MEDICAL EDUCATION ANNUAL REPORT
2008-2009

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO
SCHOOL OF MEDICINE

Transforming Medical Education

ACKNOWLEDGEMENTS:

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EXECUTIVE SUMMARY

The educational programs of UCSF School of Medicine (undergraduate, graduate and continuing medical education) continued to innovate, develop new and exciting academic programs and contribute to the scholarship of teaching and learning even in the midst of the worst economic crisis in recent memory. Major achievements this year included:

- o Launching our new Pathways to Discovery program for all UCSF professional students as well as residents and fellows.
- o Continuing development of the Program in Medical Education for Urban Underserved (PRIME-US).
- o Opening the Kanbar Center for Simulation and Clinical Skills Education.
- o Continuing to attract a diverse (32% underrepresented in medicine) and highly qualified entering class of medical students and expanding scholarship aid for our students.
- o Inducting nine new members into the Haile T. Debas Academy of Medical Educators and providing $150,000 for innovative educational projects.
- o Doubling faculty development workshops to 26 and reaching 346 faculty members.
- o Developing a vision and guiding principles for a new MD curriculum of the future.
- o Providing guidance and support to 120 residency and fellowship training programs.
- o Offering continuing medical education courses to over 29,000 participants.
- o Preparing for an LCME accreditation site visit in 2011 and participating in the Western Accreditation of Schools and Colleges (WASC) accreditation process for the campus.

To these notable accomplishments, we add the scholarship of teaching and learning. Our faculty members, students, residents, fellows and staff have given 270 scholarly presentations or workshops on medical education locally, nationally and internationally, and published 62 peer reviewed journal articles. Finally, our faculty members have received 88 honors and awards for their leadership and scholarship in medical education. We accomplished all this and reduced our budget by 10 percent.

Congratulations to all and thank you for making UCSF such an exceptional place to learn, discover and work.

David M. Irby, PhD
Vice Dean for Education
UCSF School of Medicine

MEDICAL EDUCATION ADMINISTRATION

The Office of Medical Education (OME) supports the educational programs of the School of Medicine and promotes innovation and excellence across the continuum of medical education through evaluation and research, faculty development, educational innovations, and legal consultation. The office is led by Vice Dean for Education, Dr. David M. Irby, and includes Dr. Patricia O'Sullivan, Director of Educational Research and Faculty Development; Dr. Arianne Teherani, Director of Program Evaluation; Lisa Raskulinec, Financial Manager; Christina Cicoletti, Manager of Medical Education Administration; and Kevin H. Souza, MS, Assistant Dean of Undergraduate Medical Education.

In its role overseeing the Liaison Committee on Medical Education (LCME) accreditation of the medical school, OME completed its first year of a new annual process to maintain a position of LCME readiness. The curriculum committees for medical student education analyzed each education standard and documented target objectives, actions required, and data sources that demonstrate UCSF's performance toward the LCME standards. The data gathered were entered into our own LCME database for internal reporting. This process is now

MEDICAL EDUCATION STAFF FROM ACROSS THE CONTINUUM ATTEND A QUARTERLY STAFF DEVELOPMENT MEETING.

aligned with the annual work agenda for our curriculum committees. The team is preparing for the LCME accreditation site visit in 2011.

OME worked closely with the Offices of University Development and Alumni Relations (UDAR) to improve our lines of communication, orient new UDAR team members, develop a new process for managing scholarship funds, and fundraising for major initiatives such as the Academy of Medical Educators and Kanbar Center for Simulation and Clinical Skills Education.

Perhaps the most significant work of the OME over the past year was reorganization of the medical education budget under the leadership of the financial manager, Lisa Raskulinec. OME merged the components of medical education that were traditionally funded by the Central Dean's Office budget with those funded by the medical education budget to create a more consolidated view of our financial health. The medical education budget team worked closely with the leadership to reduce spending in line with the deficit, while preserving jobs and maintaining our commitment to the educational mission.

Other accomplishments include the launch of a new UCSF Medical Education Portal; continued support of the MD Portfolio initiative scheduled for release in fall 2009; the support of medical-education-wide committees on Communications, Sustainability, and Educational Leadership. Dr. Irby co-chaired a UC Office of the President committee on the reward and support of education across UC, and Mr. Souza served as chair the sub-committee on learning object repositories. Finally, OME transferred the management of affiliation

agreements between the School of Medicine and non-UCSF clinical teaching sites into the Office of Medical Education and developed a new online repository for centralized management of the agreements and the physician-preceptors who teach at these sites.

Admissions

The Office of Admissions is dedicated to recruiting outstanding future physicians and physician-scientists who will contribute to society through their work in patient care, discovery, education, and public policy. Dr. David Wofsy serves as Associate Dean for Admissions, and Hallen Chung serves as Director.

In pursuit of the most qualified applicants to study medicine at UCSF, the Office of Admissions reviewed 5,991 applications and invited 1,915 of those applicants to submit secondary applications and letters for recommendation. The office interviewed 502 applicants at UCSF with the intention to enroll 149 students into the graduating class of 2013. Of these 149 students, 10 will enter the Medical Scientist Training Program (MSTP) and 11 will join the Program in Medical Education for Urban Underserved (PRIME-US). An additional 16 students enrolled at the UC Berkeley/UC San Francisco Joint Medical Program.

The Office of Admissions continued development of their paperless admission system, completing the applicant interface, the administrative console and part one of a module for committee members.

As part of their ongoing strategy to recruit outstanding individuals and maintain diversity within the entering class, the office coordinated programs in which medical students met with Underrepresented in Medicine (UIM) applicants when they came to campus for interviews. In addition, the office worked with the Asian Health Caucus, Chicano/Latino Medical Student Association, Native American Health Alliance and the Student National Medical Association to contact newly accepted students to answer questions and encourage them to attend Accepted Students Weekend. These efforts resulted in a high percentage (32%) of UIM applicants.

COMMUNITY BASED EDUCATION

The Office of Community Based Education (OCBE) serves as a central source of information and assistance for physicians who teach (precept) in practice-based settings for the School. The office also coordinates teaching opportunities for those interested in serving as on-campus small group facilitators and physical examination instructors. OCBE offers preceptor development programs and provides individual teaching consultation as needed. Christina Lum serves as Manager.

While the mean student rating of preceptorship experiences in 2008-2009 for first-year preceptors was "excellent" 4.5/5.0 and for second-year preceptors was "very good" 4.4/5.0, OCBE continued to improve the

experience through faculty development activities. Responding to student concerns over placements, OCBE was able to place 95% of students in one of their top three choices for a third-year longitudinal preceptorship. OCBE has increased the number of available preceptors within San Francisco, resulting in less travel to other Bay Area sites.

Finally, while OCBE continues recruiting new volunteer clinical faculty to teach (precept), the team has developed a database to maintain preceptor information and track the training affiliation agreements in place between UCSF and the various teaching sites. This new centralized system, launched July 31, 2009, streamlines the filtering process for available preceptors and allows for tracking the preceptor–student pairings and other relevant information. The database will also help in tracking teaching hours for Without Salary (WOS) faculty members and assist in expediting promotions within the respective departments.

CONTINUING MEDICAL EDUCATION

The office of Continuing Medical Education (CME) provides lifelong learning opportunities for health care professionals in all areas of clinical care and research by providing diverse educational activities that aim to increase knowledge and skills, enhance performance in practice, and improve the health status of patients. These goals are integral to UCSF's overall mission of education, research, and public service. They achieve this mission by conducting and evaluating live courses, regularly scheduled conferences, enduring materials and Internet CME. Dr. Robert Baron serves as Associate Dean for CME and Tymothi Peters is Director of the Office of CME.

In the academic year 2008-2009, CME presented nearly 5,000 hours of instruction through 209 activities. Total enrollment in the program exceeded 29,200 attendees, an 8% increase from the previous year. In addition to working with 21 departments in the Schools of Medicine, Pharmacy, Nursing, Dentistry, and at UCSF-Fresno, CME collaborated with local, state and federal organizations to address topics in a variety of health and physician development issues.

As a member of the UC CME consortium, the office collaborated with the other University of California CME

VISIT HTTP://WWW.CMECALIFORNIA.COM

offices to develop a unified online learning portal to enhance "just in time" and "on demand" learning. The portal, named "CMECalifornia," and developed in response to California Proposition 1, will provide one-stop service to learners who wish to register, complete live and online continuing education opportunities and receive credit awards from any of the five UC medical schools. The portal currently offers 33 online activities, and half of them are sponsored by the San Francisco campus. Usage of the CME Web-based calendar and online registration system continues to increase, as does the office's usage of e-mail promotional campaigns.

In preparation for the move toward competency-based continuing education, the office of CME began incorporating outcomes surveys into the evaluation of each live activity. While the collected data will assist in the evaluation of the individual conference, the aggregate data from all conferences will be used in evaluating

the effectiveness of the CME program in meeting its mission to improve physician performance and patient care.

To meet its goal to produce fair, balanced and unbiased education, CME introduced two new policies this academic year to further mitigate potential conflicts of interest in its programming. The first requires greater use of peer review to resolve potential conflicts of interest of CME planning members and speakers who disclose financial relationships with pharmaceutical or medical device manufacturers. The second policy, to take effect in January 2010, will preclude any planning member or speaker who is part of an industry-funded, promotional speaker's bureau from participating in CME sponsored by UCSF.

CME continues to maintain financial independence through its registration-based finance structure. In the last year, the office of CME distributed nearly $1.5 million to departments hosting CME activities, with 72% of all revenue coming from tuition fees and miscellaneous income, 5% from federal and state grants and 23% from commercial support. This represents a 13% decrease in funds from industry and a 22% decrease from government agencies compared to the prior year. CME revenue and expenses, overall, held steady from FY 2008.

Efforts to improve efficiencies and save resources have been made through a recently-developed electronic archiving system as well as the implementation of methods to lessen the environmental impact of the office and the conferences it produces. The CME program also expanded its interaction with the Office of Medical Education through Dr. Christy Boscardin's contributions to CME research and evaluation. In addition, Dr. Jeffrey Tabas has been appointed Director of Innovations and Outcomes. He is assisting in the training of CME activity planners and faculty, and is also studying the requirements of the ABMS Maintenance of Certification program and its implications for and implementation into CME.

CME faculty and staff are active in national CME-related associations including the Alliance for CME, the Society for Academic CME, the AAMC, the AMA Task Force for CME, and the Accreditation Review Committee of the Accreditation Council for CME. Dr. Baron also presented a description of UCSF's efforts to integrate medical education and quality at the AAMC's "Integrating Quality" national meeting in June 2009.

CURRICULAR AFFAIRS

The Office of Curricular Affairs (OCA) provides oversight and management of the curriculum, including quality improvement of the instructional program, assessment of student learning as well as support for innovation and program development. OCA supports student progress through the curriculum and on to residency training, and fosters student participation in special programs, curriculum development, and teaching. Dr. Helen Loeser serves as Associate Dean for Curricular Affairs, and Phaedra Bell, PhD, serves as Director.

 In 2008-2009, OCA supported planning efforts to develop a core set of guiding principles for curriculum reform that were included an important annual retreat hosted by the Committee on Curricular and Educational Policy (CCEP). This retreat featured the recommendations of the two working groups charged by that committee to envision a curriculum that weaves clinical and foundational sciences together with in-depth engagement with Pathways projects in Clinical and Translational Research, Global Health, Health and Society, Health Professions Education, or Molecular Medicine throughout the first three years. The fourth year of the new curriculum will allow for even deeper engagement in the chosen pathway and supplemental experience in opportunities for accelerated and/or additional clinical work. A minority of students with particular professional histories and clinical interests will be able to choose early entry into residency. This provides an

exciting blueprint for the future of medical education at UCSF and the nation. Due to the budget crisis in California, movement forward will be incremental and slower than originally envisioned.

All of the curriculum committees began preparing for the LCME self-study that precedes the accreditation visit in January 2011. These preparations led to various process improvements including revised templates for tracking the quality of the courses and clerkships. The new tracking system helps course directors align course objectives with curricular objectives, ACGME competencies, and means of assessment.

DR. PETER CHIN-HONG, TEACHING AWARD WINNER, AND DR. HELEN LOESER, ASSOCIATE DEAN FOR CURRICULAR AFFAIRS

Clinical education continued to improve through the development and implementation of Core Clinical Experience Cards that standardize experience of students across the multiple sites for each clerkship. PISCES, the fully integrated year-long longitudinal core clerkship experience piloted last year for 8 students, increased its enrollment to 14 this year. Two other structured clerkship models, VALOR (increased participation from 14 to 24 students in 08-09) and Model SFGH (increased participation from 17 to 19 students in 08-09), integrated more patient-centered learning opportunities as well. The structured clerkship piloted in Fresno, Model Madres, finished its final year with 5 students and will not continue in 09-10.

The School's Pathways to Discovery program blossomed this year with a new coordinator, Renee Courey, PhD. OCA worked with Pathways and the Office of Student Research to help provide funding for Pathways students including travel support for Global Health students through the Office of International Programs; research stipends for students in Clinical and Translational Research, Health and Society, and Molecular Medicine; and summer stipends for potential Health Professions Education students working as Curriculum Ambassadors with faculty to design curricular improvements.

The office began implementing the alignment of student assessment with the Accreditation Council for Graduate Medical Education (ACGME) competencies this year. In particular, the OCA worked with the Office of Educational Technology (OET) to begin using Portfolios to assess student work to allow for richer considerations of the competency domains not currently assessed by exam grades. The office will be working with the Office of Student Affairs (OSA) and the Advisory College Mentors to establish a required competency-based benchmark for all first-year students by April 2010. The Portfolio Oversight Committee chose Mahara as the electronic platform on which to store and support student portfolios, and all first-year students will use portfolios to gather evidence and track their achievement of competencies in 2009-10.

OCA participated actively in the UCSF campus' first two phases of the Western Accreditation of Schools and Colleges (WASC) successful self-study, Capacity and Preparatory Review, and site visit process. With the first

two phases of the campus accreditation now completed, and the campus has 15 months to implement recommendations and document its progress in achieving the institutional goals established at the outset of the process.

Recommendations from the CPR review team include expanding inter-professional initiatives, and OCA is working with the Interprofessional Education Task Force on several such initiatives. In particular, we are collaborating with the Schools of Dentistry and Nursing through the Curriculum Ambassador program to help develop more inter-professional experiences including an expansion of the Interprofessional Education Day. This innovative and successful activity brings together the Deans from all five schools to discuss the importance of working collaboratively across the health professions. This year, the day focused on Health Disparities and featured the participation of Dr. Talmadge King.

In a continued effort to engage students in ongoing improvement, OCA supported 13 curriculum ambassadors in summer 2008. Their projects included *Development of a Masters of Science in Health Policy at UCSF, Online Immunology Module for Prologue and Subsequent Blocks, Organ and Tissue Donation On-Line Module, The MS 1 San Francisco Neighborhood Guide: An Introduction to Population Health and Community Partnerships, Biobehavioral Pathways to Health and Disease, Small Group Session in Ethical Reasoning for Intersession II,* and *Integrating a Surgical Perspective into the Organs Curriculum*.

DEVELOPMENT AND ALUMNI RELATIONS

Despite the challenging economic environment, the medical education development team raised a total of $2.16 million, including $763,146 for scholarships and $1.39 million for other Medical Education priorities. Highlights included a $500,000 gift from the Metta Fund to support PRIME-US, and a $737,280 charitable remainder trust to support the Academy of Medical Educators. The new fundraising and alumni affairs team, led by Mark Boone, Senior Director of Development for School Programs now includes Carrie Smith and Gary Bernard, Directors of Development and Alumni Relations, and Mike Eccles, Reunion Campaign Manager.

CLASS OF 1984 (LEFT TO RIGHT) STACY GLOBERMAN, MD, ANDREW OLIVEIRA, MD, LORNA MCFARLAND, MD, MOIRA CUNNINGHAM, MD, DAVID FRISCIA, MD, ANDRES BETTS, MD 1984, ELLEN HUGHES, MD, PHD

The 2009 School of Medicine Reunion included ten reunion classes and a total attendance of 370 alumni. The Reunion Campaign raised $359,322 for student scholarships, including a $127,000 gift from the Class of 1959. As part of the reunion program, we offered a continuing medical education course that featured faculty members from the Academy of Medical Educators and highlighted Pathways to Discovery program.

EDUCATIONAL RESEARCH

The Educational Research Program, directed by Dr. Patricia O'Sullivan, provides consultation, collaboration, and support services to foster educational research among students, residents, fellows and faculty at UCSF. Drs. Christy Boscardin, David Irby, Bridget O'Brien, and Arianne Teherani are the additional faculty members in

the program. Victoria Ruddick serves as the Administrative Manager, and Jason Wang and Allison Chen are research analysts for the group.

The office consulted with 87 faculty members and 23 fellows, residents and students on their educational research this year, covering educational theory and conceptualization of research design, methodology, analysis and written scholarship. The consultations were in the educational research areas of: assessment; clinical teaching and learning; curricular impact; development of GME benchmarks; technology and learning; longitudinal clinical learning; portfolio and reflection; professionalism; simulation; specific programs (e.g. Pathways, clerkship models, Clinical Performance Examination (CPX)); specific strategies (e.g. feedback exercise, clinical reasoning); and specific topics (e.g., evidence-based medicine, information retrieval skills). OME faculty provided consultation services to the Health Professions Education Pathway quarterly works-in-progress and served as educational scholarship advisors for the students in the Curriculum Ambassadors program. In addition, faculty provided editing services for manuscripts, abstracts and posters, and statistical analyses for educational research projects. A Professions Education Resource Center was established at the China Basin office of OME. Computer workstations, research software (SPSS, NVivo and Remark), software training, and a research library are available to faculty members and student educational researchers.

OME hosts a weekly educational scholarship conference (ESCape). This year, the group provided 35 consultations on educational scholarship, two journal clubs and four rehearsal opportunities for presentations at educational conferences. ESCape has helped to build an educational scholarship community at UCSF. Additionally, there is a monthly education research journal club relating studies in education to literature in medical education.

In 2008-2010, the unit is sponsoring two faculty members as medical education research fellows, Drs. Louise Aronson and Anna Chang, with 30% salary support for two years to conduct educational research. These fellows succeeded in having work accepted for publication, presentation, and funding during this year.

The Educational Research Seed Grant Program is dedicated to linking researchers and future researchers with the funding they need to further develop their educational research careers. The office funded three seed grants totaling $11,951 to UCSF faculty members using a peer-review process.

FACULTY EDUCATIONAL RESEARCH GRANTS - STUDIES FUNDED 2008-2009

Name	Dept.	Study Name
Michelle Lin, M.D.	Dept. of Emergency Medicine	Impact of Overcrowding on Faculty Teaching Time in the Emergency Department
Ann N. Poncelet, M.D.	Dept. of Neurology	Exploring patient experiences with students in the Parnassus Integrated Student Clinical Experience program (PISCES) through narratives
Kenneth A. Saffier, M.D.	Dept. of Family and Community Medicine	Can We Increase and Improve Preceptor Teaching of Alcohol and Drug Use Screening, Brief Intervention and Referral to Treatment (SBIRT) In Primary Care Residency Clinics?

The educational research team provided service nationally to the educational research community. Dr. Patricia O'Sullivan served as president for the Division of Education in the Professions of American Educational Research Association (AERA) and was elected a member of the organization's executive committee; served as chair for the Research in Medical Education (RIME) Section of the Association of American Medical Colleges; served as review editor for Medical Education Online; and served on the editorial board for MedEdPortal. Dr. Christy Kim Boscardin served as Affirmative Action Officer for the Division of Education in the Professions of AERA. Dr. Arianne Teherani served as chair of the New Investigator Award Committee and as co-chair for the Awards Committee for the Division of Education in the Professions of AERA. Dr. David Irby served as a member of the Distinguished Service Award committee for Division of Education in the Professions of AERA. Drs. Boscardin, Irby, O'Brien, O'Sullivan and Teherani served as reviewers for educational research manuscripts and abstracts for several organizations and journals. They participated in program planning committees for AAMC and AERA and served as discussants for sessions at these meetings. All OME faculty members participated in multiple extramural grants in roles of principal investigator, co-investigator and/or evaluator.

EDUCATIONAL TECHNOLOGY

The Office of Educational Technology (OET) develops and supports learning technologies, evaluations and assessment, and educational data systems for the School of Medicine's educational mission. Kevin H. Souza, MS, serves as Director of Educational Technology; Chandler Mayfield, as Assistant Director for Learning Technologies; Bonnie Hellevig as Assistant Director for Educational Data; and Arianne Teherani, PhD, as Director for Program Evaluation.

EDUCATIONAL DATA

Educational Data Services provides consulting on data management and institutional reporting for medical education. Bonnie Hellevig serves in OET as Assistant Director for Educational Data. This year, the team oversaw the deployment of the Advanced Informatics E*Value™ data mirror at UCSF, which has allowed the use of student and faculty evaluation data for reporting, analysis, and research purposes. Phase III of the Integrated Student Information System (ISIS) is in the requirement-gathering phase and will result in an online, paperless student file as well as improvements in student status and event tracking. The deployment of ISIS III is targeted for fall 2010. The team continues to work on a database to support the 2011 LCME accreditation site visit among other projects.

As the complexity and volume of educational data increase, the need for documentation and archiving expands. This year the team began to develop a formal data directory to protect and document data as well as support analysis of data and project trends. Another project started this year is the development of a data dictionary, which will support wider understanding and analysis of the School's data, as well as pave the way for a data warehouse, a complex project that will support complex reporting and data mining.

EDUCATIONAL EVALUATION

The Educational Evaluation team provides oversight, management, and centralization of the School's program evaluation and coordination of student assessment endeavors. Dr. Arianne Teherani serves as Director of Program Evaluation for the School. In 2008-2009 the Educational Evaluations team implemented an LCME accreditation planning program evaluation for the LCME accreditation site visit in 2011. The evaluations team consulted with educational leadership and committees to develop an ongoing reporting mechanism for LCME educational standards and documented achievement of LCME standards including collection of evidence via the UME Institutional database. The team designed and implemented a study for evaluating the fourth-year

curriculum, PRIME-US, Model SFGH, student choice and placement for Longitudinal Clinical Experience (LCE), and the impact of curriculum on student attitudes towards the social and behavioral sciences curriculum.

Working to streamline faculty promotions and improve department access to teaching evaluation reports, the evaluations team developed a new policy and procedure for departmental access to faculty teaching evaluations. New evaluation programs provided information on competency-based assessments, comprehensive clerkship reporting, teaching and learning communication skills, patient encounter logging, structured clerkship programs, and disciplinary theme evaluations. In addition, the team supported the evaluation of the Complementary and Alternative Medicine Grant, Reynolds Geriatric and for the Chronic Illness Curriculum Grant, and the National Institutes of Health: Social and Behavioral Sciences Grant evaluation.

LEARNING TECHNOLOGIES

The Learning Technologies team supports the online curriculum, known as iROCKET, provides technical and instructional design support to students, staff and faculty interested in developing multimedia learning materials, online courses and instructional modules, and provides ongoing support and development of the School's curriculum management tool, Ilios. Chandler Mayfield serves as Assistant Director for Learning Technologies. This year, Learning Technologies helped select and implement a new electronic portfolio tool, and partnered with the Library and other UCSF professional schools to redevelop Ilios as a campus-wide health science curriculum management tool integrated with the new UCSF Collaborative Learning Environment, a new flexible and easy-to-use, open-source, online course management system. The team also implemented clinical experience documentation across the entire Essential Core curriculum using the EncounterIt tool.

Learning Technologies also began planning and migrating iROCKET courses to the Collaborative Learning Environment. The team implemented a new lecture-recording program with campus Classroom Support across the Essential Core curriculum, which greatly increased staff efficiency and improved learner access to multimedia lecture recordings. The team is in process of studying the learning impacts of the new system. In addition, the team supported and enhanced the Summer Curriculum Ambassador Program through the deployment of the new electronic portfolio tool to support project portfolios and documentation. Their support included the development of 25 technology-enabled curriculum projects for medical education, which utilized student and faculty member experiences in online learning to develop effective web-based resources.

Learning Technologies continued to work with the Medical Center and PISCES longitudinal clerkship leadership to improve student-centered features of UCare, including student patient panels and a patient pager/email

TECHNOLOGY-ENABLED CURRICULUM PROJECTS

- Small Group Leader Training Videos

- Pediatric Procedure Training Videos and Modules

- A Social & Behavioral Sciences Theme Map

- Learning modules on Doctors as Patients, Emergency Ultrasound, Neuroradiology, Common Congenital Anomalies, and Orientation and Remediation for the Clinical Performance Examination.

notification system. In addition, the Learning Technologies group provided leadership to the Educational Systems Advisory Committee and its workgroups (Content Capture, Computer Technology Support, Student Computing and Education and Classroom Technology, the new Collaborative Learning Environment Implementation and Advisory Groups). Chandler Mayfield assumed the position of chair of the western region medical school organization, Computer Resources in Medical Education (CRIME).

FACULTY DEVELOPMENT

The Faculty Development Program offers educational skills workshops open to all faculty members and a longitudinal, in-depth seminar for a select number of faculty members. Individually customized faculty development workshops can also be provided to departments or programs. Dr. Patricia O'Sullivan serves as Director, and Victoria Ruddick as Administrative Manager.

The Teaching Scholars Program is a year-long course intended to build a cadre of knowledgeable and skilled educational leaders for UCSF. In the tenth year of the program, OME awarded completion certificates to 14 teaching scholars, including two from UCSF Fresno. While the Fresno scholars traveled once a month to UCSF for workshops, this year, for the first time, all other weekly sessions were held via video-teleconference to reduce travel burden for those two scholars. After a competitive selection process, OME chose a new class of 14 scholars for the 09-10 year, including two scholars from UCSF Fresno.

Three distinct series of workshops are offered by the Office of Medical Education (OME): the Key, Special Topics, and the Community-Based Educational Skills Series. The Key Educational Skills Series is intended for all faculty members who want to acquire or improve fundamental educational skills. The Special Topics Series provides advanced educational skills in specialized areas such as research techniques and the application of technology to teaching. The Community-Based Educational Skills Series offers skills to volunteer clinical faculty members at or close to their place of practice, in such locations as the East Bay, Fresno, and Santa Rosa. OME significantly expanded the faculty development program this year, increasing the number of workshops two-fold. In 2008-2009, the office conducted 26 faculty development workshops in the three series: 1) 15 Key Educational Skills workshops 2) eight Special Topics Educational Skills workshops, and 3) three Community-Based Educational Skills workshops. A total of 346 faculty members participated in these free workshops, which received an average rating of "very good" (4.3/5.0).

2008-2009 TEACHING SCHOLARS PROGRAM GRADUATES

Nicole A. Appelle, MD, MPH

Megan L. Curran, MD

Madhavi Dandu, MD, MPH

Ryutaro Hirose, MD

Shinjiro Hirose, MD

Helen S. Kao, MD

Edward H. Kim, MD

Renee A. Kinman, MD, PhD

Heidi E. Kirsch, MD, MS

Lorriana E. Leard, MD

Lindsay A. Mazotti, MD

Radhika A. Ramanan, MD

Glenn Rosenbluth, MD

Serena Yang, MD

Dr. O'Sullivan convened the Faculty Development Advisory Committee in 2008, which completed a needs assessment survey of volunteer clinical faculty to guide the new Community-Based Educational Skills Series that began in spring 2009. Other significant results included offering CME credit for faculty development programs, and using the expertise of the Haile T. Debas Academy of Medical Educators to provide educational skills to faculty.

 In cooperation with the Haile T. Debas Academy of Medical Educators, OME invited two distinguished speakers for the faculty development series: Georges Bordage, MD from the University of Illinois, Chicago, Department of Medical Education; and Darrell G. Kirch, MD, President and Chief Executive Officer of the Association of American Medical Colleges (AAMC). Additionally, a two-and-a-half-day program on medical education was designed and presented to a group of 22 faculty members enrolled in the University of Bern's Masters in Medical Education Program.

GRADUATE MEDICAL EDUCATION

The Office of Graduate Medical Education (OGME) is responsible for overseeing the accreditation, financial support, credentialing, housestaff well-being, and compliance tracking of more than 120 training programs, of which there are 73 ACGME-accredited programs, four ABMS-accredited programs, and approximately 40 non-ACGME programs. Dr. Robert B. Baron serves as Associate Dean for Graduate Medical Education and as of June 1, 2009 Amy C. Day is Director. Dr. Claire Brett serves as Director of Internal Reviews; Dr. Mary McGrath as Director of Resident and Fellow Affairs; Dr. Michael Harper as Director of Curricular Affairs; Dr. Rene Salazar as Director of Diversity; and Dr. Arpana Vidyarthi as Director of Patient Safety and Quality Innovations.

GME AIDS WALK TEAM

Two new programs were accredited by the ACGME in the 2008 academic year: Hospice and Palliative Medicine and Medical Genetics.

The revised salary scale for residents and clinical fellows, effective July 1, 2009, continues to provide UC's housestaff salary at the Council of Teaching Hospitals (COTH) 50th percentile for 2008-2009 plus an additional 3.3% for all levels. The housing allowance was increased by 3.3% to $620 per month for ACGME/ABMS trainees. The SFGH residents union, San Francisco General Hospital, and the city and county of San Francisco all agreed in contract negotiations to support a single-payer system to eliminate multiple paychecks for housestaff, which will roll-out in 2010.

Housestaff were incentivized to improve patient satisfaction, pain management, and patient safety and quality at UCSF Medical Center. Two of these goals were met (patient satisfaction and patient safety and quality) and eligible residents received $800 each. The Resident and Fellow Council and Dr. Arpana Vidyarthi collaborated with the Medical Center to develop guidelines for department-specific incentives. For the 2008-2009 academic

year, as in previous years, three goals were selected for all housestaff to work towards. Nine departments developed specific incentives for their trainees for the 2009-2010 academic year, who will be given $300 for each of the four goals that are met, for a total of $1200 possible.

The Resident and Fellow Affairs (RFA) Committee authored a revised Selection, Recruitment, and Eligibility policy requiring all incoming trainees to have passed USMLE Step II prior to matching in a UCSF program. The policy was approved by GMEC August 2008 and effects all residents and clinical fellows beginning programs June 2010 and later.

OGME and Medical Center Reimbursement Services worked in close collaboration to successfully implement the new GME Management System, E*Value™, as a replacement database for Resident Financial System (RFS). They worked with Advanced Informatics, LLC, to customize the system to meet UCSF needs; held multiple training sessions for program coordinators; developed interfaces with UCSF IT systems (IID and MSO); and validated all 2008-2009 trainee rotation and biographic data.

Dr. Michael Harper, as the Director of Curricular Affairs, worked with the Curriculum Committee and the Office of Education Technology to prepare six electronic portfolio pilots in GME programs and expand usage of the new UCSF Collaborative Learning Environment in GME.

More than 90 residents and clinical fellows participated in the Pathways to Discovery Program in the 2008-2009 academic year in Clinical and Translational Research; Global Health; Health and Society; and Health Professions Education.

OGME organized a series of activities for under-represented minority (URM) fourth-year medical students applying to various residency programs at UCSF and sponsored an exhibitor booth at the Student National Medical Association's (SNMA) Annual Medical Education Conference and provided funding for three UCSF residents to participate in the conference.

Other OGME sponsored events included monthly GME Grand Rounds; Chief Resident Orientation; Resident and Fellow Teaching Workshop; monthly Chief Resident Dinners; New Resident and Fellow Orientation; Lunch with the Associate Dean; Program Coordinator Quarterly Meetings; and Faculty Development Workshops. OGME also continued publication of its quarterly newsletter Residents Report.

HAILE T. DEBAS ACADEMY OF MEDICAL EDUCATORS

Dedicated to creating an environment that enhances the status of teachers of medical students at UCSF, the Academy promotes and rewards teaching excellence, fosters curricular innovation, and encourages scholarship in medical education. Dr. Molly Cooke serves as Director, Dr. Harry Hollander as Associate Director, and Cynthia Ashe as Administrative Manager.

The Academy's eighth class of members was selected after a rigorous review by the Membership working group, led by Dr. Colin Partridge and an external panel of national experts. As of July 1, 2009, Academy membership totals 74. A call for new members was issued in the spring, and the ninth class will be inducted on September 21, 2009.

The Academy's Matched Endowed Chair Program continues to thrive. With more than $10 million invested in advancing medical education across the school, the endowment income supports chair holders as they undertake a range of activities, such as mentoring and professional development of junior colleagues; their own professional development; curriculum development, including departmental educational innovations; educational scholarship; organizational development; and equipment purchases that broadly benefit the teaching mission. Stewardship reviews were conducted of chair holders appointed in 2003-04, as were mid-term reviews of chair holders appointed in 2005-06. Competitive, proposal-based searches were carried out for those chairs whose terms expired June 30, 2009. The following were appointed to a second five-year term:

ACADEMY MEMBERS INDUCTED SEPTEMBER 15, 2008:

Leila Alpers, MD, Department of Medicine

Amin Azzam, MD, Department of Psychiatry

Richard Breiman, MD, Department of Radiology

Lee-may Chen, MD, Department of Obstetrics, Gynecology and Reproductive Sciences

Katherine Hyland, PhD, Department of Biochemistry and Biophysics

S. Andrew Josephson, MD, Department of Neurology

Anda Kuo, MD, Department of Pediatrics

John Maa, MD, Department of Surgery

Kevin Mack, MD, Department of Psychiatry

- Andre Campbell, MD, Endowed Chair in Surgical Education
- Karen Hauer, MD, Gold-Headed Cane Endowed Education Chair in Internal Medicine
- Manuel Pardo, Jr., MD, The Sol Shnider Endowed Chair for Anesthesia Education
- Lowell Tong, MD, Endowed Chair in Psychiatry Medical Student Education
- Leslie Zimmerman, MD, Gold-Headed Cane Endowed Teaching Chair in Internal Medicine

Departmental representatives, comprised of endowed chair holders and selected Academy members, served as conduits between their academic homes and the Academy. Representatives further the Academy's goals on a departmental level by: meeting with their department chairs to learn how the Academy can best serve the needs of all educators in the school; working with other Academy members in their departments to discover and implement ways to honor and support teachers; and advising and guiding colleagues who are interested in developing as teachers and/or applying for membership in the Academy.

The Academy sponsored the eighth annual "Education Day" on April 27, 2009, under the direction of the Scholarship working group, chaired by Dr. Jody Steinauer. Education Day featured 44 posters and eight plenary presentations covering a variety of important research questions and innovations in medical education. Participants represented the broad spectrum of the School of Medicine's educational community, including medical students, residents, fellows, staff and faculty. Guest speaker, Kelley Skeff, MD, PhD, Professor of Medicine, Residency Program Director and Associate Chair for Educational Programs, Stanford University, presented a keynote address on "The Evolution of Medical Education: Opportunities for Teachers", and led a workshop on "A Conceptual and Behavioral Approach to the Improvement of Teaching." Drs. Marieke Kruidering Hall and Anna Chang each won a Cooke Award for the Scholarship of Teaching and Learning for their Education Day abstracts.

The Assessment of Impact working group, under the direction of Dr. George Sawaya, collaborated with the Office of Medical Education to administer a follow-up to the 2004 survey of teaching faculty about perceptions of the School of Medicine's educational environment and the work of the Academy. The final report is in process.

The Educational Policy and Advocacy working group, under the leadership of Drs. Rebecca Jackson and Sharad Jain, presented the first in a series of brown bag lunches for medical educators at SFGH. This session focused on mission-based budgeting, state and Medicare funding for teaching, and other sources of revenue for educators. Additional gatherings are planned for the coming year at both SFGH and the Veterans Affairs Medical Center.

The Faculty Development working group, co-chaired by Drs. Gurpreet Dhaliwal and Andrew Goldberg, continued to direct the Teaching Improvement - Teaching Observation Program (TIP-TOP), with a renewed focus on the classroom setting. In the past year, Academy members facilitated five TIP and 36 TOP observations.

INNOVATIONS FUNDING AWARDS

- Development of Portfolios to Assess Performance of Pediatric Residents in Pathways to Discovery Training Programs

- Telemedicine: Providing Care for the HIV-Infected Patient in the Correctional Setting

- Developing an Innovative Core Curriculum for the Core Program in the Pathway to Discovery in Health and Society

- Continuous Improvement During Third-Year Clinical Clerkships

- Development of an Interdepartmental, Clinically Relevant, Evidence-based, Patient Safety Curriculum for Medical Students and Residents at SFGH

- A Leadership Curriculum and Evaluation Toolkit for Diverse Learners

- Integrating Multiple Levels of Learners into an Interdisciplinary Team-Based Model of Ambulatory Care

Through its Innovations Funding Program, the Academy stimulated curricular innovation in undergraduate and graduate medical education by supporting projects that enhance the UCSF curriculum. The Innovations Funding working group, under the direction of Dr. Shelley Adler, awarded seven projects more than $150,000 in intramural grant funding commencing July 2009.

In conjunction with Dr. Susan Masters and the Communications working group, the Academy published its fifth annual magazine and launched an updated website, which features a modern new design, streamlined navigation, and special portals for visitors, the UCSF community and Academy members.

Institutional approval was secured to establish an operating endowment, which will serve as the cornerstone of a long-term plan to sustain the Academy in perpetuity. The Academy collaborated with a newly formed UCSF Development and Alumni Relations team to optimize philanthropic revenues and enhance donor cultivation and stewardship. Drs. Karen Hauer, Dan Lowenstein, and Susan Masters represented the Academy at the Medical School Reunion Celebration's inaugural CME course. Their joint presentation, "UCSF: The Future is Now," familiarized alumni with the Academy and updated them on the innovative UCSF curriculum and the ways in which it will influence how future physicians practice medicine.

In spring 2009, Academy Director Molly Cooke became chair of the Board of Governors of the 129,000-member American College of Physicians, the largest medical-specialty organization and second-largest physician group in the country. The Board of Governors advises the Board of Regents, the ACP's policy-making body; implements national projects and initiatives at the chapter level; and represents member concerns at the national level.

INTERNATIONAL PROGRAMS

The Office of International Programs (OIP) provides educational and research opportunities for medical students to expand their interests in scholarship and careers in global health. The OIP ensures adequate supervision and safety for students while abroad through provision of advising and mentoring as well as support from student health services. Dr. Madhavi Dandu serves as Director of OIP and works with the assistance of the Office of Curricular Affairs and Global Health Sciences.

During this year, significant transitions occurred including an administrative shift from OME to Global Health Sciences and the movement of global health from an Area of Concentration to a Pathway to Discovery. With these changes, OIP became increasingly connected with other global health programs in the schools of dentistry, medicine, nursing and pharmacy as well as those within Global Health Sciences (GHS). This increased collaboration has led to several exciting opportunities for students as well as additional support for their scholarship and development. First was a revision of all the coursework in collaboration with GHS for a new two-quarter elective seminar for pre-clerkship medical students and students from dentistry, nursing, pharmacy and UC Berkeley public health. From that program also came three interdisciplinary teams of five students each supported by the R25 Framework Training Grant that are currently abroad in India, Tanzania, and Kenya working on collaborative systems improvement projects. In addition, the required Pathways course was revamped and is currently being taught to a total of 18 students including four international scholars from Kenya and Tanzania. The OIP director, in collaboration with GHS as well as the Clinical and Translational Science Institute (CTSI), are creating a formal health and safety curriculum as well as standard operating procedures for emergencies to increase the safety and health for students when they are abroad. OIP, the Office of Student Research and PACCTR through the Pathways Funding Agency are working together to maximize the distribution of funds to support student projects and streamline the application process.

OIP continues to offer resources to individuals and groups related to career advising, project funding, formal exchange programs (Peking Union Medical College in Beijing, Sun Yat-Sen University, and Bi-National Medical and Nursing Student Immersion Program in Cuernavaca, Mexico) as well as maintenance of the website for elective, research, and funding opportunities.

Kanbar Center for Simulation and Clinical Skills Education

The Kanbar Center for Simulation and Clinical Skills Education officially opened on April 1, 2008, in a suite at Mount Zion Hospital. The Center, funded through the generous support of Maurice Kanbar, supports the School of Medicine's educational mission of teaching, learning, assessment and research through realistic simulations and interprofessional team training for routine and complex situations, thereby improving patient care and safety. Dr. Manuel Pardo serves as Faculty Director of the center, and Michael Quirk as the Administrative Director.

The Kanbar Leadership team is engaged in the planning process for renovating the second floor of the Kalmanovitz Library at Parnassus, which will include classroom space as well as a new clinical skills and simulation center. This process has involved educational leaders in the Schools of Medicine, Nursing, Dentistry, and Pharmacy, as well as the library. The proposed Teaching and Learning Center is scheduled to open in spring of 2011.

The current facility at Mt. Zion represents the first of a two-phase development project at UCSF and supports activities for the School's students, residents, and interprofessional programs. Phase II of the project will involve migration of programs into a campus-wide center at Parnassus, which will include mannequin, task and virtual simulation, clinical skills and telemedicine training. This year the center formed a cross-school committee that is charged with developing a program plan for use of the Kanbar Center for Simulation and Clinical Skills Education that serves individual school curricula and interprofessional education goals.

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Since the opening of the center, the Kanbar team has focused on undergraduate and graduate medical education, with opportunities for interprofessional exercises. Medical students encounter the full-body human simulator early in their education, and have additional training scheduled to reinforce and augment that exposure throughout their course of study. With the use of standardized patients, students can practice hands-on skills in a safe and realistic ambulatory setting. The Standardized Patient Program is dedicated to promoting better health outcomes by improving the quality of health education training through the use of standardized patients, a dynamic educational resource.

Medical Student Well-Being

The Medical Student Well-Being Program provides direct services, outreach programs and coordination of other services available for student well-being. Direct services include: individual therapy, couples therapy, group therapy, consultation and referrals, medication evaluation, and psychopharmacologic treatments. The program also maintains a database for low-fee referrals to the community and Langley Porter Psychiatric Institute. The unit publicizes services of the Well-Being Program through their website and email announcements. Dr. Rebecca Watters serves as Director of the program and Dr. Vittorio Comelli is Assistant Director.

The Well-Being program continues to work closely with campus Student Health Services to coordinate the clinical care of our medical students. Medical Student Well-Being sponsored two events as part of the Partners in Medicine Program, a social and educational program addressing the stress of medical education on relationships. The program also encouraged wellness at key events such as holidays, Intersession, and Match Day; and co-sponsored campus-wide programs for Mental Health Awareness Week, Body Image Awareness Week and "Passport to Wellness." The staff worked closely with course and clerkship directors to expand Well-Being Lunchtime Workshop series, link events with the curriculum and teach skills on managing moods, stress reduction, recognizing signs of suicide, emotional empowerment, Well-Being Rounds and graduating student transitions to internship.

OUTREACH AND ACADEMIC ADVANCEMENT

The Office of Outreach and Academic Advancement directs the outreach efforts of the School, targeting undergraduate and postgraduate individuals who have an interest in pursuing careers in medicine. Outreach programs include the Post Baccalaureate Program, the Admissions Workshop, Accepted Students' Weekend and the Underrepresented in Medicine Mentoring Program; as well as informational sessions at local community colleges and pre-health group campus visits. The office also works with the UCSF Fresno Medical Education Program in its outreach programming efforts. Dr. Alma Martinez serves as Faculty Director of the program and Valerie Margol as the Administrative Director.

Fifteen participants completed the Post Baccalaureate Program in 2008-09 in preparation for application to medical school. Thirteen former graduates of the program matriculated into medical school in fall 2009. This brings the overall program total of acceptances to 95% since 2000; a total of 149 participants have completed the program since its inception. Of those accepted, 62% are in California medical schools; 54.24% are in UC medical schools; 19.5% are at UCSF. Of the former program participants, 57 have graduated from medical school. A total of 31 are engaged in primary care residencies: family medicine, internal medicine, pediatrics, and obstetrics and gynecology. Three students are doing residencies in emergency medicine, and 19 students are engaged in specialty residencies including: anesthesia, psychiatry, surgery, and urology. No information is available for four program participants who are recent medical school graduates. Eight former program participants who did not apply to medical school enrolled in other graduate level health professions programs, including dental school, MPH, and physician assistant/nurse practitioner programs.

The Admissions workshop for prospective applicants was held in March 2009 and was attended by 266 individuals. Representatives from the Office of Outreach and Academic Advancement visited five local community colleges in the fall, reaching more than 100 individuals, and spoke to five pre-health groups on the UCSF campus.

Through the Underrepresented in Medicine Mentoring Program, the office supported mentoring for medical students, residents, and faculty members by hosting six workshops on topics including: Mentoring Relationships: Stories from the Front Lines; Mentor/Mentee Relationships: What I Wish I Had Known, the Resident/Faculty Perspective; Win-Win: Community Service Projects and Mentoring; Sex and the City: Relationships and Medicine; Your Money and Your Life: Impact of Finances on Physician Careers; Race and Ethnicity: The Experiences of Minority Physicians.

PATHWAYS TO DISCOVERY

The Pathways to Discovery program expands the School's former Areas of Concentration Program to include learners from all UCSF schools and Graduate Medical Education. The Pathways Program is an elective opportunity that facilitates learners in developing the knowledge, skills, and experience to contribute to health beyond the care of individual patients. Dr. Joshua Adler serves as Faculty Director of the program, and Dr. Renee Courey is Administrative Director.

The five Pathways represent areas of specialization in clinical and translational research, global health, health professions education, health and society and molecular medicine. The Pathways share three programmatic elements: a mentored project which trains participants to identify tractable problems and develop solutions of value to an academic discipline and other communities; preparation through courses and real-world experiences, and a "legacy," an outcome of lasting benefit to UCSF and other communities.

The numbers of learners participating in the program expanded due to the entry of residents and advanced learners from the Graduate Division and the School of Nursing. Roughly half of the 204 Pathways participants are residents, 20 of whom joined undergraduates in presenting work at the 2009 Symposium. Of the 140 School of Medicine graduates in 2009, 63 were Pathways learners. To date, over 20% of learners in Areas of Concentration/Pathways have submitted or published the results of their individual projects in a forum appropriate to their mission.

LIZ BARNERT BREAKS DOWN BARRIERS TO HEALTH IN EL SALVADOR
PHOTO BY: ANGELA FILLINGIM

The organizational structure continues to evolve to support shared and Pathway-specific goals, administrative procedures, technological support for multi-level and inter-school learning, communication and branding strategies, and development and outreach campaigns. Dr. Courey works with Dr. Adler and the new program managers for the individual Pathways. Drs. Christy Boscardin and Arianne Teherani completed a program evaluation blueprint that now drives the creation of competencies within each Pathway, new Pathway-wide evaluations of learners and mentors, and resources for faculty development.

Efforts to ease access to information by residents and their participation in individual Pathway communities and curricula are underway. These will be a major focus in 2010 as will overtures to faculty and learners in other UCSF schools. Each of the Pathway's achievements is highlighted below.

CLINICAL AND TRANSLATIONAL RESEARCH PATHWAY

The Clinical and Translational Research (C&T Research) Pathway is designed to stimulate passion for discovery and provide training and mentoring that will encourage and allow professional students, residents, fellows, and postdoctoral trainees to conduct innovative clinical and translational research that improves health and relieves suffering. Dr. George Sawaya serves as Director and Dr. Doug Bauer as Co-Director.

The pathway is considered a program of the Clinical and Translational Science Institute (CTSI) and undergraduate learners who participate are also participants in the Pathway to Careers in Clinical and Translational Research (PACCTR) program. All PACCTR one-year fellows with projects focused on C&T research will enter the pathway, and two and three-month PACCTR fellows will have the opportunity to complete the requirements if they desire. The Clinical and Translational Research and Global Health Pathways have initiated shared curricula to allow learners undertaking C&T research abroad to receive appropriate methodological and cultural training. Participants of the C&T Pathway will also join PACCTR in mentoring UC Berkeley undergraduate students in the new Pre-Health Undergraduate Program.

The C&T Research Pathway offers residents the opportunity to participate in a full year of research through the Initiate Resident Research Scholar Program, which provides stipend and tuition for the Advanced Training in Clinical Research course for two to four residents per year. Planning is in process for a combined five-year MD/Master's of Advance Studies in Clinical Research degree and work to adapt this plan to the new curriculum will continue.

GLOBAL HEALTH PATHWAY

The Global Health (GH) Pathway develops research and medical education skills tailored to improving the health of low- and middle-income populations worldwide. Dr. Chris Stewart serves as Director and Dr. Madhavi Dandu as Co-Director.

The introductory course is evolving to provide more exposure to core topics earlier to facilitate an earlier commitment to the Pathway. Learners from all UCSF schools and 12 different residency programs are participating in the Pathway's seminars for advanced learners. This year, the program will host 23 participants at the graduate level. The UCSF masters program in Global Health graduated its first class this summer and recruited over 20 students for the coming year.

With the support of the National Institutes of Health/Fogarty International Center, three teams of undergraduate professional learners from all schools worked in three countries this summer. Learners from all schools and levels also participate in a unique weekend-long international disaster simulation program with the collaboration of the UC Berkeley School of Public Health.

HEALTH AND SOCIETY PATHWAY

The Health and Society (H&S) Pathway prepares researchers and leaders to utilize the behavioral and social sciences to increase their understanding of illness in individuals and populations and to develop policies and programs that reduce health disparities. Dr. Daniel Dohan serves as Director; Co-Directors include Drs. Shelley Adler, Alicia Fernandez, Naomi Wortis, and Arpana Vidyarthi.

Health and Society integrates the curricula and faculty of three former Areas of Concentration and two Areas of Distinction for residents. A new introductory course offers learners a survey of issues and approaches to allow them to hone their interests. They develop the expertise to execute a project through a course offered jointly with the Program in Medical Education for the Urban Underserved (PRIME-US). Medicine residents participate in the Pathway through the Area of Distinction in "Health Equities" with Dr. Sharad Jain, or "Leadership and Health Systems" with Dr. Arpana Vidyarthi. A team of twelve residents headed by Chief Resident of Internal Medicine, Dr, Read Pierce, produced an award-winning project on anticoagulation safety.

Health Professions Education Pathway

The Health Professions Education (HPE) Pathway develops learners who can translate educational theory to the health professions learning environment and train investigators to add to that theory. Dr. H. Carrie Chen serves as Director along with Drs. Amin Azzam, Kathy Julian, Patricia O'Sullivan, and Maria Wamsley as Co-Directors.

The HPE Pathway is supported by the Office of Medical Education. The month-long "Teaching Strategies and Curriculum Development" is the core classroom-based course. Consultation with residency programs to facilitate the participation of residents informed "Learning Theory," "Assessment," and "Educational Leadership," three innovative courses that combine online curricula with discussions, independent learning, and occasional meetings.

Molecular Medicine

The Molecular Medicine (MMP) Pathway combines clinical practice and disease-oriented laboratory research to extend understanding of human disease at the molecular level. Dr. Robert Nussbaum serves as Director and Dr. Harold Bernstein as Associate Director.

To maximize the benefit of career development and research training, the decision to enter the Molecular Medicine Pathway must be made early in the learner's career. In 2009-10, course requirements have been waived to allow more advanced learners to participate by consulting with directors and mentors to develop a career plan and engaging in laboratory research. In 2009, the Pathway and the Admissions Office created outreach procedures to alert applicants with an interest in biomedical research to this opportunity to explore careers as physician scientists. In 2010, a faculty member from the Molecular Medicine Pathway will serve on each of the School's five admissions panels to ensure identification of interested applicants.

Program in Medical Education for the Urban Underserved (PRIME-US)

PRIME-US, the Program in Medical Education for the Urban Underserved, provides a strong programmatic framework for students to develop the knowledge and skills necessary to work effectively with urban underserved communities. The program enrolls 11 first year medical students in San Francisco and 4 students at the UC Berkeley-UCSF Joint Medical Program, offering an innovative curriculum focusing on experiential learning, clinical immersion and community engagement, while also providing strong mentorship and support. Dr. Beth Wilson directs the program, Dr. Alma Martinez serves as the Executive Director, and Dr. Kevin Grumbach chairs the PRIME-US Executive Committee.

The program received more than ten times the number of applications as available spots for fall 2009. The four PRIME-US classes combined currently have 52 students enrolled, including the incoming 2009 class and the Joint Medical Program. More than 60% of the students accepted into the program are underrepresented minorities and/or students from socioeconomically disadvantaged backgrounds.

PRIME-US students participate in a one- to two-week orientation before school begins to provide them with an opportunity to explore the Bay Area's underserved communities and to get to know each other. Once school begins, afternoon seminars give students a solid foundation in the principles, practices and populations of urban underserved care. These interactive teaching sessions with faculty and community members are complemented by site visits to community-based organizations and institutions. Facilitated reflection sessions

also enable students to contextualize their experiences and consider the impact of the activities on their personal and professional goals. Students are also placed in community clinics for their preceptorship and participate in service learning and community engagement activities. Additional electives, evening seminars and weekend workshops are open to all interested students to ensure that everyone benefits from PRIME-US activities. PRIME-US connects students to career and project mentors, and is currently working on enhancing academic support. This year, PRIME-US will be piloting newly developed community engagement competencies and will be using an electronic portfolio to capture reflections exercises. The program will also be collaborating with the Health and Society Pathway on a fourth-year elective and launching a longitudinal leadership curriculum.

STUDENT AFFAIRS

The Office of Student Affairs (OSA) supports student programs, career advising and mentoring, professionalism, student events, and academic advancement. Maxine Papadakis, MD, serves as Associate Dean for Student Affairs and Sara Clemons, MEd, as Director. This year Katie Morris was hired as senior editor, bringing a wealth of writing and editing skills to the OSA team.

The OSA supports our Advisory College system, which provides mentoring services for medical students. Their quality improvement efforts led to achievement of a >4 rating of college mentors by medical students (mean = 4.17) and an overall rating of the advisory college system of 3.55 on a 5 point scale. In consultation with Drs. Kevin Mack, Carol Miller, Susan Masters and Patricia O'Sullivan, the Advisory Colleges continued their work on a mentoring portfolio pilot with the Class of 2012. The portfolio tracks and manages student learning and professional development. Materials that were reviewed by the mentors with their mentees included some or all of the following: assessments, patient write-ups, reflections exercises, and community service or research projects. The Offices of Curricular and Student Affairs inform students about planning for the USMLEs. Associate Dean Papadakis provides oversight for career advising, working directly with career advisors, program directors and department chairs.

ANDREA FANG, MD AND DR. DAVID M. IRBY, VICE DEAN OF MEDICAL EDUCATION
PHOTO BY: ELIZABETH FALL

OSA improved a variety of student services this year through new tools and procedures, including creating an online travel application and the new online orientation course in the CLE. Both of these tools enhanced communication with students and provided more stream-lined and robust services for students in these two areas.

OSA planned the most successful graduation ceremony to date and transitioned this event to a new venue, Davies Symphony Hall.

Finally, Associate Dean Papadakis has continued to work on enhancing the educational climate at UCSF, including the respectful treatment of our students by faculty and housestaff.

STUDENT RESEARCH

The Office of Student Research promotes research by medical students. Dr. Dan Lowenstein directs the program with Dr. Cathy Lomen-Hoerth and more recently Dr. Mary Beattie.

Student Research oversaw the work of 7 graduating students who completed the Science of Medicine and the Physician-Investigator Area of Concentration. They assisted 16 students with completion of the MD with Thesis Program and enrolled 20 students in the MD with Thesis Program for 2010. The office provided support to 18 students to successfully complete the Certificate Program in Biomedical Research (CPBR), which is designed to promote year-long, full-time research by students. The office also worked with the Pathway to Careers in Clinical and Translational Research (PACCTR) program to provide fellowships to 16 students pursuing clinical/translational research, and assisted 9 students who were successful in obtaining extramural, year-long fellowships sponsored by agencies such as the Howard Hughes Medical Institute, the National Institutes of Health, and the Sarnoff Cardiovascular Research Foundation.

REBECCA MAINE, DEAN'S PRIZE IN STUDENT RESEARCH WINNER, AND DR. SAM HAWGOOD, DEAN OF THE SCHOOL OF MEDICINE
PHOTO BY: ELIZABETH FALL

To maximize resources available to UCSF learners, the Pathways Funding Agency, under the guidance of its new associate director, Dr. Mary Beattie, integrated the application and review processes for student funding, including the Pathway to Careers in Clinical and Translational Research (PACCTR), the Office of Student Research (OSR), the Office of International Programs (OIP), Pathways Project Grants, and the Curriculum Ambassadors Program. Like the Pathways program, the Funding Agency will prepare learners to harness resources available to professionals in their fields. A one-stop information resource similar to the faculty resource RAP (Resource Allocation Program) will debut this fall where students can learn about internal and external funding sources, how to apply, application support, and best practices to maximize the mentoring relationship. The Agency meets regularly to design common review and administrative procedures, and to identify common ground in the philosophy underpinning funding criteria.

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PRESENTATIONS AND WORKSHOPS

Armenakis A, Azzam A, Sachdev M, Teherani A, Jones E. Reflections in the field: Teaching emotional intelligence and humanism during global health programs. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Aronson L, Learman L, O'Sullivan P. Evaluating reflective exercises: A pilot study to determine the role of construct-irrelevant variance. American Educational Research Association Annual Meeting, New York, NY: 2008.

Aronson L, Reichert J. Teaching and assessing reflective ability in medical education. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Autry AM. Career development for global health. Association of Professors of Gynecology and Obstetrics/Council on Resident Education in Obstetrics and Gynecology, San Diego, CA: 2009.

Autry AM. Medicine as a public trust: Fostering our residents' professional development. Council on Resident Education in Obstetrics and Gynecology, Washington DC: 2009.

Azzam A. The role of individual learning contracts in advancing formative reflection in medical school. International Ottawa Conference on Clinical Competence, Melbourne, Australia: 2008.

Azzam A. A longitudinal, interdisciplinary clerkship model for third-year of medical school: An alternative to the traditional clerkship. Association for Academic Psychiatry Annual Meeting: 2008.

Azzam A. Enhancing humanism and cultural humility through global health immersion programs: A new application of emotional intelligence training. Unite for Sight Conference: 2008.

Azzam A. Teaching humanism and cultural humility through global health immersion programs. Global Health Education Consortium (GHEC) Conference: 2009.

Azzam A. Problem-based learning: Variations in missions, implementations, and outcomes among four medical schools (panelist). Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Azzam A. Examining the educational value of first year medical students' patient encounter data. Web 2.0 tools to enable peer support and collaboration across all 4 years of medical school. Tracking the iterative paths of inquiry in a problem based learning curriculum. Reflections in the field: Teaching emotional intelligence & humanism during global health programs. Program in medical education for the urban underserved (posters). Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Azzam A. The use of role-play in introducing psychotherapy to first-year medical students. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Azzam A, Breckler J. The basic science learning station: Touching students' kinesthetic learning style preferences. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Baron RB. Continuing medical education, licensing and certification, and lifelong competence. Viet Nam High Level Policy Meeting, Ho Chi Minh City, Dalat, and Hanoi: 2008.

Baron RB. Providing CME to practitioners. Viet Nam High Level Policy Meeting, Ho Chi Minh City, Dalat, and Hanoi: 2008.

Baron RB. Essentials of women's health: An integrated approach to primary care and office gynecology, 2008.

Baron RB. Essentials of primary care: A core curriculum for ambulatory practice, 2008.

Baron RB. Tying education to accreditation. Accreditation Council for Graduate Medical Education (ACGME) Annual Meeting, Grapevine, TX: 2009.

Baron RB. Commercial influence and learner-perceived bias in continuing medical education. Society of Academic CME Annual Meeting: 2009.

Bierer B and Chen HC. Measuring student progress and the impact and success of our programs. Invited workshop, Scholarly Concentrations Program Collaborative meeting, Association of American Medical Colleges, San Antonio, TX: 2008.

Bogetz M. Reflections. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Borok S, Berger M, Burnett M, Cheng A, Conti S, Contreras M, Jaganath R, Vener M. Improving health with patients with developmental disabilities or traumatic brain injury at Janet Pomeroy through medical student community projects. UCSF Department of Family Medicine Annual Colloquium, San Francisco, CA: 2009.

Boscardin CK. Identification of students with clinical deficits using latent class analysis. American Educational Research Association, San Diego, CA: 2009.

Boscardin, CK. Advantages of integrated assessment to measure scientific knowledge. American Educational Research Association, San Diego, CA: 2009.

Bottrell C, Drouin L, Kuo AK. Community health and advocacy curricula: Poised to capture ACGME competencies. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009, Association of Pediatric Program Directors Meeting, Baltimore, MD: 2009, and Academic Pediatrics Association Regional Meeting, Monterey, CA: 2009.

Bottrell C, Drouin L, Kuo AK. Community Health and Advocacy Curricula: Poised to Capture ACGME Competencies.

Breiman R. Applications of image processing in medical diagnosis and education. UCSF Postgraduate CME Meeting, San Francisco, CA: 2009.

Breiman R. The creation and application of interactive computer-based 3D modules for the teaching of anatomy. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Breiman R. The creation and application of virtual 3D anatomy teaching modules. The role of Radiology in the teaching of anatomy to medical students. The role of residents in teaching medical students. Should Radiology be a required medical school course or an elective. Applications of technology in medical education. Association of University Radiologists Meeting: 2009.

Brzezinski M. Society for Education in Anesthesia, Spring Annual Meeting, Miami, FL: 2008.

Brzezinski M. Society for Education in Anesthesia, Fall Annual Meeting, Orlando, FL: 2008.

Brzezinski M, Holak EJ, Mitchell J. How to create a successful anesthesia experience for medical students: Experiences from UCSF and Beth Israel Deaconess Medical Center. New York State Society of

Anesthesiologists' PGA/62 Meeting, New York City, NY: 2008 and International Anesthesia Research Society, Annual Meeting, San Diego, CA: 2009.

Burke JC. Using technology in instructional design. SOM Teaching Scholars Program, San Francisco, CA: 2008.

Burke JC. Narratives: How to start a program, blogs, wikis to share information. Consortium of Longitudinal Integrated Clerkships Annual Meeting, San Francisco, CA: 2008.

Burke JC, Fulton T, Chen HC. Project management and mentoring. Key Educational Skills Series, Leadership and Management in Courses and Clerkships, San Francisco, CA: 2009.

Burke JC. Effective teaching using rich media. SOM Teaching Scholars Program, San Francisco, CA: 2009.

Burke JC, Mayfield C. Curriculum planning: Using blended learning. Health Professions Education Seminar, San Francisco, CA: 2009.

Burke JC. Storyboards: An approach to design for medical educators. Key Educational Skills Workshop Series, San Francisco, CA: 2009 and Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Carpentar L, Chou C, Miller B, Wilson E, Deshpande M, Loeser H, Wamsley M. Teaching chronic illness management through a longitudinal standardized patient case for pre-clinical medical students. Western Group on Educational Affairs Annual Meeting, Academy of Medical Educators' Medical Education Day, and Society OF General Internal Medicine: 2009.

Chang A, Boscardin C, Chou C, Loeser H, Hauer K. Predicting failing performance on a standardized patient clinical performance examination. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Chen HC, Teherani A, O'Sullivan P. Do Comprehensive clinical skills assessments add to our understanding of student competence? American Educational Research Association Annual Meeting, New York, NY: 2008.

Chen HC. Clinical skills and workplace assessment. Taiwan American Scholars on Medical Education (TASME) conference sponsored by the Ministry of Education, Koo Foundation Sun Yat-Sen Cancer Center, Taipei, Taiwan: 2008.

Chen HC, Hauer K, Chou C, Salazar R, Saba G, Poncelet A, Teherani A, Satterfield J. Impact of a telephone follow-up curriculum on medical student physician-patient interaction skills. Western Group on Educational Affairs Annual Meeting and Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Cooke M. Gold Foundation Biennial Meeting, Chicago: 2008.

Cooke M. Visiting professor, Medical College of Georgia: 2008.

Cooke M. Visiting professor, Emory University: 2009.

Daikh D. Evaluation of subspecialty competencies: Interpersonal relationship and professionalism. ASP Conference on Implementing and Evaluating Educational Programs for Program Directors, Chicago, IL: 2009.

Dan-Cohen H, Azzam A, Mack K, Steinbach A. "Is your 'Professionalism' the Same as Mine?" Anchoring your evaluation strategy. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Davis E, Alpers L, Duffy K, Harleman E, Gleason N, Hollander H, Miranda Maldonado A, Jagannathan P, Komisarjevsky V, Ranji S, Seligman H, Newbold E, Tayo-Samoni D, Winston L, Ratanawongsa N. Teaching residents the value of caring for patient awaiting placement. Society of General Internal Medicine: 2009.

Davis E, Harris J, Jagannathan P, Jain S, Mays A, Washington S. Training physician leaders in health equity: perspectives from trainees in US social medicine residency program. Medical Education in the 21st Century: Teaching for Health Equity, Havana, Cuba: 2008.

Dingeldein M, Vail T, Diab M. The case for medical school education in orthopædic surgery. American Academy of Orthopædic Surgeons, San Francisco, CA: 2008.

Dhaliwal G. Educational strategies to promote diagnostic reasoning. UCSF Association of Clinical Faculty, UCSF Teaching Scholars Program, UCSF PISCES Faculty Development, UCSF Health Professions Education Pathway, Stanford University School of Medicine: 2008-2009.

Dhaliwal G. Teaching skills. UCSF Office of Academic Affairs & Faculty Development and Advancement and Chancellor's Council on Faculty Life, Faculty Information and Welcoming Week: 2008.

Elliot D, Chen HC, Shankel T. Preclerkship clinical skills education for medical students: what, why, who, how, and when? Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Feraco A, Partridge C, Marmor A. Using a mock code formal to teach neonatal cardiopulmonary physiology to preclinical medical students. Western Group on Educational Affairs Annual Meeting Santa Fe, NM: 2009.

Fernandez, A. Teaching with confidence about disparities at the bedside. Getting To Equal Conference, Boston, MA: 2009.

Fulton TF. Energy homeostasis in feeding and fasting; An interactive web module for medical students with widely varied biochemistry experience. Association of Biochemistry Course Directors, Myrtle Beach, SC: 2009.

Gabriel R, Hancock C, Bores N, Fels H, Kaufman D, Holtzman D, Zier L, Borok S, Vener M. Educating prisoners at San Quentin through medical student community projects, UCSF Department of Family Medicine Annual Colloquium, San Francisco, CA: 2009.

Gbegnon A, Azzam A, Mayfield C. Web 2.0 tools to enable peer support and collaboration across all 4 years of medical school. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Goldberg, A. Residents as teachers. Society for University Otolaryngologists, Chicago, IL: 2008 and OHNS Grand Rounds: 2009.

Greenleaf C, Hanson T, Schneider S, Litman C, Rosen R, Boscardin CK, Herman J, & Silver D. Exploring the interface of literacy and inquiry in science teaching. American Educational Research Association, San Diego, CA: 2009.

Han S, Ward D, Lai J, Teherani A, Poncelet A, Robertson P, Maa J. A novel approach to surgical education in the third year of medical school at the University of California, San Francisco. Academic Surgical Congress: 2008.

Harper, GM. The ACGME learning portfolio. Geriatrics Fellowship Program Directors at the national meeting of the American Geriatrics Society, Chicago, IL, 2009.

Harris T, Tong L and Volpps. Integrating our personal and professional identities. Association of Academic Psychiatrists, Santa Fe, NM: 2008.

Hauer, KE. UCSF PISCES longitudinal competency-based assessment program. Consortium of Longitudinal Integrated Clerkships: 2008.

Hauer, KE. Innovations in Medical Education. UCSF Alumni CME Course: 2009.

Hauer KE, Ciccone A, Henzel TR, Katsufrakis P, Miller SH, Norcross WA, Papadakis M, Irby DM. Remediation of physicians across the continuum from medical school to practice: A thematic review of the literature. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Hoffman BD, Chamberlain LC, Kuo AK, Kaczorowski J. What can advocacy do for you: How to design and implement sustainable competency-based curricula in advocacy and community pediatrics. Association of Pediatric Program Directors Meeting, Baltimore, MD: 2009.

Hoffman BD, Chamberlain LC, Kuo AK, Kaczorowski J. Building the village: How to design and implement sustainable competency-based curricula in advocacy and community pediatrics. Pediatric Academic Societies, Baltimore, MD: 2009.

Hollander, H. Stanford Department of Medicine Taskforce on GME Reform, Half Moon Bay, CA: 2009.

Holzman D, Cloyd J, Sammann A, Tendick F, O'Sullivan P. Surgical mentorship and operating room experience for preclekship students. 3rd Annual Academic Surgical Congress, Huntington Beach, CA: 2008.

Hyland, K. The impact of genetics and genomics on clinical practice and medical education: Creating an educator's guide. The International Association of Medical Science Educators (IAMSE), Netherlands: 2009.

Hyland K, Fulton TB, Masters S, Burke JC, Kruidering-Hall M. Effective tools for small group facilitator development. The International Association of Medical Science Educators (IAMSE), Netherlands: 2009.

Irby DM. Leadership and scholarship in medical education. University of Illinois, Chicago, Chicago, IL: 2008.

Irby DM. Future directions for UME and GME: What would Flexner think? Massachusetts General Hospital and Brigham and Women's Hospital, Boston, MA: 2008.

Irby DM. Conceptual framework for innovations in medical education. National Educational Innovations Meeting, Department of Veterans Affairs, Office of Academic Affiliations, San Francisco, CA: 2008.

Irby DM. New models of medical education. Josiah Macy, Jr. Foundation National Conference on Revisiting the Medical School Educational Mission in a Time of Expansion, Charleston, SC: 2008.

Irby DM. Medical education: Past, present and future. Annual Meeting, American College of Rheumatologists, San Francisco, CA: 2008.

Irby DM. Changes on the horizon for medical education. University of Iowa School of Medicine. Iowa City, IA: 2008.

Irby DM. Future directions and promising practices for medical education. Annual Meeting, Alliance for Continuing Medical Education, San Francisco, CA: 2009.

Irby DM. Innovations in medical education. 6th Asia Pacific Medical Education Conference, Singapore: 2009.

Irby DM. Future directions for medical education: Recommendations from the Carnegie Study. 6th Asia Pacific Medical Education Conference, Singapore: 2009.

Irby DM. Future Directions and promising practices for medical education. Annual Conference, Innovations in Medical Education, University of Southern California, Los Angeles, CA: 2009.

Irby DM, O'Brien B, Sutphen M, Shulman L, Sullivan W. Exploring common dilemmas in the preparation of professionals: What can we learn from professional education in five fields? Symposium at the annual meeting of the American Educational Research Association, San Diego, CA: 2009.

Irby DM. Visioning and inventing the future of medical education. UCSF Committee on Curriculum and Educational Policy Retreat, San Francisco, CA: 2009.

Irby DM. Sweeping changes in health care education. UCSF Department of Psychiatry Education Retreat, San Francisco, CA: 2009.

Jackson R. Incorporating midwives into residency education. Council on Resident Education in Obstetrics and Gynecology and Associations of Professors of Gynecology and Obstetrics, 2009.

Jamshidi R, Ozgediz D, Campbell AR. Surgical residents' development as educators is limited by time constraints. Association for Surgical Education 28th Annual Meeting, Toronto Canada: 2008.

Josephson SA. An intervention to teach medical students ankle reflex examination skills (finalist for Cooke Award). Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Jorn KS, Julian K, Caudill TS, Lu L, Diaz YM, Bowlby L, Fosburgh BW and Nadkarni M. Resident clinics and the 2009 ACGME program requirements: practical strategies for clinic redesign. Society of General Internal Medicine, National Meeting: 2009.

Julian K. Positive Learning Climate and Teaching Microskills. Graduate Medical Education and the Academy of Medical Educators: 2009.

Julian K. One Minute Preceptor/SNAPPS. Medical Education Area of Concentration: 2008.

Julian, K. Administration/Leadership of month-long course in addition to giving multiple teaching sessions. Medical Education Area of Distinction, Department of Medicine: 2008.

Kamin, C.; Souza, KH; Tobin, B. Internet Tools to Support Collaboration. Small group discussion at AAMC Annual Meeting, San Antonio, TX. November 1-5, 2008.

Khayam-Bashi S. National family medicine board review course: Essentials of nephrology. UCSF Department of Family & Community Medicine CME, San Francisco, CA: 2008.

Khayam-Bashi S. National family medicine annual review course: Rapid evaluation & treatment of acute renal failure. UCSF Department of Family & Community Medicine CME, San Francisco, CA: 2009.

Koestler J, Friedman E, Grayson M, Loeser H, Wamsley M. Implementing curriculum in chronic illness into an already packed curriculum. Workshop, AAMC Annual Meeting: 2008.

Kruidering-Hall M, Masters S, Topp K, Teherani A, Loeser H. Competency based assessment of presentation skills in the pre-clerkship curriculum. International Association of Medical Science Educators (IAMSE) Annual Meeting: 2009.

Kruidering-Hall, M, O'Sullivan, PS, and Chou, C. Teaching feedback to first-year medical students: Long-term skill retention and accuracy of student self-assessment. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Kuo AK, Drouin L, Bishop J, Lewis G, Chamberlain LC. The use of online social networks in collaborative child health projects: The experience of the California community pediatrics and legislative advocacy collaborative. AAP Future of Pediatrics Meeting, Anaheim, CA: 2009.

Kuo AK, Vidyarthi A. Establishing leadership competencies for healthcare professionals. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Lai C. Consultation on medical education affairs at two universities in Taiwan: National Yang-Ming School of Medicine and to Taipei Medical University.

Lai C. Educational continuity in clinical clerkships: Is an integrated, longitudinal clerkship a better model? A comparison between traditional and integrated clerkships. Taiwan Ministry of Education Conference on medical education, Taipei,Taiwan. Sponsored by Andrew T. Huang Medical Education Promotion Fund. Co-sponsored by Ministry of Education, Taiwan Medical Accreditation Council, Koo Foundation Sun Yat-Sen Cancer Center.

Lai C. Educational continuity in clinical clerkships: Is an integrated, longitudinal clerkship a better model? A comparison between traditional and integrated clerkships. National Cheng Kung University School of Medicine, Tainan, Taiwan.

Lai C. Scholarship in your backyard: How to develop a clinical vignette and present a poster, UCSF Dept. of Medicine Joint Program Ambulatory Conference; UCSF Primary Care Progam.

Lai C. Evaluation and feedback for medical students. Faculty Development Group Workshop, UCSF Division of Hospital Medicine.

Lampiris H. How to become a subspecialist clinician educator at UCSF. Infectious Disease Division Conference, UCSF, San Francisco, CA: 2009.

Lampiris H. Organized skills building workshop in HIV clinical case presentation. Centre Hospitalier Universitaire, Treicheville, Abidjan,Cote d'Ivoire: 2009.

Lefller MG, Drouin LM, Selbst S, Stryjewski G, Doughty R, Kuo AK. Self-perceived leadership behaviors among pediatric residents. Association of Pediatric Program Directors Meeting, Baltimore, MD: 2009.

Lieff S, Andrews M, Tong L. The continuum of scholarship: a foundation for master educators. AAP Master Educator Certificate Program, Santa Fe, NM: 2008.

Loeser H, Weil H. Longitudinal integrated clerkships: Getting started. Consortium of Longitudinal Integrated Clerkships Annual Meeting: 2008.

Loeser H. AME and OME Workshop on Skills for Educational Leadership, 2009.

Loeser H. UCSF's Core Clinical Innovations. Texas Tech University Health Science Center Videoconference, El Paso, TX: 2008.

Loeser H. Lessons for new curriculum from curricular change at UCSF. Hofstra Videoconference: 2009.

Loeser H. Core Clerkship Innovations: Developing Longitudinal Clinical Learning Models. NYU Clinical Course Leader Retreat Videoconference: 2009.

Lowenstein DH, Masters S, Hauer K. Innovations in education. Alumni Day: 2009.

Maa J, Nakakura E, Gosnell J, Harris HW. The surgical hospitalist - balancing patient safety and surgical education. American College of Surgeons: 2008.

Mack K. Anchoring Professionalism Assessments. Tracking Inquiry and Learning in a PBL Curriculum. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Mack K. A longitudinal, interdisciplinary clerkship model for third-year of medical school: an alternative to the traditional clerkship. Association of Academic Psychiatrists, Santa Fe, NM: 2008.

Mack K. A review of the principles of peer feedback. Geriatric Educators Conference on Health Literacy and Aging.

Mack K. Leveraging inquiry and case-based learning in African medical education world health organization conference on HIV / TB / AIDS / Malaria.

Mack K, Hauer, K, Loeser H. Assessing professionalism: a path towards developing institutional consensus. International Ottawa Conference on Medical Education: 2008.

Masters S. Large Group Teaching Workshop. Key Educational Skills Series, San Francisco, CA: 2008.

Masters S. Small Group Teaching Workshop, Key Educational Skills Series, San Francisco, CA: 2008.

Masters S. Making your committee service work for you. Key Educational Skills Series, San Francisco, CA: 2009.

Masters S. Medical education: Prospects for a new era. UCSF CME The Future of Medicine is Now Course: 2009.

May W, Prislin M, Hauer K, Harrity S, Shankel T, Stevens C, Gesunheit N, Srinivasan, M. Remediation practices in California medical schools. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Mayfield C. Technology in curriculum management and planning. Teaching Scholars Program, San Francisco, CA: 2008.

Mayfield C. Burke JC. Overview of educational technology. Health Professions Education Seminar, San Francisco, CA: 2008.

Mayfield C, Burke JC. Using technology for effective teaching. Key Educational Skills Series, San Francisco, CA: 2009.

Miller C. Cultural Competency for Health Care Providers. UCSF, SF Dept of Public Health, & Medi-Cal Managed Care Insurance Plans: 2008-2009.

Miller C. Cultural competency for trainees. PICU.

Miller C. Mentoring. Cultural Health Conference, UC Davis School of Medicine, Latino Student Association: 2008.

Miller C. The UCSF Educator's Portfolio Workshop: 2008.

Miller C. Mentoring needs of US students attending Cuban medical school. PLUS residents monthly meeting: 2009.

Miller C. The Mentoring In Medicine Project for Bay Area Trainees. UCSF SNMA & LMSA Chapters: 2009.

Morton S, Clavijo R, Giampaolo J, Zhang M, Borok S, Vener M. Providing health education and mentorship at Boys and Girls Club of San Francisco through medical student community projects. UCSF Department of Family Medicine Annual Colloquium, San Francisco, CA: 2009.

Muller J. Academic and public writing courses to advance medical student scholarship. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Muller J. Teaching the new model to residency faculty: Addressing the fuzzy reality of curriculum development. Society of Teachers of Family Medicine Annual Conference, Denver, CO: 2009.

Muller J. Curriculum in developmental disabilities. Fifth Annual Colloquium of the UCSF Department of Family and Community Medicine, San Francisco, CA: 2009.

Muller J. Redesigning a faculty development fellowship: How faculty can teach learners to practice in patient-centered medical homes. Annual Workshop for Directors of Family Medicine Residencies. Overland Park, KS: 2009.

Murr A. Teaching/mentoring scholarship and critical thinking to residents (and fellows). Society of University Otolaryngologists (SUO), Chicago, IL: 2008.

Murr A. Introduction to the AO/ASIF, AO basic course for nurses and surgical assistants, San Francisco, CA: 2008.

Murr A. Introduction to the University of California, San Francisco Department of Otolaryngology/Head and Neck Surgery. Resident Interview Day, UCSF, San Francisco, CA: 2009.

Murr A. Orientation to the UCSF Otolaryngology/Head and Neck Surgery Residency. UCSF, San Francisco, CA: 2009.

Murr A. Otolaryngology/Head and Neck Surgery as a career. UCSF SOM Career Fair, San Francisco, CA: 2009.

Murr A. Matching in Otolaryngology/Head and Neck Surgery. Dean of Student Affairs Residency Informational Meeting, UCSF, San Francisco, CA: 2009.

Murr A. Summer opportunities panel. Advisory College Lecture Series, UCSF School of Medicine, San Francisco, CA: 2009.

Murr, A. USMLE boards prep panel. Advisory College Lecture Series, UCSF School of Medicine, San Francisco, CA: 2009.

Niehaus B, Lockspeiser T, Irby D, O'Sullivan P. Perceptions of careers in a research-intensive institution: Becoming an academic physician. American Educational Research Association Annual Meeting, New York, NY: 2008.

O'Brien B, Hellevig B, Azzam A. Examining the education value of first year medical students' patient encounter data. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

O'Brien JM. Paths to academic advancement. Chancellor's Advisory Committee on the Status of Women: 2008.

O'Brien JM. Career mentoring, UCSF Medical Students: Career Day, 2008, 2009.

O'Brien JM. Teaching evidence based medicine. Department of Ophthalmology, UCSF Medical Center: 2008.

O'Brien JM. A national effort to develop the academic careers of residents. Heed Ophthalmic Foundation Resident Retreat: 2008.

O'Brien JM. Resident and junior faculty mentoring at national meeting: Developing Clinical trials as a path to academic advancement. American Association of Pathologists, American Academy of Ophthalmology: 2008.

O'Brien JM. Different paths to advancement in academic careers. Breakfast with the Experts Roundtable, American Academy of Ophthalmology, November, 2008.

O'Brien JM. Peer to peer education at the National Institute of Health, A White House initiative eyeGENE, developments in genotyping network. NIH, Bethesda, MD: 2008.

O'Sullivan P. Portfolios: Perspectives from educational theory. Association of Program Directors in Internal Medicine Fall Meeting, Orlando, FL: 2009.

O'Sullivan P. Collaborative research across professions: What should we do and what will make it successful? American Educational Research Association: 2009.

O'Sullivan P. Developing progress reports: Strengthening resident and program evaluation. UCLA Graduate Medical Education Program: 2008.

O'Sullivan P. Portfolio: Theory and practice, St. Vincent's Manhattan internal medicine residency faculty development: 2009.

O'Sullivan P. Research collaborations: What we can learn from theory and practice. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

O'Sullivan P. Your active learning instruction as educational research laboratory. Tulane University: 2009.

O'Sullivan P. Faculty development for volunteer faculty, Association of Clinical Faculty, UCSF, San Francisco, CA: 2009.

O'Sullivan P. Retreat for UCSF Psychiatry Department educators, San Francisco, CA: 2009.

O'Sullivan P, Souza, KH. Getting Started in Publishing your Education Scholarship: A Hands-On Workshop. UCSF School of Medicine Key Skills Workshop. 2008.

Papadakis MA. Pinals Lecture, University of Medicine and Dentistry, New Jersey: 2009.

Papadakis MA. American College of Surgeons National Meeting, San Francisco, CA: 2008.

Papadakis MA. University of Washington Department of Medicine Grand Rounds: 2008.

Pardo M. How to perform and accept criticism from a peer evaluation of teaching skills. Society for Education in Anesthesia Spring Annual Meeting: 2008.

Pardo M. Mentoring educators. American Society of Anesthesiologists Annual Meeting: 2008.

Pardo M. Trends in anesthesia training and certification: Are you ready for the future? California Society of Anesthesiologists Fall Hawaiian Seminar: 2008.

Pardo M. Residency education: Where are we going? UCSF Anesthesia 50th Anniversary Symposium: 2008.

Pardo M. Career development: Showing junior faculty members the fulfilling career of an educator. UCSF School of Medicine Key Educational Skills Workshop, San Francisco: 2009.

Pardo M. Using simulation in medical education. UCSF Teaching Scholars Program, San Francisco, CA: 2009.

Pardo M. Professional advancement now and beyond. Society for Education in Anesthesia 2009 Spring Annual Meeting: 2009.

Partridge JC. Training in TOP, Fresno, CA: 2008.

Peng D, Teherani A, Lai CW, and Chen HC. Student and faculty perception of the medical education experience in Taiwan. Western Group on Educational Affairs, Santa Fe, NM: 2009 and Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Peterson MW. Introduction to Peer Observation: 2009.

Peterson MW. Utilization of Library Resources for Evidence-based Medicine: 2009.

Peterson MW. Medical education: View from the cockpit 2009.

Plant J, Van Schaik S, Boscardin C, O'Sullivan P. Development of a survey of self-reported confidence in non-technical resuscitation skills. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Plauche, J, Kuo, D, Petrillo, L, Su, T, Borok, S, Vener, M. Promoting health at head start through medical student community projects. UCSF Department of Family Medicine Annual Colloquium: 2009.

Poncelet AN. Innovations in clinical training for medical students. UCSF SFGH QB3 GHS and University of Medicine and Pharmacy, Vietnam meeting on Teaching and Research Innovation Grant (TRIG) project.

Poncelet AN. Community of scholars/learning Organizations. Consortium of Longitudinal Integrated Clerkships Annual Meeting, San Francisco, CA: 2008.

Poncelet AN, Hirsh DL. Research/impact of longitudinal integrated clerkships. Consortium of Longitudinal Integrated Clerkships Annual Meeting, San Francisco, CA: 2008.

Poncelet AN. PISCES: Parnassus Integrated Student Clinical Experiences. Emory School of Medicine Education Retreat, Atlanta, GA: 2009.

Poncelet AN, Hirsh DL: Longitudinal integrated learning in the era of the Carnegie report. Veteran's Administration Designated Education Offices Annual Retreat, Atlanta, GA: 2009.

Rabow MW. Mentoring, inter-professional training. Center for the Advancement of Palliative Care, Dallas, TX: 2008.

Rabow MW. Training new and expanding programs in palliative care quality. American Academy of Hospice and Palliative Medicine Annual Conference, Austin, TX: 2009.

Rabow MW. Filming the family: Evaluation of a documentary film designed to educate physicians about the experience of family caregivers of patients with life-threatening brain tumors. American Academy of Hospice and Palliative Medicine Annual Conference, Austin, TX: 2009.

Rabow MW. Professional formation. Academic Medicine Colloquium for the Flexner Centennial Theme Issue, Washington, DC: 2009.

Rabow MW. Demographics and attitude of healer's art students. Society of Teachers of Family Medicine, Annual Spring Conference, Denver, CO: 2009.

Rabow MW. Designing educational curriculum. Palliative Care Leadership Center Conference, UCSF, San Francisco, CA; 2008, 2009.

Robertson P. Panel Member by Videoconference Discussing PISCES, University of Texas at El Paso, UCLA, New York University: 2009.

Robertson P. Panel Member of Diversity Lecture for MS1s, UCSF: 2009.

Robertson P. Student mental health service at the University of California: Assessment and plan for the future. Women in Medicine Conference, Asilomar, CA: 2009.

Robertson P. Appreciating and sustaining your volunteer clinical faculty at UCSF. UCSF Key Educational Series, San Francisco, CA: 2009.

Rutherford G. TIP-TOP and Academy membership to Department of Epidemiology and Biostatistics faculty, San Francisco, CA: 2009.

Saba G, Satterfield J, Salazar R, Adler SA, Hauer KE, Azzam A, Chen HC, and Shore W. Clinical pearls from the social and behavioral sciences: tools for translating classroom content into clinical care. Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Satterfield J, Chehda S, Green E. Transforming the clinical clerkships: Are social and behavioral sciences the answer? Association for American Medical Colleges Conference Proceedings, Washington DC: 2008.

Satterfield J, Stuber M, Carney P. The NIH SBS curriculum consortium: Advancing medical education for a better tomorrow. Association for Behavioral Science and Medical Education, San Diego, CA: 2008.

Satterfield J, Ochitill H, Armenakis A, Carney, P. What must a medical student know of the social and behavioral sciences? Association for Behavioral Science and Medical Education, San Diego, CA: 2008.

Sawaya G. Teaching evidence-based medicine, School of Medicine and Pharmacy, Ho Chi Minh City,Vietnam: 2008.

Sawaya G. Teaching evidence-based medicine in medical schools of the former soviet states. USAID/WHO collaboration, Tbilisi, Georgia: 2008.

Sawaya G. Teaching evidence-based medicine. University Hospital, Porto Alegre, Brazil: 2009.

Shore W. Factors influencing medical student choices: Current realities and future possibilities. Nineteenth National Conference on Primary Health Care Access, Kauai, HI: 2008.

Shore W. Faculty development in the third age: New ideas and roles for senior faculty, STFM Annual Spring Conference, Baltimore, MD: 2008.

Shore W. Basic Teaching skills for community preceptors, AAFP Annual Scientific Assembly: 2008.

Shore W. Consortium on longitudinal integrated clerkships, 2008.

Shore W. A longitudinal integrated curriculum: Next step report. STFM Predoctoral Education Conference: 2009.

Shore W. Innovations in family medicine clerkships: Comparison of four programs. STFM Predoctoral Education Conference: 2009.

Shore W. Longitudinal, integrated clerkship. Northern Ontario School of Medicine, Annual Retreat: 2009.

Shore W, Vener M, Chao J, Delzell J, Steele D. Innovations in family medicine clerkships: Comparison of four programs, Society of Teachers of Family Medicine Annual Conference on Predoctoral Education: 2009.

Shunk R, Dulay M, Kohlwes J, Julian K, Hollander H, King TM, Cornett P. Educational improvement project VA team-based continuity practice. Alliance for Academic Internal Medicine: 2008.

Souza, KH (moderator); Burke, M; Denny, JC; Ornt, D; Powell, DE. E-Folios: What Are They? Panel presentation at AAMC Annual Meeting, San Antonio, TX. November 1-5, 2008.

Souza, KH (moderator); Bomar, H; Sheehan, V; Simpson, D; Stringer, J. Learning Spaces for Health Care Education: Best Practices in Design. Small group discussion at AAMC Annual Meeting, San Antonio, TX. November 1-5, 2008.

Steinauer J. Intrauterine delivery of progestins. Long-acting, reversible contraception. Family planning education in US medical schools and residency programs. 11th Annual Conference of OB/GYN Academic Physicians, Bogota, Colombia: 2008.

Steinauer J. Grand Rounds, What every Ob/Gyn should know about abortion, University of Nebraska, Omaha, NE: 2008 and University of Texas Houston, Houston,TX 2009.

Steinauer J. Values clarification workshop, University of Nebraska, Omaha, NE: 2008.

Steinauer J. A clinical update on intrauterine contraception, ARHP Educational Program, UC Davis, Davis, CA: 2008.

Steinauer J. Papaya workshop, Stanford Medical School, Palo Alto, CA: 2008.

Steinauer J. Contraception challenges: A case-based discussion, UCSF Dept. of Ob-gyn & Medicine CME Course, San Francisco, CA: 2008.

Steinauer J. Evidence-based contraception , UCSF Dept. of Ob-gyn & Medicine CME Course, San Francisco, CA: 2008 and University of Texas Houston, Houston, TX 2009.

Steinauer J. Facilitating a values clarification workshop. Fellowship in Family Planning Annual Psychosocial Workshop, San Francisco, CA: 2009.

Steinauer J. Second-trimester abortion complications, Fellowship in Family Planning Annual Meeting, ACOG Annual Conference, Chicago, IL: 2009.

Steinauer J. The benefits of a dedicated abortion rotation for ob-gyn residents who intend to opt out of performing abortions. Association of Professors of Gynecology and Obstetrics/Council on Resident Education in Obstetrics and Gynecology Annual Meeting, San Diego, CA: 2009.

Steinauer J. Integrating family planning into Ob-gyn residency training. Association of Professors of Gynecology and Obstetrics/Council on Resident Education in Obstetrics and Gynecology Annual Meeting, San Diego, CA 2009.

Striner J, Djajapranata P, Hoffman H, Mayfield C, Tobin B. Virtual microscopy in medical education: Practical aspects and educational implications. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Teo A, Maa J, O'Sullivan P, Harleman B. Efficacy of a capstone course in preparing medical students for the transition to residency. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Teherani A, O'Brien B, Masters DE, Poncelet AN, Robertson PA, Hauer KE. Burden, responsibility, and reward: Preceptor experiences with the continuity of teaching in a longitudinal integrated clerkship. American Educational Research Association, San Diego, CA: 2009.

Tong L, Toolbox for early educators, early career development: Educational portfolios, Association of Directors of Medical Student Education in Psychiatry, Galveston, TX: 2008.

Topp K. Cancer chemotherapy neuropathy, human anatomy and physiology society. American Association of Anatomists: 2008.

Topp K. The educator's portfolio: Document your educational accomplishments, experimental biology, 2009.

Van Schaik S, Plant J, O'Sullivan P. Teaching resuscitation skills to pediatric residents: The impact of structured mock code curriculum. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Vener M, Alpers L, Teherani A. A blended outpatient-inpatient clerkship: Teaching continuity, transitions of care and prevention, Society of Teachers of Family Medicine Annual Conference on Predoctoral Education, January 2009.

Vener M, Irvine C, Wamsley M, Teherani A. Third year continuity clinics with generalists versus specialists: Is there a difference in skills development or residency selection? Society of Teachers of Family Medicine Annual Conference on Predoctoral Education, January 2009 and Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Vener M, Alpers, L, Teherani, A. An inpatient-outpatient blended clerkship in Model SFGH: Is the juice worth the squeeze? Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Vener M and Wamsley M. Time-efficient teaching in the clinical setting. Fresno, Highland and Salinas: 2009.

Wamsley M. Peer observation and feedback: The TOP Program, UCSF School of Nursing MEPN Program: 2008.

Wamsley M. Implementing curriculum in chronic illness into an already packed curriculum. AAMC Annual Meeting, San Antonio TX: 2008.

Wamsley M. Increasing feedback to teaching faculty through peer observation. University of Colorado School of Medicine Teaching Scholars Program, Denver, CO: 2009.

Wamsley M. Future directions for clinical medical education: The longitudinal integrated clerkship. UCSF DGIM Primary Care Grand Rounds: 2009.

Wamsley M. GME Teaching Workshops. UCSF GME Office and Academy of Medical Educators: 2009.

Wamsley M. Time-efficient clinical teaching. UCSF Office of Medical Education and the Academy of Medical Educators Faculty Development Workshop. UCSF-Fresno, EastBay, Salinas: 2009.

Watters R. Well-being seminar series linked to the curriculum: Lunchtime workshop for first-year medical students. Western Group on Educational Affairs Annual Meeting and Medical Education Day, Santa Fe, NM: 2009.

Weiner E, Billamay S, Partridge JC, Martinez AM. Antenatal education for expectant mothers results in sustained improvement in knowledge of newborn care, APS meeting: 2009.

Wilkerson L, Krasne S, Hodgson C, Azzam A, McGrew M. Problem-based learning: Variations in missions, implementations, and outcomes among four medical schools. Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Wilson E, Sokal-Gutierrez K, Martinez AM. Program in Medical Education for the Urban Underserved (PRIME-US). Western Group on Educational Affairs Annual Meeting, Santa Fe, NM: 2009.

Wilson E, Sokal-Gutierrez K, Martinez AM. A first year evaluation of the Program in Medical Education for the Urban Underserved (PRIME-US), Workforce in Medicine symposium at the American Association of Medical Colleges meeting: 2008.

Wilson E, Sokal-Gutierrez K, Azzam A, Martinez AM. Program in Medical Education for the Urban Underserved. Presented at the Medical Education Conference for the 21st Century in Havana Cuba: 2008.

Wortis N, Jain S, Queen-Johnson A, Wilson B, Kuo, AK. Developing competencies in community engagement: A work in progress. Family and Community Medicine Colloquim: 2009 and Academy of Medical Educators' Medical Education Day, San Francisco, CA: 2009.

Young J, Nau M, May A, Daley C, Caselli M, Tong L. Practical models for incorporating EBM into academic clinical practices. American Psychiatric Association Annual Meeting, San Francisco, CA: 2009.

Zaid H, Ward D, Sammann A, Topp K, Tendick F, Maa J. An integrated first year surgical skills training curriculum enhances students' skills and improves interest in surgery. Academic Surgical Congress: 2008.

Zimmerman LH. Meet the professor seminar "Careers: Physician scientist/clinician Educator." American Thoracic Society International Conference, San Diego, CA: 2008.

HONORS AND AWARDS

Adler, Shelley, Department of Family and Community Medicine (Haile T. Debas Academy of Medical Educators), Appointed Director of Education, Osher Center for Integrative Medicine (Osher Foundation Endowed Chair in Education in Integrative Medicine).

Adler, Shelley, Department of Family and Community Medicine (Haile T. Debas Academy of Medical Educators), Co-Director, Pathway to Discovery in Health and Society.

Autry, Meg, Department of Obstetrics, Gynecology and Reproductive Sciences (Haile T. Debas Academy of Medical Educators), USMLE Step 1 Standard Setting Panel.

Baron, Robert, Graduate Medical Education (Haile T. Debas Academy of Medical Educators), Senior Clinician-Educator Mentorship Award, California/Hawaii Society of General Internal Medicine.

Baron, Robert, Graduate Medical Education (Haile T. Debas Academy of Medical Educators), Champion of Diversity Award, UCSF.

Bogetz, Martin, Department of Anesthesia (Haile T. Debas Academy of Medical Educators), Kaiser Award for Excellence in Teaching-Nominee, Class of 2008; Distinguished Colleague Award, Dept of Oral & Maxillofacial Surgery.

Breiman, Richard, Department of Radiology (Haile T. Debas Academy of Medical Educators), Elected Secretary Association of Medical Student Educators in Radiology (AMSER).

Brzezinski, Marek, Department of Anesthesia (Haile T. Debas Academy of Medical Educators), Clinical Scientist Grant Award, Northern California Institute for Research and Education, San Francisco 2008.

Brzezinski, Marek, Department of Anesthesia (Haile T. Debas Academy of Medical Educators), Best Scientific Exhibit Award (Medical Student Education), International Anesthesia Research Society, Annual Meeting, San Diego 2009.

Brzezinski, Marek, Department of Anesthesia (Haile T. Debas Academy of Medical Educators), UCSF Teaching Scholar, 2009-2010.

Burke, Christian, Office of Educational Technology, Learning Technologies, Tier 2 Outstanding Performance Award, 2008.

Campbell, Andre, Department of Surgery (Haile T. Debas Academy of Medical Educators), Robert Lull MD Award for the SFGH/UCSF Medicine Service.

Campbell, Andre, Department of Surgery (Haile T. Debas Academy of Medical Educators), Consultant of the Year (for consultation and teaching).

Campbell, Andre, Department of Surgery (Haile T. Debas Academy of Medical Educators), Graduation Class of 2008, Clinical Faculty Teaching Award.

Campbell, Andre, Department of Surgery (Haile T. Debas Academy of Medical Educators), Honorary Member Gold Headed Cane Society.

Caughey, Aaron, Department of Obstetrics, Gynecology and Reproductive Sciences, Kaiser Awards for Excellence in Teaching, In the Ambulatory Care Setting.

Chen, Lee-may, Department of Obstetrics, Gynecology and Reproductive Sciences (Haile T. Debas Academy of Medical Educators), Outstanding Resident Teaching.

Chin-Hong, Peter, Department of Medicine, Kaiser Awards for Excellence in Teaching, In the Classroom Setting.

Chou, Calvin, Department of Medicine (Haile T. Debas Academy of Medical Educators), Cooke Award finalist, Curriculum Development category: Kruidering-Hall M, O'Sullivan P, Chou C, "Teaching feedback to first-year medical students: long-term skill retention and accuracy of student self-assessment."

Chou, Calvin, Department of Medicine (Haile T. Debas Academy of Medical Educators), Cooke Award finalist, Educational Research category: Chang A, Boscardin C, Chou C, Loeser H, Hauer K, "Predicting failing performance on the clinical performance examination."

Cohen, Norman, Kaiser Awards for Excellence in Teaching.

Cooke, Molly, Department of Medicine and Director of the Haile T. Debas Academy of Medical Educators, elected Chair of the Board of Governors of the American College of Physicians (ACP).

Daikh, David, Department of Medicine (Haile T. Debas Academy of Medical Educators), Chair, ACR REF Blue Ribbon Panel on Academic Rheumatology.

Dhaliwal, Gurpreet, Department of Medicine (Haile T. Debas Academy of Medical Educators), Graduation Teaching Award, UCSF School of Medicine Class of 2009.

Dhillon, Nripendra, Department of Anatomy, 2009 Essential Core Teaching Awards Innovative Teaching, Class of 2012.

Douglas, Vanja, Department of Neurology, Kaiser Awards for Excellence in Teaching, In the Inpatient Care Setting.

Elkin, David, Department of Psychiatry, Graduation Teaching Award, UCSF School of Medicine Class of 2009.

Elkin, David, Department of Psychiatry, Osler Distinguished Teacher Award.

English, Joey, Department of Neurology, 2009 Essential Core Teaching Awards Excellence in Small Group Teaching, Class of 2012.

Fernandez, Alicia, Department of Medicine (Haile T. Debas Academy of Medical Educators), Best Pre-course, Society of General Internal Medicine National Meeting.

Fulton, Tracy, Department of Biochemistry and Biophysics (Haile T. Debas Academy of Medical Educators), Long Award for 2007-2008 Outstanding Teacher of the Year, School of Pharmacy Class of 2011.

Fulton, Tracy, Department of Biochemistry and Biophysics (Haile T. Debas Academy of Medical Educators), 2009 Essential Core Teaching Awards Outstanding Lecture Series, Class of 2012.

Goldman, Mindy, Department of Obstetrics, Gynecology and Reproductive Sciences, Graduation Teaching Award, UCSF School of Medicine Class of 2009.

Harleman, Elizabeth, Department of Medicine (Haile T. Debas Academy of Medical Educators), AME Siu Award 2008.

Hauer, Karen, Department of Medicine (Haile T. Debas Academy of Medical Educators), UCSF Areas of Concentration Best Faculty Mentor Award.

Hauer, Karen,, Department of Medicine (Haile T. Debas Academy of Medical Educators), Academy of Medical Educators' Cooke Award for the Scholarship of Teaching & Learning.

Hollander, Harry, Department of Medicine (Haile T. Debas Academy of Medical Educators), Inductee, Council of Master Clinicians, Department of Medicine, UCSF.

Irby, David, Office of Medical Education, Department of Medicine (Haile T. Debas Academy of Medical Educators), Fellow of the American Educational Research Association, for Substantial Research Accomplishments in Education Research 2009.

Jackson, Rebecca, Department of Obstetrics, Gynecology and Reproductive Sciences (Haile T. Debas Academy of Medical Educators), Ob/Gyn Resident Teaching Award.

Jagannathan, Prasanna, Department of Medicine, Teaching Excellence Award for Cherished Housestaff.

Josephson, S. Andrew, Department of Neurology (Haile T. Debas Academy of Medical Educators), Graduation Teaching Award, UCSF Class of 2009.

Josephson, S. Andrew, Department of Neurology (Haile T. Debas Academy of Medical Educators), 2009 Essential Core Teaching Awards Inspirational Teacher, Class of 2012.

Josephson, S. Andrew, Department of Neurology (Haile T. Debas Academy of Medical Educators), UCSF Class of 2009 Keynote Commencement Speaker.

Kanzaria, Hemal, Department of Emergency Medicine, Teaching Excellence Award for Cherished Housestaff.

Kruidering-Hall, Marieke, Department of Cellular and Molecular Pharmacology (Haile T. Debas Academy of Medical Educators), 2009 Essential Core Teaching Awards Commitment to Teaching, Class of 2012.

Kruidering-Hall, Marieke, Department of Cellular and Molecular Pharmacology (Haile T. Debas Academy of Medical Educators), AME Cooke Award UCSF SOM Education Day.

Levy, Tamsin, UCSF Alumni Class of 2009, 2009 Essential Core Teaching Awards Excellence in Small Group Teaching, Class of 2012.

Lowenstein, Daniel, Department of Neurology (Haile T. Debas Academy of Medical Educators), Chancellor's Award for Public Service.

Lucatorto, Rachael, Department of Medicine, Graduation Teaching Award, UCSF Class of 2009.

Maa, John, Department of Surgery (Haile T. Debas Academy of Medical Educators), Health Policy Scholarship in Leadership and Management, American College of Surgeons, Brandeis University, 2009.

McQuaid, Kenneith, Department of Medicine-VAMC, 2009 Essential Core Teaching Awards Outstanding Lecture, Class of 2012.

Miller, Carol, Department of Pediatrics (Haile T. Debas Academy of Medical Educators), The Jane Adams Award for Social Justice, from UCSF Pediatric Social Service.

Miller, Carol, Department of Pediatrics (Haile T. Debas Academy of Medical Educators), Bay Area Physicians Medical Forum (Outstanding AA Faculty).

Mitrovic, Igor, Department of Physiology (Haile T. Debas Academy of Medical Educators), Honorary Doctorate Degree from University of Kragujevac (Serbia) for Outstanding Contribution to the Development of University of Kragujevac School of Medicine.

Mitrovic, Igor, Department of Physiology (Haile T. Debas Academy of Medical Educators), Honored by UCSF School of Pharmacy for Five Years of Continuous Excellence in Teaching.

O'Brien, Joan, Department of Ophthalmology (Haile T. Debas Academy of Medical Educators), Keynote Speaker, Scheie Eye Institute 135th Anniversary Celebration, University of Pennsylvania, Philadelphia.

O'Brien, Joan, Department of Ophthalmology (Haile T. Debas Academy of Medical Educators), Invited Mentor, Heed Ophthalmic Foundation Resident Retreat.

O'Brien, Joan, Department of Ophthalmology (Haile T. Debas Academy of Medical Educators), Certificate of Appreciation as Preceptor, Parnassus Integrated Student Clinical Experiences Program, School of Medicine, UCSF.

O'Sullivan, Patricia, Office of Medical Education, Department of Medicine, Current Past Vice President American Education Research Association, Division of Professions Education.

O'Sullivan, Patricia, Office of Medical Education, Department of Medicine, Chair, Research in Medical Education Section, Group on Educational Affairs, Association of American Medical Colleges.

O'Sullivan, Patricia, Office of Medical Education. Department of Medicine, Co-author of paper acknowledged in 2008 as the outstanding research paper of 2009 Research in Medical Education Conference.

Partridge, J. Colin, Department of Pediatrics (Haile T. Debas Academy of Medical Educators), 2008 Recipient of Academy of Medical Educators Outstanding Service Award.

Partridge, J. Colin, Department of Pediatrics (Haile T. Debas Academy of Medical Educators), 2008 Mentor, Global Health Scholars.

Peterson, Michael, Department of Medicine, Fresno (Haile T. Debas Academy of Medical Educators), UCSF Fresno Resident Graduation Speaker 2008.

Pierce, Read, Department of Medicine, Teaching Excellence Award for Cherished Housestaff.

Polevoi, Steven, Department of Emergency Medicine, 2009 Essential Core Teaching Awards Outstanding Foundations of Patient Care Preceptor, Class of 2012.

Rabow, Michael , Department of Medicine (Haile T. Debas Academy of Medical Educators), American Association of Hospice and Palliative Medicine 2009 Paper Award, "Filming the Family: Evaluation of a Documentary Film Designed to Educate Physicians about the Experience of Family Caregivers of Patients with Life-threatening Brain Tumors."

Redberg, Rita, Department of Medicine, Pathways to Discovery Project Mentor Award.

Rohde, Dana, Department of Anatomy (Haile T. Debas Academy of Medical Educators), Recipient of the Commitment to Teaching, Med School Class of 2011.

Rutherford, George, Institute for Global Health (Haile T. Debas Academy of Medical Educators), 2009 Holly Smith Award.

Satterfield, Jason, Department of Medicine (Haile T. Debas Academy of Medical Educators), Appointed to the NIH Council on Training for Evidence-Based Behavioral Practice.

Sawaya, George, Department of Obstetrics, Gynecology and Reproductive Sciences (Haile T. Debas Academy of Medical Educators), Essential Core Teaching Award Nominee, UCSF (Class of 2010).

Sawaya, George, Department of Obstetrics, Gynecology and Reproductive Sciences (Haile T. Debas Academy of Medical Educators), Excellence in Medical Student Teaching Award for Third and Fourth Year Clerkships, Department of Obstetrics, Gynecology and Reproductive Sciences, UCSF.

Sawaya, George, Department of Obstetrics, Gynecology and Reproductive Sciences (Haile T. Debas Academy of Medical Educators), Outstanding Resident Teaching Award for Exceptional Achievements in Resident Education, Department of Obstetrics, Gynecology and Reproductive Sciences, UCSF.

Shore, William, Department of Family and Community Medicine (Haile T. Debas Academy of Medical Educators), "Guide to America's Top Family Doctors."

Steinauer, Jody, Department of Obstetrics, Gynecology and Reproductive Sciences (Haile T. Debas Academy of Medical Educators), nducted into AOA by UCSF graduating medical school class of 2008.

Steinauer, Jody, Department of Obstetrics, Gynecology and Reproductive Sciences (Haile T. Debas Academy of Medical Educators), UCSF Ob-gyn Resident Teaching Award.

Tabas, Jeff, Department of Emergency Medicine (Haile T. Debas Academy of Medical Educators), Director of Outcomes and Innovations, Office of Continuing Medical Education, UCSF School of Medicine.

Tabas, Jeff, Department of Emergency Medicine (Haile T. Debas Academy of Medical Educators), CME Section Editor - Archives of Internal Medicine.

Tabas, Jeff, Department of Emergency Medicine (Haile T. Debas Academy of Medical Educators), Education Committee/ Planning Committee- American College of Emergency Physicians.

Tevendale, Robert, Kaiser Award for Excellence in Teaching.

Tong, Lowell, Department of Psychiatry (Haile T. Debas Academy of Medical Educators), 2009 Association for Academic Psychiatry Educator Award (national award).

Van Allen, Eliezer, Department of Medicine, Teaching Excellence Award for Cherished Housestaff.

Velayos, Fernando, Department of Medicine, 2009 Essential Core Teaching Awards Excellence in Small Group Teaching, Class of 2012.

Wamsley, Maria, Department of Medicine (Haile T. Debas Academy of Medical Educators), Robert H. Crede Award Excellence in Teaching Award Division of General Internal Medicine, UCSF.

Wilson, Sarah, Department of Obstetrics, Gynecology and Reproductive Sciences, Teaching Excellence Award for Cherished Housestaff.

Yang, Isaac, Resident Neurosurgery Academic, 2009 Essential Core Teaching Awards Excellence in Small Group Teaching, Class of 2012.

Zaid, Eisha, MS3, 2009 Essential Core Teaching Awards Outstanding Contribution to an Elective, Class of 2012.

Program and Unit Websites

Medical Education Portal: http://medschool.ucsf.edu/medicaleducation

Admissions: http://medschool.ucsf.edu/admissions

Community Based Education: http://medschool.ucsf.edu/communitybased

Continuing Medical Education: https://www.cme.ucsf.edu/cme

Curricular Affairs: http://medschool.ucsf.edu/curriculum

Educational Research http://www.medschool.ucsf.edu/edresearch/

Educational Technology: http://medschool.ucsf.edu/oet

Faculty Development http://www.medschool.ucsf.edu/medicaleducation/facdev.html

Graduate Medical Education: http://medschool.ucsf.edu/gme

Haile T. Debas Academy of Medical Educators: http://medschool.ucsf.edu/academy

International Programs: http://medschool.ucsf.edu/intlprograms

iROCKET: http://medschool.ucsf.edu/iROCKET

Kanbar Center for Simulation and Clinical Skills Education: http://medschool.ucsf.edu/kanbar

Medical Student Portal: http://medstudents.ucsf.edu

Medical Student Well-Being: http://medschool.ucsf.edu/studentwellbeing/

Outreach and Academic Advancement: http://medschool.ucsf.edu/outreach/

Pathways to Discovery: http://medschool.ucsf.edu/pathways/

Program in Medical Education for the Urban Underserved: http://medschool.ucsf.edu/PRIME

Student Affairs: http://medschool.ucsf.edu/studentaffairs

Student Research: http://medschool.ucsf.edu/studentresearch

Teaching and Learning Center: http://tlc.library.ucsf.edu

APPENDIX A: STRATEGIC PLAN FOR MEDICAL EDUCATION

UCSF School of Medicine

Strategic Plan for Medical Education 2009

Mission

UCSF School of Medicine educates physicians and physician-scientists to advance health worldwide.

Vision

UCSF will be a global leader in medical education through innovation and scholarship.

Values

Excellence and Innovation
Diversity and Collaboration
Scholarship and Service

Goals and Objectives

In pursuit of these goals, we will work collaboratively across undergraduate, graduate and continuing medical education, across professions and across international boundaries; and leverage the benefits of innovation, communication, technology and scholarship.

1. Foster a culture of creativity, innovation and discovery across all academic programs.

   a. Provide individualized programs for our learners (e.g., JMP, PRIME-US, Pathways to Discovery, MSTP, flexible residencies, individualized CME)
   b. Implement Pathways to Discovery Program to foster inquiry, innovation and discovery
   c. Develop certificate and masters degree programs for the Pathways
   d. Expand educational evaluation and research to guide innovation.

2. Create new curricular and assessment models

   a. Plan a new curriculum aligned with the recommendations of the Carnegie Report on Medical Education
   b. Implement PRIME-US program to promote education, clinical care, and research relevant to underserved urban populations
   c. Continue to create new clerkship and residency education models and transition programs
   d. Establish a competency-based, outcomes-oriented assessment process and evaluate the impact of educational innovations on patient outcomes
   e. Develop and implement an electronic portfolio that can be used by students, residents and fellows to capture and present evidence of achievement.
   f. Provide increased mentorship, career development and support services for our learners at all levels

3. Develop interprofessional programs and identify efficiencies in the educational enterprise across UCSF academic programs.

4. Create state-of-the-art teaching facilities that will allow UCSF to incorporate new tools and technologies for educating future health professionals and scientists.

   a. Collaborate in the creation of a new learning center for the campus
   b. Work toward the establishment of technology-enabled classrooms to improve collaboration and enhance learning
   c. Develop telemedicine and distance learning technologies and services
   d. Merge the Kanbar Simulation Center with the clinical skills center

5. Support teaching and teachers

   a. Provide a comprehensive faculty development program, including the Teaching Scholars Program and the Medical Education Research Fellowship
   b. Enhance the services of the Haile T. Debas Academy of Medical Educators across the medical education continuum
   c. Expand the effective and efficient use of educational technology
   d. Advocate for the teaching mission in the school and campus

6. Increase diversity in all aspects of our educational programs

   a. Support outreach programs that increase access to careers in biomedical fields
   b. Increase diversity within medical student, residency and fellowship training programs
   c. Increase the number of scholarships offered to our students to reduce debt

7. Expand resources devoted to education

   a. Increase alumni and philanthropic giving to scholarships and medical education programs
   b. Seek additional grants to support educational innovations
   c. Restructure funding for graduate medical education