study with USU medical students to explore how they are utilizing AI tools to enhance their learning experiences. Highlighting its leadership in the field, the Lab facilitated a panel at the AMSUS 2024 meeting titled "AI-Powered Healthcare: Addressing the Transformative Challenges of Today and Anticipating Tomorrow." This panel featured prominent USU faculty members deeply engaged with AI in healthcare, including COL Vincent F. Capaldi II, SCM, MD, LtCol Justin G. Peacock, MD, PhD, and Lt Col (Dr.) Joshua Duncan. The Lab is also collaborating with various departments within the School of Medicine to educate faculty in graduate education on the effective utilization of generative AI in their work.

The Lab has developed and deployed a Distance Course Design Evaluation Rubric to ensure that USU's distance courses align with best practices in distance education. As the next step, the Lab is working on validating this tool. Additionally, the Lab is developing a rubric to evaluate self-paced online courses that do not include any instructor interaction. These initiatives ensure that USU maintains high standards in course design and delivery.

The DL Lab supported four Global Health Certificates by offering their courses in a hyflex environment. These courses were meticulously designed to accommodate face-to-face classroom instruction, synchronous video conferencing, and asynchronous learning. With enrollments ranging from 35 to 150 learners, the DL Lab provided comprehensive support for both in-person and online technologies, ensuring a seamless and flexible learning experience for all participants. This marked the first time hyflex courses were offered at USU, and the feedback from students has been overwhelmingly positive.

Looking ahead, the DL Lab remains dedicated to advancing the educational experience. The focus includes training and support on emerging technologies to enrich distance, hybrid, and face-to-face teaching. Committed to empowering students, staff, and faculty, both locally and nationally, the DL Lab will continue to champion innovative educational technologies.





Simulation and Education Hub

By Alexis Battista, PhD, Patrick Monihan, MD and Andrea Austin, MD

The USU Simulation and Education Hub, launched in March 2023, has taken several essential steps towards its initial goal of building bridges across several centers and departments with expertise in simulation to enable a broader vision of how simulation-based learning can be applied within and across the university. Simulation-based learning is widely employed across USU undergraduate, graduate, and postgraduate education programs. These modalities include standardized participant methodology, role play, procedural training with manikins and task trainers, virtual and augmented reality, and diverse scenario-based simulations, such as resuscitation and combat casualty care. The USU Simulation Hub aims to enhance simulation-based learning by building bridges to enable across-departmental collaboration and build a community of simulation scholars.

One of the most notable achievements of the USU Hub in the past year was the development of a plan for faculty members pursuing formal training in simulation-based learning. Representatives from the USU Faculty Development Certificate Program, the Naval Post Graduate School's (NPS) Healthcare Modeling and Simulation Program, and the USU Health Professions Education Program collaborated by comparing and stratifying program requirements, timelines, and specializations and establishing credit parameters. Then, in May 2024, Dr. Andrea Austin (USU Military & Emergency Medicine, MOVES Institute), Dr. Alexis Battista (USU Center for Health Professions Education), Dr. Amy Hildredth (USU Military and Emergency Medicine), and Dr. Gayle Haischer-Rollo (USU Faculty Development Certificate Program) hosted a professional development panel in May 2024 outlining the new plan. These efforts are intended to make it easier for individuals to determine which program best suits their needs and help build a bench of skillful simulation educators, researchers, and administrators.

The HUB also began an 'open meeting' stance in March 2024, intending to invite various subject matter experts to present current research or projects involving simulation in enhancing medical education. These monthly briefings will continue in the future, aiming to capture innovative DoD-based efforts and partnerships with civilian institutions. In addition to the above professional development panel, the following highlights two recent presentations.

- Dr. Ernie Lockrow (Department of Gynecologic Surgery & Obstetrics) shared findings from a recent project funded by the NIH entitled the "Effect of Validated Skills Simulation with the Miya Model on Operating Room Performance of Vaginal Hysterectomy." This three-phase, multi-center study utilizes a simulation model and Tobii eye-tracking system to enhance trainee feedback and self-assessment capacity.
- Dr. Josh Duncan (Deans Office) shared how USU is exploring using Artificial Intelligence (AI) to transform and personalize learning in a presentation entitled, "Precision Education and AI-Driven Transformation." AI can help scaffold learning by creating customized quizzes, tailored and targeted feedback, summarizing complex information, and developing educational materials. He also indicated a need to incorporate AI competency training into the medical school curriculum and conduct more research on the future impact of AI in medical education.

The Simulation Hub's goals for the coming year include connecting with the simulation programs throughout the military health system (MHS) to identify simulation expertise, enable resource sharing, and reduce redundancies where possible. The Hub also plans to continue hosting open meetings and develop a website where resources, such as presentations, educational offerings, regional, national, and international simulation meetings, and other essential information can be easily accessed.

- SPOTLIGHT:

HPE Certificates for USU Medical Students

By Annie Wildermuth, PhD, PA-C, RD

The U.S. medical education system is heavily reliant on learners being teachers. Throughout the trajectory of formal instruction, attending physicians teach residents, residents teach interns, interns teach medical students, and medical students teach each other. Permutations of this instructional model span many different health professions. Ever the quintessential model of a Venn diagram, education and medicine have consistent overlap and also require unique knowledge and skills. Since medical learners teach with regularity, it is truly beneficial to provide teaching education during undergraduate medical education. In the USU Department of Health Professions Education (HPE), Dr. Annie Wildermuth, Assistant Professor in HPE and an Emergency Medicine PA, with support from HPE and USU leadership, spearheaded an effort to build pathways for USU medical and graduate students to learn educator skills with a long-term goal of improving the quality of education throughout the Military Health System and Public Health Service.

The Introduction to the Foundation of Health Professions Education (IFHPE) certificate is a 6-credit hour, asynchronous experience designed for learners to gain foundational skills in pedagogy, instruction, and assessment. Completed within a 6-month time period, it is a highly flexible option for learners, who complete self-paced online modules to earn the certificate; this instructional model is perfect to accommodate busy USU student schedules and meet the mission of learners as teachers. While the IFHPE also has online modules on leadership and scholarship, making it highly customizable for a wide variety of learners, the USU students primarily complete education-focused modules. Completion of the IFHPE does not extend a learner's military service commitment and offers a valuable addition to the curriculum vitae.

The IFHPE was first offered to 4th year medical students who were serving as Peer Tutors. This group benefited from learning how to teach in order to provide more effective, near-peer tutoring. It was mutually beneficial, as the peer tutors gained experiential credits towards the certificate because of their tutoring hours in addition to completing several online education modules. This Peer Tutor IFHPE pathway was made possible due to a strong partnership between HPE and Dr. Ryan Landoll, Assistant Dean for Preclinical Sciences and the faculty advisor for the Peer Tutors. Dr. Landoll conducted an exit meeting with each learner to review a reflection paper and discuss their experience. Overwhelmingly positive feedback from the participating medical students and faculty spawned an interest in expanding this offering to more USU students.

Since 2023, the IFHPE for medical students has grown to include several other student interest groups with the support of their faculty advisors, including Teaching Emergency Aid (TEA; faculty advisor Dr. Cynthia Shen), Students for Peer Advocacy and Reform (SPEAR; faculty advisor Dr. Dana Nguyen), Item Writing Practicum (faculty advisor Dr. Tharun Sundaresan), and students enrolled in the Medical Education Elective. The IFHPE certificate is also now being offered to USU 4th year medical students independent of any affiliation with a student group, making the program even more accessible. Teaching education also benefits scientists, who will be running labs and teaching courses throughout their careers, and in 2023, in collaboration with Assistant Dean for Graduate Student Development Laura Baumann, the IFHPE was offered as part of a teaching pilot program to six USU graduate students, who completed modules and a teaching practicum en route to the certificate.

The IFHPE pathway for USU students has the potential for significant, long-term impact on several aspects of the military health system. Over 70 USU medical students in the class of 2024 completed the IFHPE, representing over 1/3 of the graduating class. Having so many interns enter graduate medical education with foundational teaching knowledge is a clear benefit to the future of military medical education. One could hypothesize that having foundational teaching knowledge could make intern, resident, and attending physician's work less stressful and/or more enjoyable, taking away some of the cognitive burden of teaching without a clear framework for doing so. Additionally, piqued awareness and interest in medical education as a career option could bring more physicians back to academic medicine. Dr. Wildermuth, in her dual role as USU School of Medicine Assistant Dean for Admissions and Recruitment, has highlighted medical student HPE offerings at USU Open Houses and recruitment events with significant interest from applicants, making the IFHPE pathway a recruiting tool for the University in addition to rendering a valuable service to the military medicine system. Exciting times are ahead with plans to continue expanding HPE certificate options for USU students in the future.



Developing HPE Leaders, Scholars, and Educators in the VA

By Duane Bidwell, PhD, Ronald Cervero, PhD

A multi-year collaboration with the Department of Veteran Affairs (VA) paid further dividends in 2023-2024 as the department expanded its leadership curriculum, creating new modules for the certificate program. These initiatives optimize learning for Designated Education Officers (DEOs) and MHS learners.

DEOs are the VA's top educational leaders, responsible for more than 60 types of clinical training as well as educational leadership in VA medical centers.

An initial cohort of 14 DEOs enrolled in the HPE certificate program in November 2023 to strengthen their educational, leadership, and management skills. A second cohort of 11 is planned to begin in Fall 2024.

Insights from a year-long needs assessment led to the publication of two articles on educational leadership competencies, co-authored by HPE faculty and leaders from the VA's Office of Academic Affiliations:

Bidwell, DR, Samuel, A, Cervero, RM, Durning, SJ, Stephan, SL, Patel, EL, Bowman, MA, Meyer, HS. Prioritized Competencies for Designated Education Officers in the Veterans Health Administration. *Military Medicine*. 2024: 1-6.

Bidwell, DR, Samuel, A, Cervero, RM, Durning, SJ, Stephan, SL, Patel, EL, Bowman, MA, Meyer, HS. Perceptions of Key Responsibilities and Professional Development Desires of Senior Educational Leaders: A Needs Assessment. *Academic Medicine*. In press.

New certificate modules include: Leadership Theories; Resilience and Relationships; Advanced Leadership Concepts; Conflict Management, Change Management, and Negotiation; Management 101 for Health Professionals; Human Resource Management; Program Evaluation and Strategic Planning; and Budgeting and Financial Management. A module on "Leading Systemic Change" will launch in Fall 2024.

In response to the VA collaboration, the department also piloted a new leadership course in Summer 2024. *HPE 616 Leading with Imagination* uses case-based learning to focus on strengths-based, dispositional leadership. In future years the course will be open to all HPE learners.

Overall, the DEO track of the certificate program not only strengthens HPE in VA facilities; it also creates a community of senior VA and MHS academic leaders to enhance collaboration, capacity, and capability in both systems as DEOs take HPE courses alongside degree learners.



HPE Department Initiatives

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.

We collaborated with Groningen University (Netherlands) and we worked to build relationships with Johns Hopkins University and the Mayo Clinic. A product of HPE's growing connections included the launch of the International Medical Education Grand Rounds with HPE faculty and its network of international scholars presenting on cutting medical education scholarship. HPE also continued to expand its learner network—both within and beyond Military Treatment Facilities, including the continuation of an inter-agency agreement (IAA) with the VA on a national level to build a leadership curriculum for their Designated Educational Officers (DEO's), and an IAA with Salisbury VA to allow their faculty to pursue degrees in HPE. The launch of the Simulation and Education Hub has forged partnerships with the VAI G Simulation Center and the Naval Postgraduate School in Monterey, CA.

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

Dr. LaKesha Anderson was appointed Associate Editor of the journal Family Medicine, and was also the first HPE faculty to receive her certificate from the USU Allyship Program.

Dr. Alexis Battista received the Perspectives in Medical Education Reviewer Excellence Award.

Drs. Ting Dong and **Steven Durning** was awarded the Outstanding Research Publication Award by the American Educational Research Association (AERA) Division I.

Dr. Josh Hartzell was honored with the Sol Katz Teaching Award, which recognizes excellence in medical school teaching.

Dr. Holly Meyer received the Dean's Impact Award.

Dr. Anita Samuel was appointed Assistant Dean for Graduate Program Development. Dr. Samuel was also elected as the School of Medicine Billeted Clinical Science Senator.

Dr. Annie Wildermuth was appointed as a School of Medicine Assistant Dean for Admission and Recruitment.

Dr. Tasha Wyatt's paper entitled, "The maintenance of classism in medical education: "Time" as a form of social capital in first-generation and low-income medical students" was chosen as a featured article in the Johns Hopkins School of Medicine "Must Reads."

Dr. Binbin Zheng was selected to serve on the Research in Medical Education (RIME) Committee whose prime responsibility is to review and select papers and research abstracts submitted for the special supplement of Academic Medicine and the RIME conference at the annual AAMC medical education meeting.

Dr. Louis Pangaro was honored by The Alliance for Clinical Education with the establishment of the *Louis N. Pangaro Education Award*.



Our Strategic Concepts

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

TRANSFORMATIVE

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

RELEVANT

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

COLLABORATIVE

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

VISIBLE

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

BELONGING

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

Our Guiding Principles

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

EDUCATING EDUCATORS

FOSTER FUTURE GENERATIONS

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

MAKE IT BETTER

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

LEADING LEADERS

LEAD THROUGH LEARNING

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

SERVICE TO THOSE WHO SERVE US

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

SHAPING SCHOLARS

CULTIVATE SCHOLARSHIP

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

SEEK TO IMPROVE CARE

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

HPE Faculty & Staff



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

Ronald Cervero, PhD, Deputy Chair, Professor ronald.cervero@usuhs.edu

Joshua Hartzell, MD, MS-HPEd, FACP, FIDSA, Vice Chair for Faculty Affairs, LTCOS Co-Director, Professor joshua.hartzell@usuhs.edu

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

 Tasha Wyatt, PhD, Vice Chair for Research and CHPE Deputy

 Director, Associate Professor

 tasha.wyatt@usuhs.edu

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

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

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

LaKesha Anderson, PhD, Assistant Professor lakesha.anderson.ctr@usuhs.edu

Duane R. Bidwell, PhD, Assistant Professor duane.bidwell.ctr@usuhs.edu

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

Tinglan Ma, PhD, Assistant Professor ting-lan.ma.ctr@usuhs.edu Paolo C. Martin, PhD, Director for Scholarly Communication, Assistant Professor paolo.martin@usuhs.edu

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

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

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

Anne Wildermuth, PhD, PA-C, EM-CAQ, RD, Assistant Professor <u>anne.wildermuth.ctr@usuhs.edu</u>

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

Cindy Glass, BS, Program Coordinator <u>cynthia.glass.ctr@usuhs.edu</u>

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

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

LONG TERM OUTCOME STUDY (LTCOS) FACULTY

Ting Dong, PhD, Research Associate Professor & LTCOS Co-Director ting.dong.ctr@usuhs.edu

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

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

DISTANCE LEARNING LAB (DL LAB) FACULTY & STAFF

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

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

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



For more information about each of the HPE programs, visit

https://chpe.usuhs.edu

Or contact us:

EMAIL: hpe@usuhs.edu

PHONE: (301) 295-3603

MAIL:

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

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

