



# State of the Medical School

## Inaugural General Faculty Meeting

### August 11, 2014

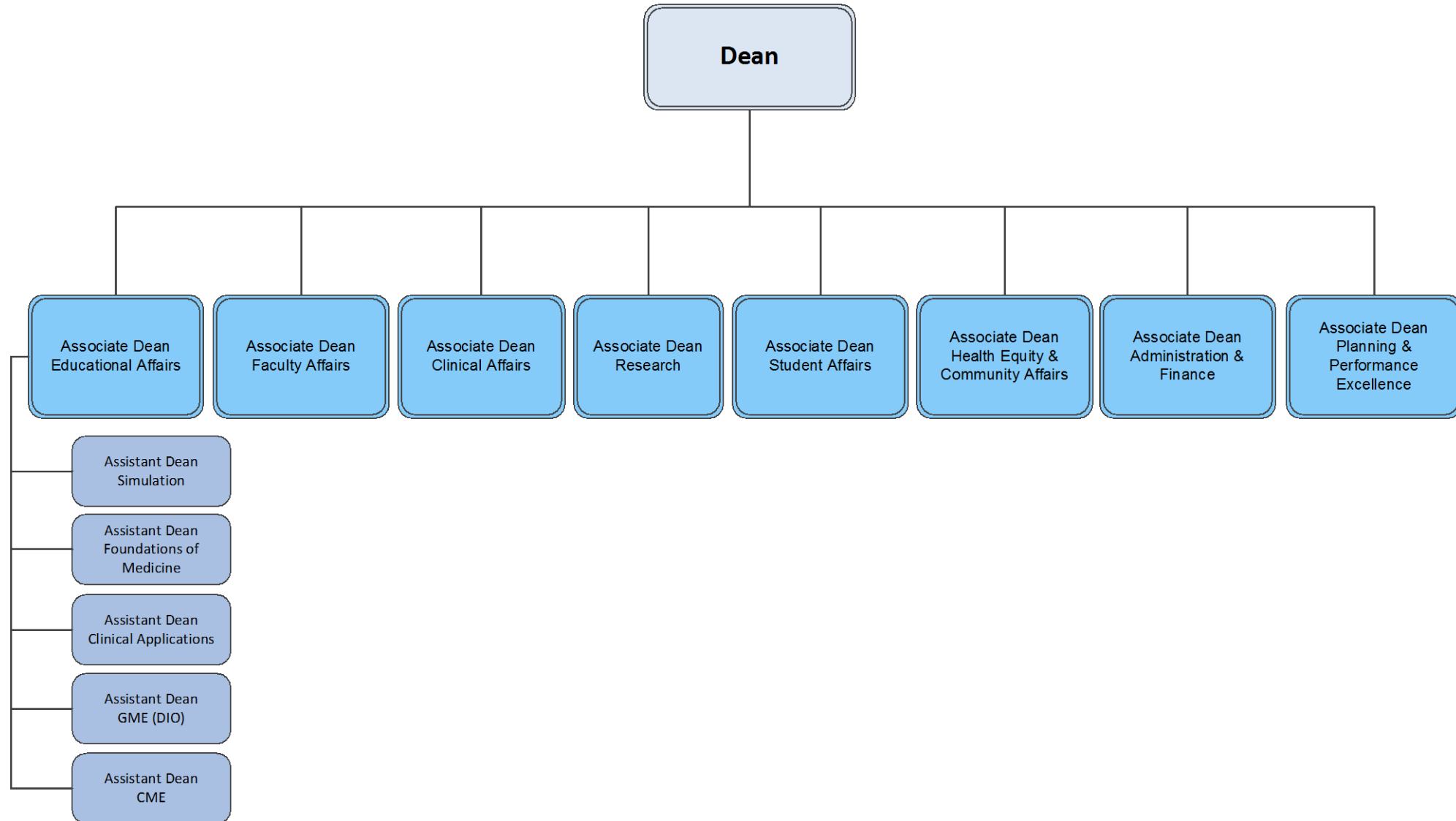
Hal Jenson, MD, MBA  
Dean



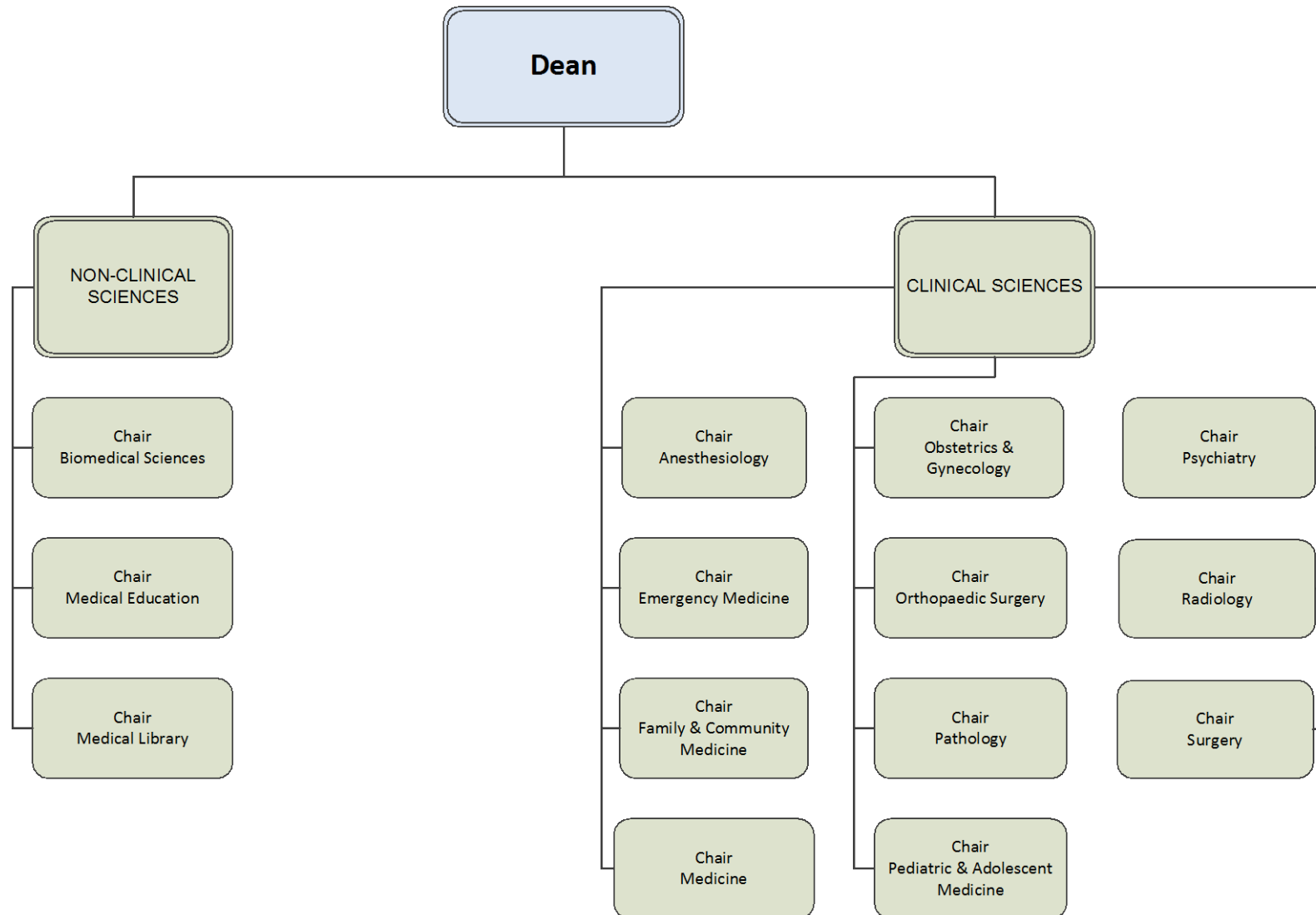
# Agenda

- About WMed
- W.E. Upjohn M.D. Campus
- Curriculum
- Medical Students
- Research
- Faculty

# Medical School Deans



# Medical School Departments and Chairs



## Mission

To educate and inspire lifelong learners to be exceptional **C**linicians, **L**eaders, **E**ducators, **A**dvocates, and **R**esearchers of tomorrow.

**“CLEAR”**

## Vision

To be distinguished as a leader among medical schools through community collaboration in medical education, patient care, research, and service.

## Values

We achieve excellence by:

- Promoting **innovation** and **lifelong learning**
- Acting with **integrity** and **professionalism**
- Demonstrating **leadership**, **teamwork**, and **collaboration**
- Showing **compassion** for all, and
- Valuing **inclusiveness** and **diversity**

# Accreditation



**Accreditation Council for  
Graduate Medical Education**



# Affiliates

**BORGESS**



WESTERN MICHIGAN  
UNIVERSITY

 **BRONSON**



West Michigan Cancer Center  
A Borgess Bronson Collaboration

**FAMILYHEALTH**  
center

  
**CENTRA CARE**  
Program of All-Inclusive Care for the Elderly (PACE)



  
MEDICINE

# W.E. Upjohn M.D. Campus





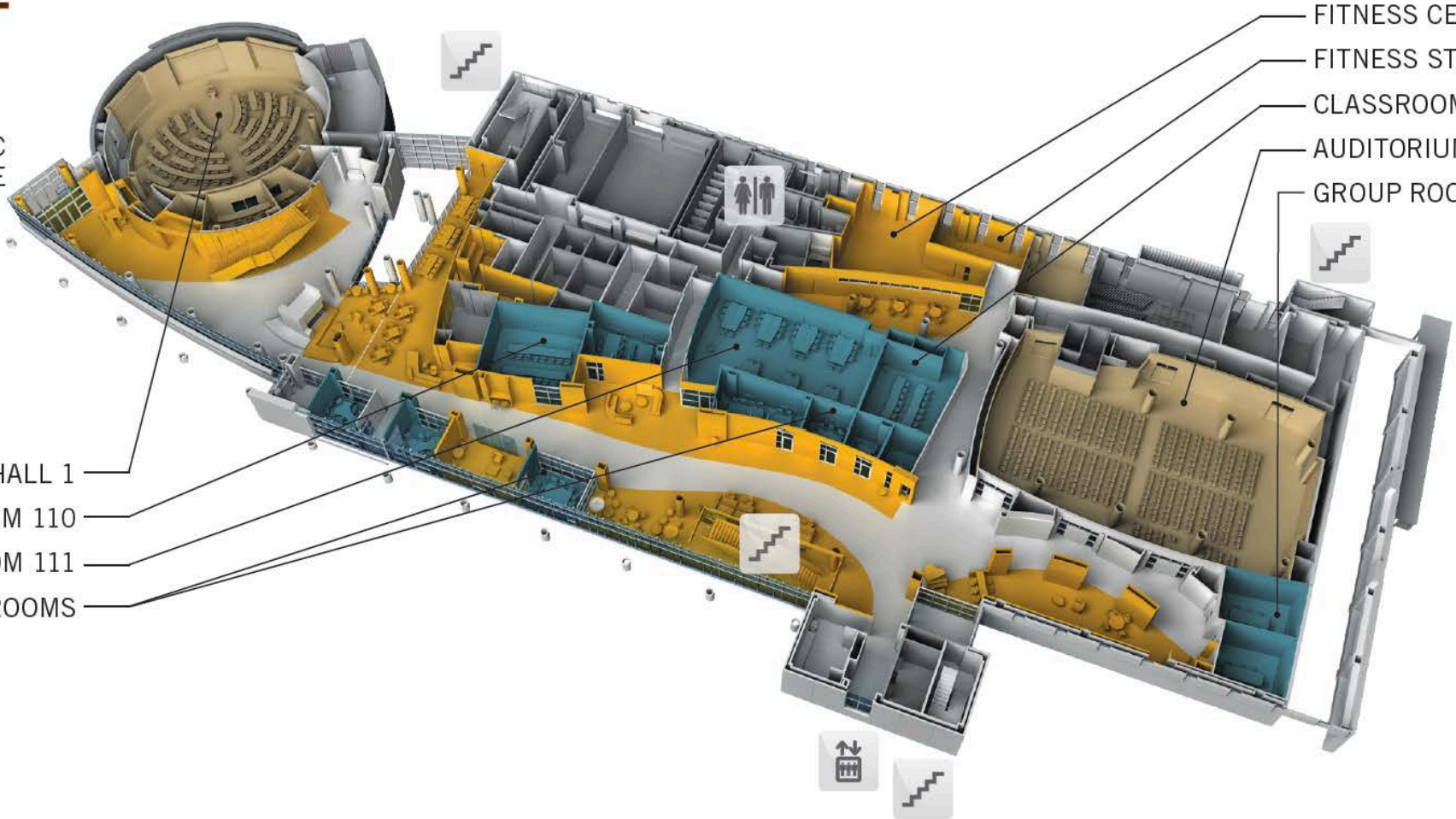
# TBL Hall, Learning Rooms, Café, Fitness Center, Auditorium

## FIRST FLOOR

PUBLIC ENTRANCE

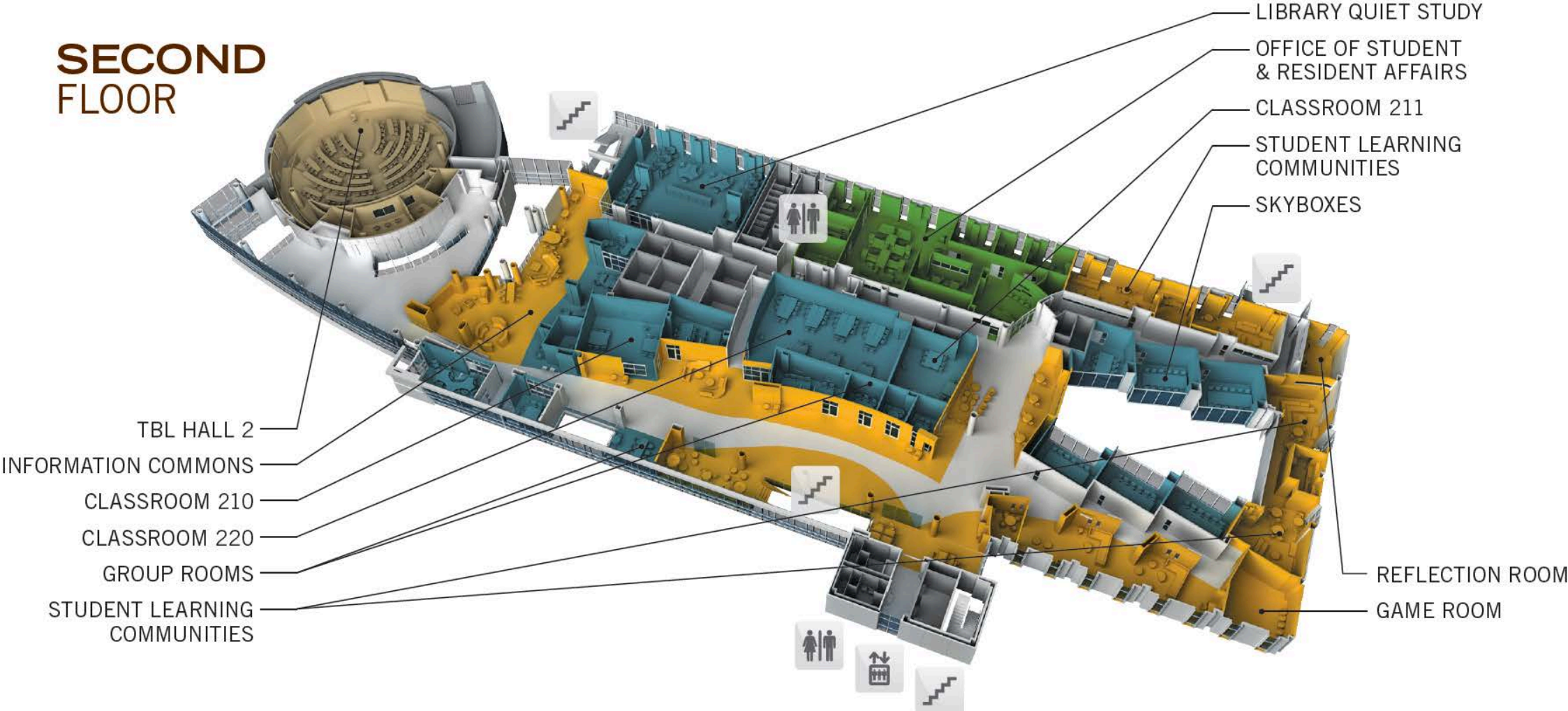
TBL HALL 1  
CLASSROOM 110  
CLASSROOM 111  
GROUP ROOMS

FITNESS CENTER  
FITNESS STUDIO  
CLASSROOM 112  
AUDITORIUM  
GROUP ROOMS

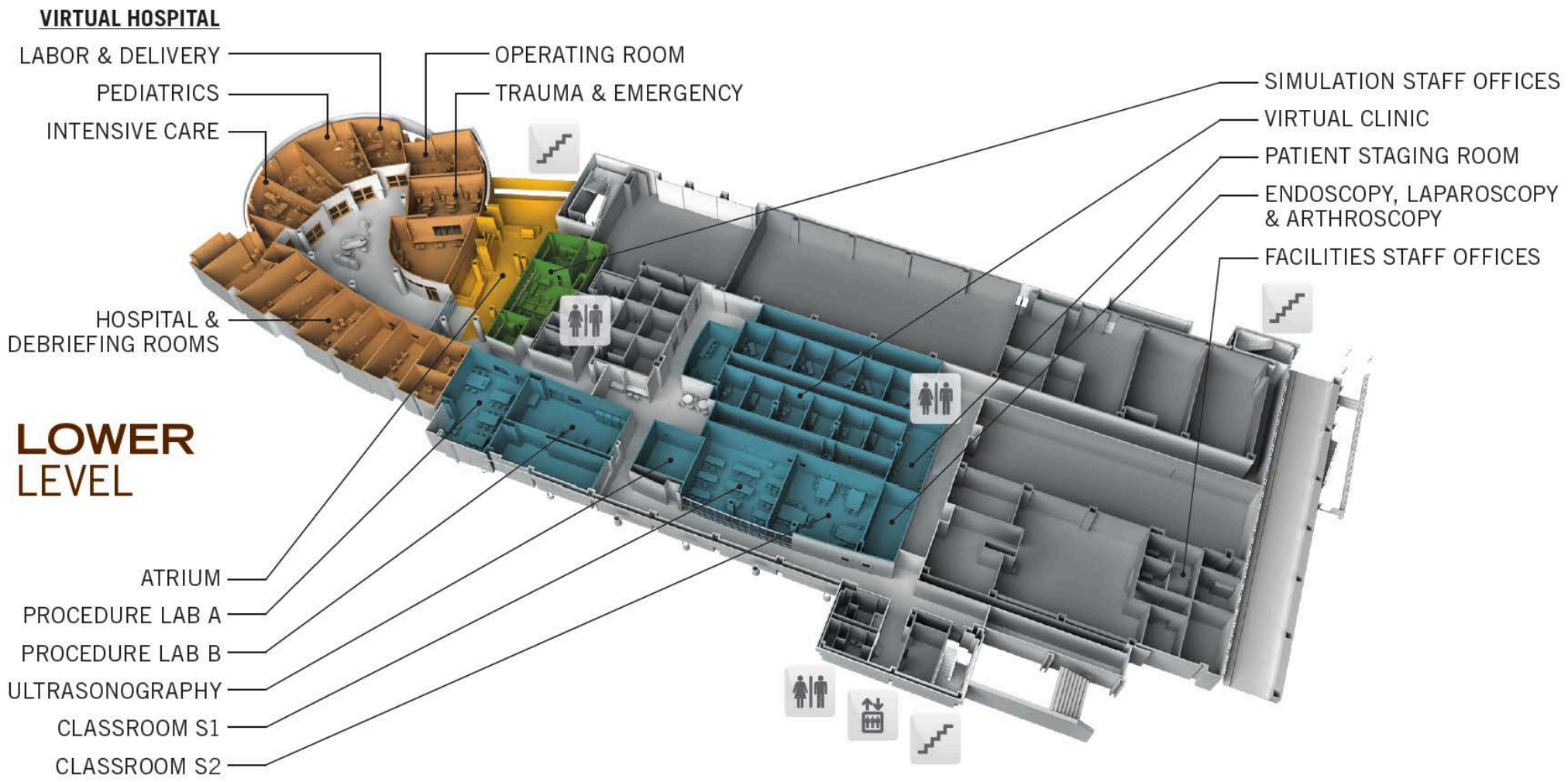


# TBL Hall, Learning Rooms, Information Commons, Student Commons, Learning Communities

## SECOND FLOOR

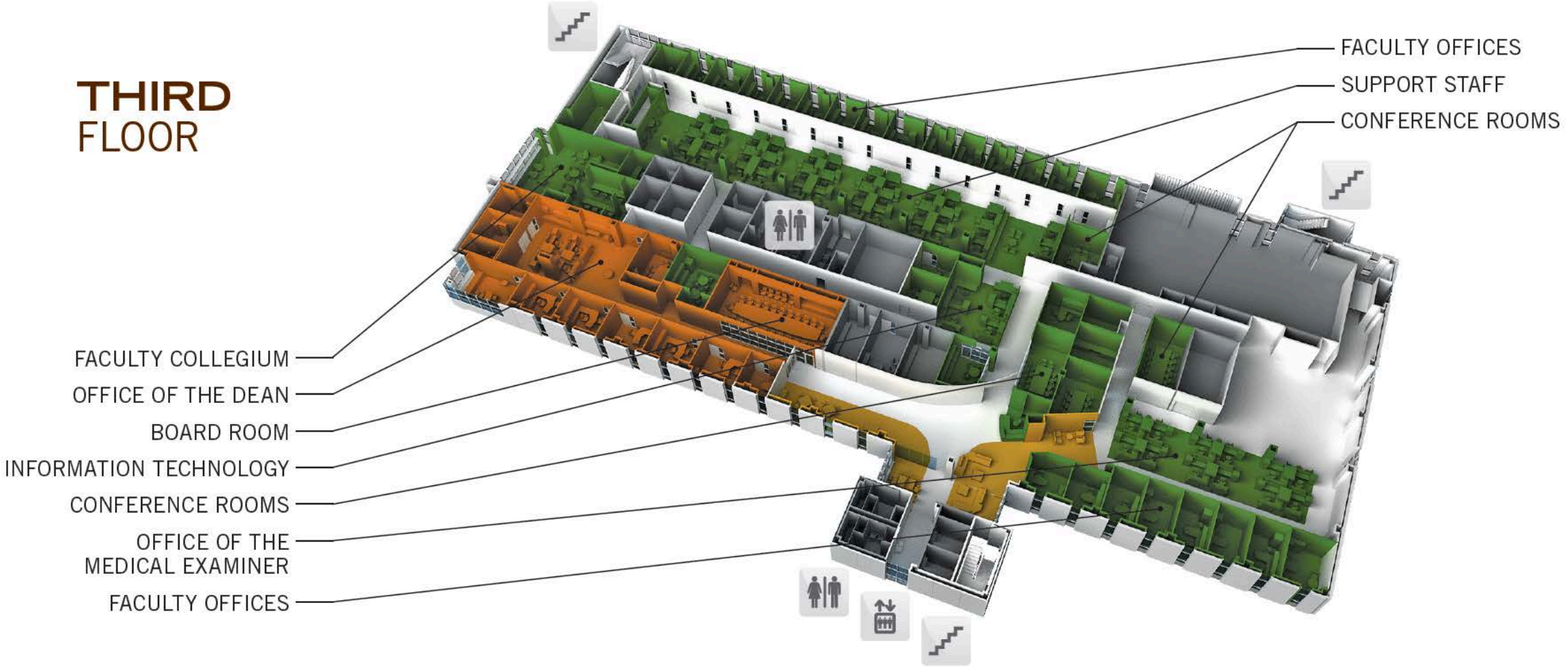


# Simulation - Virtual Hospital, Virtual Clinic, Labs



# Faculty Offices & Collegium, Office of the Medical Examiner, Office of the Dean, Support

## THIRD FLOOR

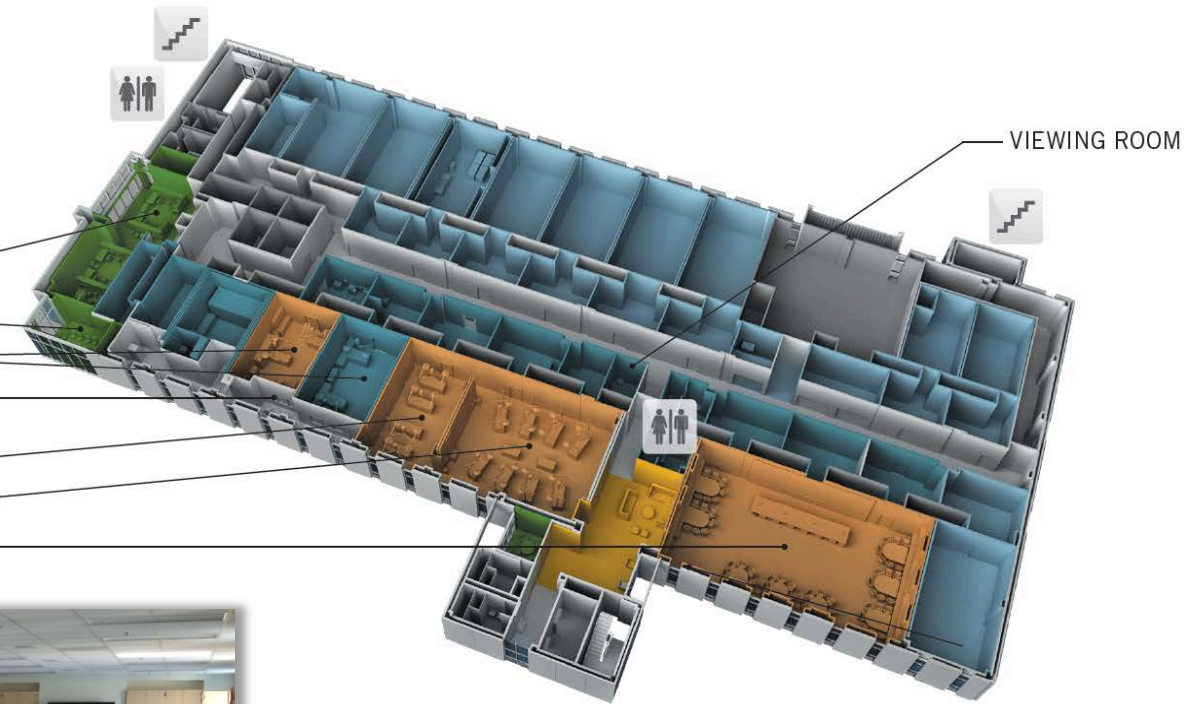


# Forensic Pathology, Anatomy Lab, Multi-Purpose Lab



## SEVENTH FLOOR

- PATHOLOGY STAFF
- CONFERENCE ROOM
- AUTOPSY
- LAW ENFORCEMENT VIEWING
- ADVANCED ANATOMY LAB
- ANATOMY LAB
- MULTI-PURPOSE LAB

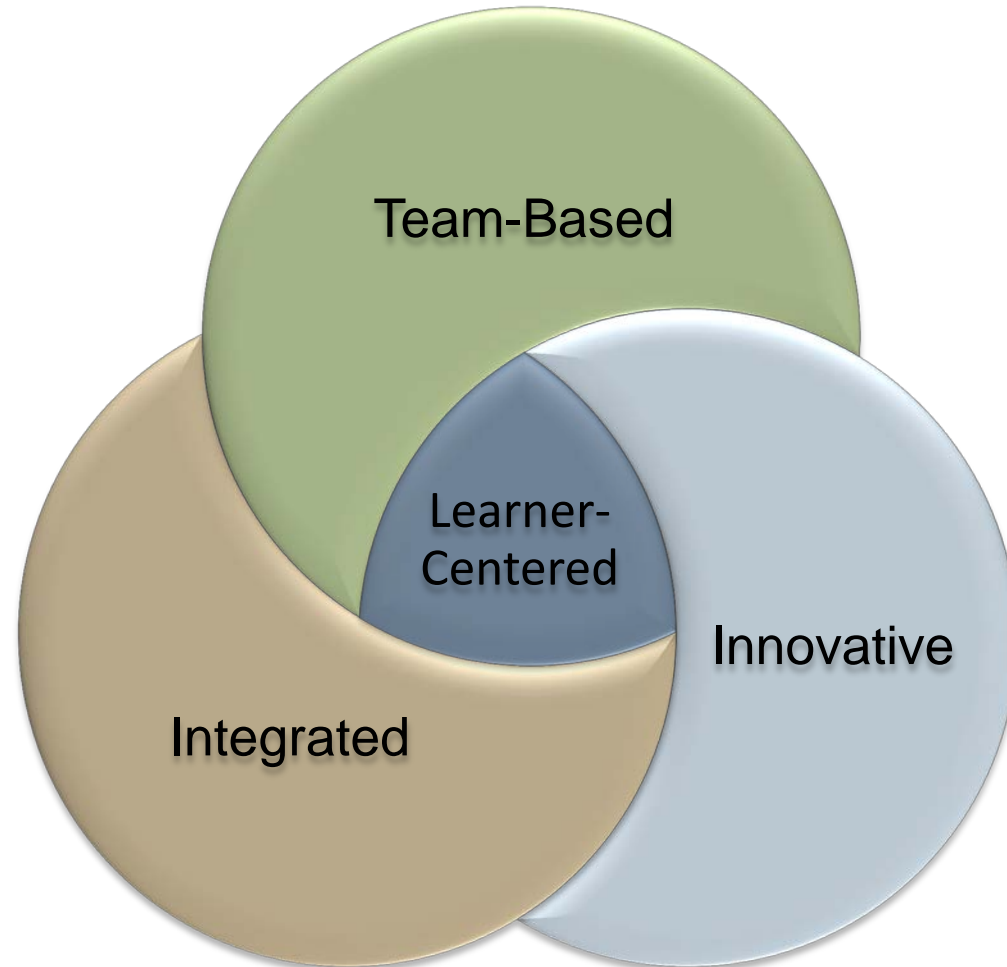


# Faculty Parking

- City Ramp 3, Level 5 has designated spaces for WMed faculty and visitors
- Obtain a dashboard day-pass from your WMed host in order to park in a WMed space
- City Ramp 2 or 3 non-WMed spaces can be validated if WMed full



*preparing the* **Clinicians, Leaders, Educators,**  
**Advocates, and Researchers** *of tomorrow*



*the*  
**CLEAR**  
*curriculum*

Service curriculum clinical embodies leaders  
achievable advocates graduate integrate Research schools  
changing discovery maturity decision-making outstanding reflection  
respect decisions instructional activity peer-supported reasoning  
Patient well acquire inquiry excel team-based health needs team-oriented  
Medical innovative quality working environment patient care  
accountable patients including educators principles problem-solving evidence-based requires  
Michigan self-directed public supporting citizenship make approach use  
scholarship focus faculty cells continuum medical need  
peers learner-centered hold shared gain help active  
life shared help lifelong  
psychological experiential family-focused Faculty strategies  
medicine interprofessional meet world society healthcare global learners stimulating  
comes adult development new thinking University professionals clinicians contemporary encompasses collaboration  
case-based situations biomedical continuing distinguished professionalism individuals education sciences  
school achieve insight breadth field among ethical graduates personalized collegial atmosphere initiative  
chosen mentoring connecting prepared Homer researchers knowledge  
skilled become understand genes globally establish hands-on Stryker  
School



# EDUCATIONAL PLEDGE

Western Michigan University Homer Stryker M.D. School of Medicine is committed to providing an environment that promotes excellence in teaching and learning, service, research and discovery, and the practice of medicine and clinical care. All persons in the medical school shall respect every person's worth and dignity, and contribute to a positive learning environment. To that end, medical students, residents, fellows, faculty, staff and administrators take this pledge to create an atmosphere in which all participants can teach and learn to the best of their abilities.

## **As a Learner at Western Michigan University Homer Stryker M.D. School of Medicine, I pledge to:**

- Acquire the knowledge, skills, attitudes and behaviors necessary to fulfill all established educational objectives
- Treat educators, learners, staff and patients with respect and fairness
- Embody the professional virtues of integrity, altruism, respect, collaboration, empathy, compassion, honesty, courage, and trustworthiness in all of my interactions
- Respect others by being on time for and participating fully in all educational and clinical experiences
- Take responsibility for my learning experience and commit the time and energy to studies necessary to achieve the goals and objectives of each experience
- Communicate concerns and provide educators with timely feedback, constructive suggestions and opportunities for improvement for the curriculum, didactic methods, and the learning environment in a respectful and professional manner
- Assist my fellow learners in meeting their professional obligations, while fulfilling my own obligations as a professional
- Be willing to try new methods, ideas, technologies and other innovations with a positive and inquisitive attitude, accepting that the pursuit of knowledge and positive change includes some risk of failure but contributes to a positive learning environment

## **As an Educator at Western Michigan University Homer Stryker M.D. School of Medicine, I pledge to:**

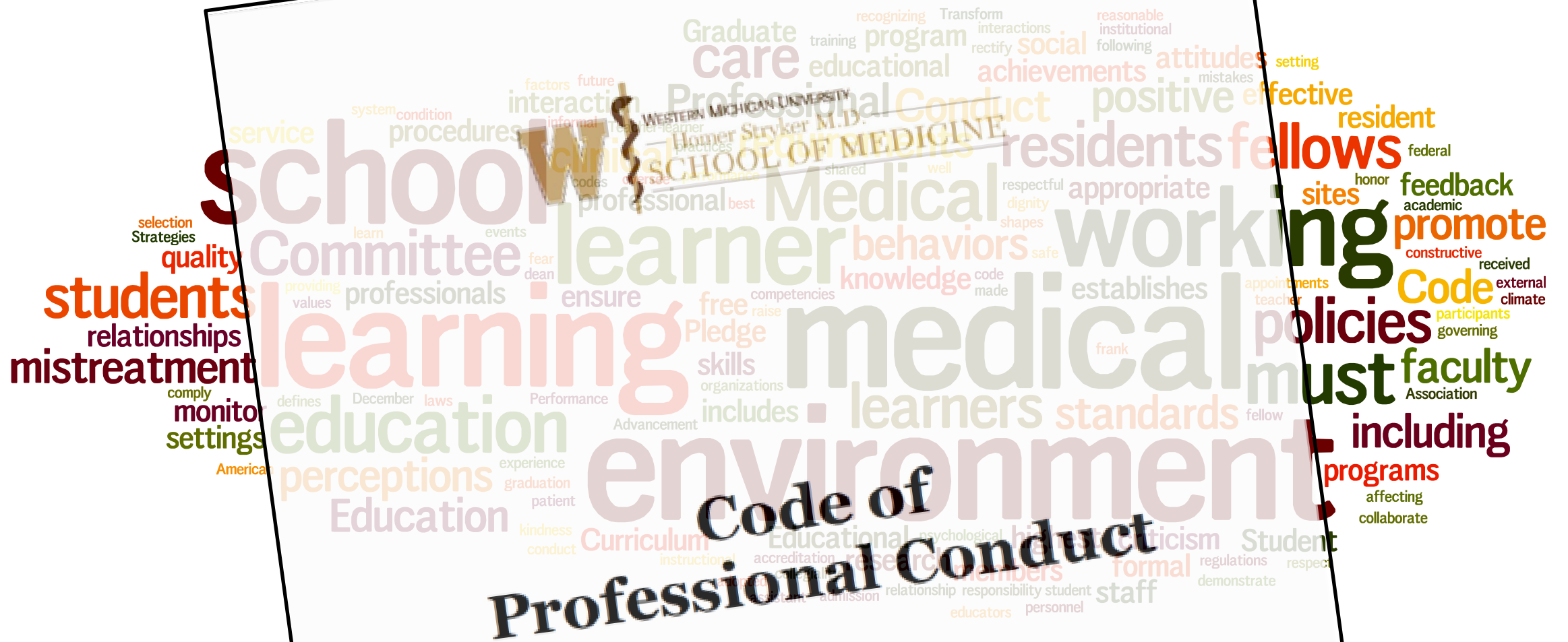
- Strive to maintain currency in my professional knowledge and skills
- Strive for excellence in my instruction that conveys knowledge and skills in an effective format for learning
- Accept feedback and strive to improve my teaching skills
- Treat educators, learners, staff and patients with respect and fairness
- Embody the professional virtues of integrity, altruism, respect, collaboration, empathy, compassion, honesty, courage, and trustworthiness in all of my interactions
- Respect others by being on time for and participating fully in all educational and clinical experiences
- Provide learners with timely, formative feedback in a professional and respectful manner with constructive suggestions and opportunities for improvement and remediation
- Assess learners equally and objectively based on performance and without influence of conflicts of interest or conflicts of commitment
- Provide proper notification and respond appropriately to unprofessional behavior by any participant in the educational process
- Nurture learner commitment to achieve personal, family and professional balance
- Be willing to try new methods, ideas, technologies and other innovations with a positive and inquisitive attitude, accepting that the pursuit of knowledge and positive change includes some risk of failure but contributes to a positive learning environment

## **As a Staff Member at Western Michigan University Homer Stryker M.D. School of Medicine, I pledge to:**

- Strive to maintain currency in my professional knowledge and skills
- Help ensure excellence of an educational curriculum that conveys knowledge and skills in an effective format for learning
- Treat educators, learners, staff and patients with respect and fairness
- Embody the professional virtues of integrity, altruism, respect, collaboration, empathy, compassion, honesty, courage, and trustworthiness in all of my interactions
- Be willing to try new methods, ideas, technologies and other innovations with a positive and inquisitive attitude, accepting that the pursuit of knowledge and positive change includes some risk of failure but contributes to a positive learning environment



WESTERN MICHIGAN UNIVERSITY  
Homer Stryker M.D.  
SCHOOL OF MEDICINE



September 2013



# How do we define *Learner Mistreatment*?

- Discrimination based on race, ethnicity/national origin, creed, color, religion, gender, pregnancy, sexual orientation, gender identity, age, disability, veteran status, genetic or family medical information, height, weight, marital status, familial status:
  - Denied opportunities for training or rewards
  - Received lower evaluations or grades
  - Subjected to offensive remarks or names
- Malicious intent
- Physical abuse or harm
  - Threatened with physical abuse or harm
  - Threatening behavior
- Public humiliation
  - Intimidation on purpose
- Harassment including sexual harassment
- Retaliation
- Exploitation
  - Performing personal services
- Trading for favors

A CLEAR curriculum for the future

Clinicians,  
Leaders,  
Educators,  
Advocates and  
Researchers of tomorrow.

FOUNDATIONS OF MEDICINE

		2014					2015																															
		AUGUST		SEPTEMBER			OCTOBER			NOVEMBER		DECEMBER			JANUARY		FEBRUARY			MARCH			APRIL															
		18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27
Transition to Medical School	Molecular Foundations of Health and Disease	Transition to Medical School					Cellular Foundations of Health and Disease					Genetic Foundations of Health and Disease					Metabolic Foundations of Health and Disease					Foundations of Immunology and Infectious Diseases					Hematology and Oncology					Musculoskeletal and Dermatology						
		Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School						
Professions of Medicine 1										Professions of Medicine 2																												
Introductory Clinical Experience 1										Introductory Clinical Experience 2																												

		2015										2016																																		
		MAY		JUNE			JULY			AUGUST		SEPTEMBER			OCTOBER		NOVEMBER			DECEMBER		JANUARY		FEBRUARY			MARCH		APRIL																	
		4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25						
Transition to Medical School	Cardiovascular	Transition to Medical School					Pulmonary					Renal and Genitourinary					Gastrointestinal					Endocrinology and Reproduction					Endocrinology and Reproduction					Nervous System I					Nervous System II					Transition to Clinical Applications				
		Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School					Transition to Medical School									
Professions of Medicine 3										Professions of Medicine 4																																				
Introductory Clinical Experience 3										Introductory Clinical Experience 4																																				

CLINICAL APPLICATIONS

		2016										2017																																										
		MAY		JUNE			JULY			AUGUST		SEPTEMBER			OCTOBER		NOVEMBER			DECEMBER		JANUARY		FEBRUARY			MARCH		APRIL			MAY																						
		2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6	13	20	27	6	13	20	27	3	10	17	24	1
Professions of Medicine 5	Medicine	Professions of Medicine 5					Surgery					Pediatric and Adolescent Medicine					Family and Community Medicine					Women's Health					Behavioral Health and Neurology					Transition to Residency																						
		Professions of Medicine 5					Professions of Medicine 5					Professions of Medicine 5					Professions of Medicine 5					Professions of Medicine 5					Professions of Medicine 5					Professions of Medicine 5																						
Professions of Medicine 5										Professions of Medicine 6																																												

		2017										2018																																									
		MAY		JUNE			JULY			AUGUST		SEPTEMBER			OCTOBER		NOVEMBER			DECEMBER		JANUARY		FEBRUARY			MARCH		APRIL																								
		8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	5	12	19	26	2	9	16	23	30
Transition to Residency	USMLE Exam Prep	Transition to Residency					Critical Care Subinternship					Emergency Medicine Subinternship					Selective Inpatient Subinternship					Ambulatory Selective					Selective					Electives					Electives					Electives					Transition to Residency						
		Transition to Residency					Transition to Residency					Transition to Residency					Transition to Residency					Transition to Residency					Transition to Residency					Transition to Residency					Transition to Residency					Transition to Residency											
Professions of Medicine 7										Professions of Medicine 7																																											
Six Weeks of Flexible Vacation for Residency Interview										Six Weeks of Flexible Vacation for Residency Interview																																											

# Foundations of Medicine Sample Week Schedule

Foundations of Medicine (Week 7): Cellular Course (Week 2)										
September 29 - October 3, 2014										
Faculty Contact: Andrew Morris										
AM	Monday		Tuesday		Wednesday		Thursday			
8	Introductory Clinical Experiences (A/B)	Explorations 2 Small group session (C/D)	Pharmacokinetic Principles		Introductory Clinical Experiences (C/D)	Explorations 2 Small Group session (A/B)	Pharmacokinetics Loading & Maintenance Dose			
9			Pharmacology Problems Problem Solving Tutorial				ANS Drugs Actions Cellular Actions & Specificities of ANS Drugs			
10				Introduction to Microbiology						
11										
						Patient La'Damion R.				
						Formative Exam				
12	Break		Break		Break		Break			
1	Pharmacodynamics		POM CS: Communications Introduction to Interpersonal Improvement (A/B)	Histology Lab: Epithelium (C/D)	POM PR: Medical Ethics Confidentiality Part 1 & Part 2		Histology Lab: Epithelium (A/B)	POM CS - Communications Introduction to Interpersonal Improvement (C/D)		
2										
3			POM CS: Virtual Patient Neta A. & Adam B.	Anatomy Lab: Structure of the ANS (C/D)	POM PR: Population Health Introduction to Public Health		Anatomy Lab: Structure of the ANS (A/B)	POM CS Virtual Patient Neta A. & Adam B.		
4										
								Formative Exam Review		
Independent Learning	Systemic Drug Action Principles of Systemic Drug Action		Cholinergic Receptors Drugs Interacting with Cholinergic Receptors		Pharmacogenetics Introduction to Pharmacogenetics and Personalized Medicine		Toxicity Introduction to Toxicity		Drug Evaluation Methods of Drug Evaluation and, Federal Regulation	
			Adrenergic Receptors Drugs Interacting with Adrenergic Receptors				TBL Prep: La'Damion R.			
Event Key	Lecture		Team Based Learning		Anatomy (HistoPath) Lab		Clinical Skills		Formative Exam	
	Problem Solving Tutorial		Other		Introductory Clin. Experiences		Profession of Medicine		Formative Exam Discussion	
	Capstone Review		Explorations		Independent Learning		NBME Comprehensive Exam		Course Exam	

# Introductory Clinical Experiences (ICE)

- Two 3-month blocks in Year 1
- Two 4-month blocks in Year 2
- Three components
  - CentraCare, once a block
  - Interprofessional Experiences, once a block
  - Clinical Rotations, twice a block
    - 6 half-days each block in Year 1
    - 8 half-days each block in Year 2

# Welcoming Our Inaugural Class on August 18, 2014



# 2014-18 Class Profile – State of Residence

- Alaska
- California (15)
- Florida
- Idaho
- Illinois (4)
- Massachusetts
- Maryland
- Michigan (23)
- Minnesota (2)
- Montana
- Ohio
- Oregon
- Texas
- Washington



# 2014-18 Class Profile – Undergraduate

## Institution

- Albion College
- Andrews University
- Baylor University
- Brigham Young University (3)
- Brigham Young University-Idaho
- Calvin College
- China Medical University
- Grand Valley State University (2)
- Hillsdale College
- Kalamazoo College (2)
- Michigan State University
- Saginaw Valley State University
- Saint Louis University
- The Ohio State University
- University of California-Berkeley (4)
- University of California-Davis
- University of California-Irvine (2)
- University of California-Los Angeles (2)
- University of California-San Diego (2)
- University of California-Santa Barbara
- University of Chicago
- University of Dayton
- University of Delaware
- University of Illinois at Urbana-Champaign (2)
- University of Maryland
- University of Michigan (6)
- University of Minnesota (2)
- University of Oregon
- University of Southern California
- University of Washington
- Vanderbilt University
- Wayne State University (3)
- Western Michigan University (3)

# 2014-18 Class Profile

- 30 males (56%), 24 females (44%)
- Age: range, 21.1 – 33.7 years; average, 24.8 years
- Under-represented minorities: 6 (11%)
- Lower SES background: 8 (15%)
- Michigan residents: 22
  - Southwest Michigan: 7
  - WMU graduates: 3
    - Kalamazoo College graduates: 2
    - Kalamazoo Promise graduates: 1

# 2014-18 Class Profile

Median MCAT																	
WMed	24	25	26	27	28	29	30	<b>31</b>	32	33	34	35	36	37	38	39	40
CMU	24	25	26	27	<b>28</b>	29	30	31	32	33	34	35	36	37	38	39	40
MSU	24	25	26	27	28	29	<b>30</b>	31	32	33	34	35	36	37	38	39	40
OUWB	24	25	26	27	28	29	30	<b>31</b>	32	33	34	35	36	37	38	39	40
UM	24	25	26	27	28	29	30	31	32	33	34	35	<b>36</b>	37	38	39	40
WSU	24	25	26	27	28	29	30	31	<b>32</b>	33	34	35	36	37	38	39	40

10<sup>th</sup> to 90<sup>th</sup> Percentile
  School median
  National median

Median GPA									
WMed	3.2	3.3	3.4	3.5	3.6	<b>3.7</b>	3.8	3.9	4.0
CMU	3.2	3.3	3.4	3.5	3.6	<b>3.7</b>	3.8	3.9	4.0
MSU	3.2	3.3	3.4	3.5	3.6	<b>3.7</b>	3.8	3.9	4.0
OUWB	3.2	3.3	3.4	3.5	3.6	<b>3.7</b>	3.8	3.9	4.0
UM	3.2	3.3	3.4	3.5	3.6	3.7	<b>3.8</b>	3.9	4.0
WSU	3.2	3.3	3.4	3.5	3.6	3.7	<b>3.8</b>	3.9	4.0

10<sup>th</sup> to 90<sup>th</sup> Percentile
  School median

# Research

- Clinical
- Laboratory-based
- Community-based
- Education

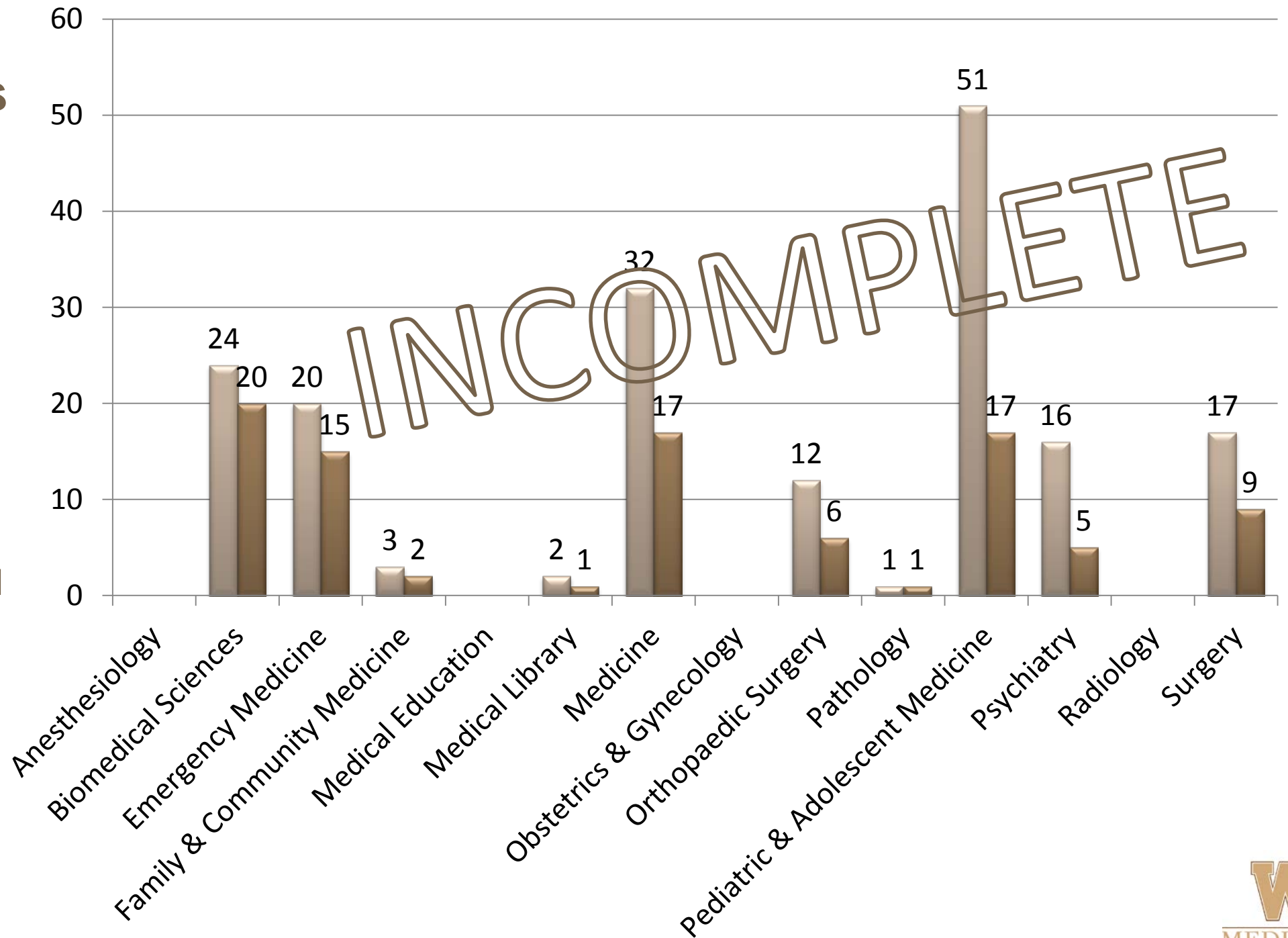


# Publications

July 2013 –  
June 2014

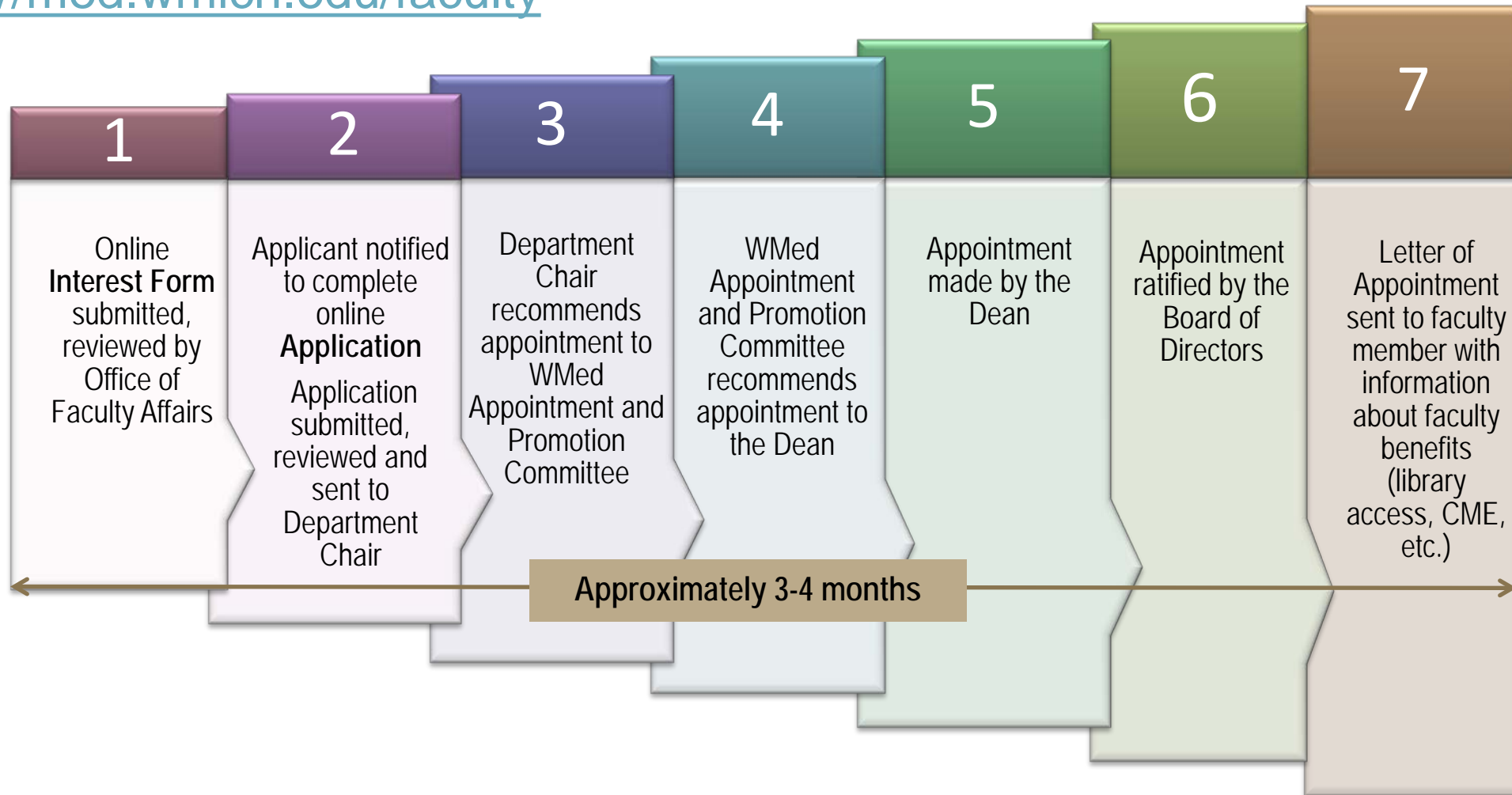
171 Publications

93 Peer-reviewed



# Faculty Appointment Process

<http://med.wmich.edu/faculty>

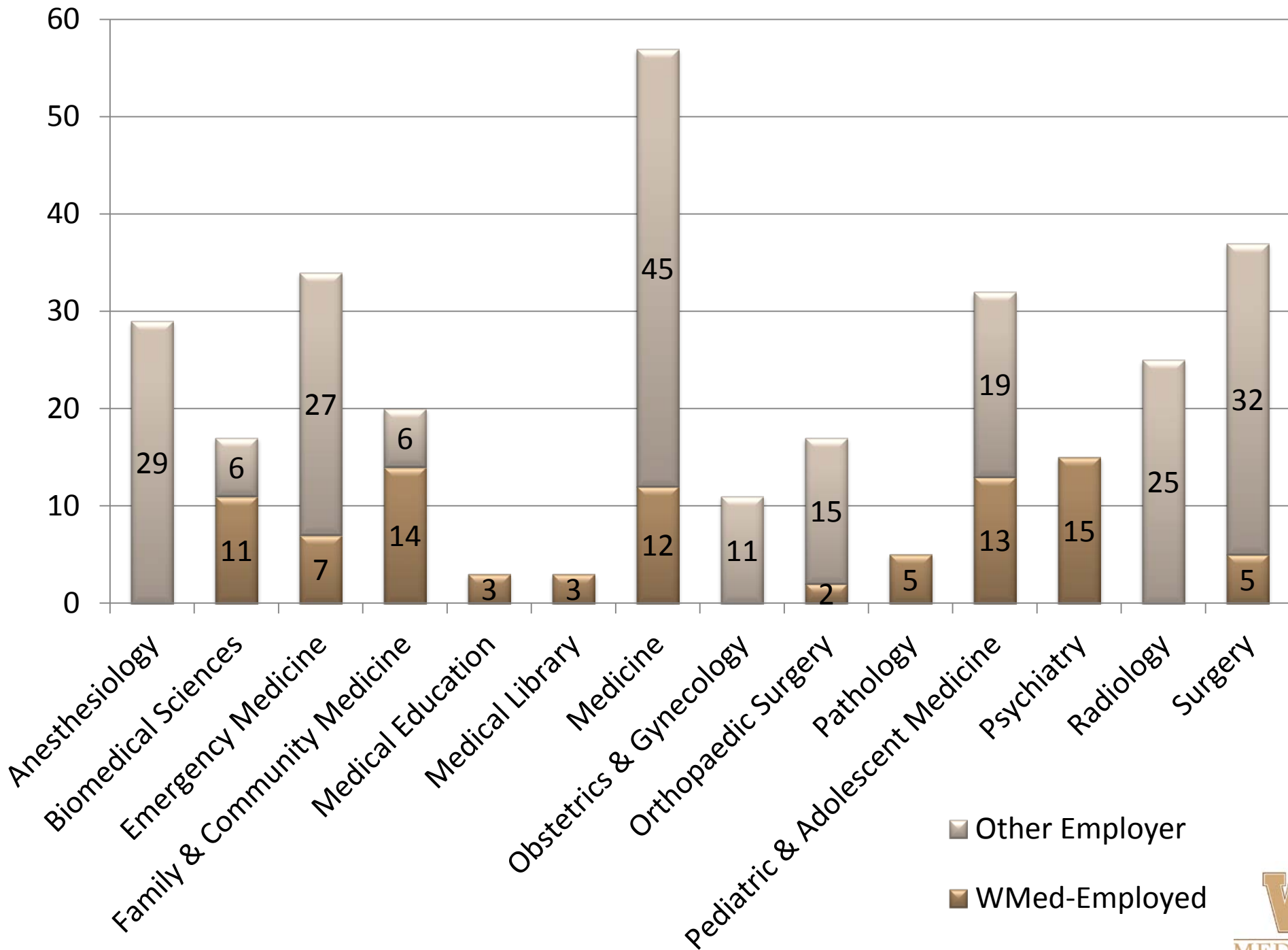


# Faculty Profile

- 231 males (76%), 73 females (24%)
- Under-represented minorities: 21 (7%)
- Lower SES background: 32 (11%)
  
- Ranks:
  - Professor: 37
  - Associate Professor: 60
  - Assistant Professor: 200
  - Instructor: 5
  - Adjunct (all): 2

# Faculty Number

July 1, 2014



Other Employer  
WMed-Employed





# Faculty Recognition

Western Michigan University  
Homer Stryker M.D. School of Medicine

This certifies that  
**Joseph Mirro, MD**  
is appointed as  
Clinical Professor  
in the  
Department of Pediatric and Adolescent Medicine

*David E. Brydson*  
Chair, Department of Pediatric and  
Adolescent Medicine

*Nal B. Jenson*  
Founding Dean



*Elizabeth A. Benson*  
Associate Dean for Faculty and Clinical Affairs



# Faculty Portal

<https://portal.med.wmich.edu>

- Username:
  - First initial, middle initial, first 4 letters of last name
- Temporary password:
  - wmed2014

**WESTERN MICHIGAN UNIVERSITY**  
Homer Stryker M.D.  
**SCHOOL OF MEDICINE**

**Adjunct, Clinical, and Community Faculty**      CommunityFaculty Test    Logout

**Kalamazoo**

	Wind	6 mph
	Temp	81 °F
	Humidity	42%

This portal is designed to give you easy access to the areas you are most likely to use: the medical school library, New Innovations (NI) which is used for resident curriculum and evaluations, CLEARvue which is used for student curriculum and evaluations, and the handbooks for medical students and faculty. Any suggestion for additional links or ways to make this more useful should be sent to [facultyaffairs@med.wmich.edu](mailto:facultyaffairs@med.wmich.edu).

For assistance with information technology, contact the Helpdesk:  
■ 269.337.4409  
■ [support@med.wmich.edu](mailto:support@med.wmich.edu)

**CME**    **Tech Discounts**    **CLEARvue**    **LIBRARY**    **New Innovations**

**News and Events**    **Student Handbook**    **Telephone Directory**    **WMED Apparel**    **Faculty Handbook**

# Medical Library



WESTERN MICHIGAN UNIVERSITY  
— Homer Stryker M.D. —  
SCHOOL OF MEDICINE

Library » LibGuides » Medical Library

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## Quick Links

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- [Access Emergency Medicine](#)
- [Access Pediatrics](#)
- [Access Surgery](#)
- [Board and Test Preparation](#)
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- [Isabel](#)
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- [MEDLINE](#)
- [PsycINFO](#)
- [Procedures CONSULT](#)
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- [Click here for Clinical Resources](#)

## Library Collections

[PubMed](#) [E-Journals](#) [E-Books](#) [All E-Resources](#) [Google Scholar](#)

PubMed via WMed

## Library News

**Welcome New Medical Students!** For help accessing WMed Library Resources off site, please review our [Off Campus Access](#) page. For reviewing the basic medical sciences, we recommend the textbooks available through [AccessMedicine](#) and [Clinical Key](#). Need Help? Ask Us! Email: [ask.librarian@med.wmich.edu](mailto:ask.librarian@med.wmich.edu).

**New App for iPhone:** Browzine (previously only available for tablets) is now available for iPhone. To use the Browzine journal reader app on your iPhone simply **download the app** and select Western Michigan University Medical School as your institution.

## Need Help? Ask Us!

Email: [ask.librarian@med.wmich.edu](mailto:ask.librarian@med.wmich.edu)

Phone: 269.337.6118, 269.337.6119  
or 269.337.6120

## Upcoming Classes

August 2014						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### Upcoming Events:

#### Mendeley Workshop

Thu, Aug 14, 2014 12:00pm

#### Library Orientation for M1

Tue, Aug 19, 2014 10:45am

#### EndNote Online

Thu, Aug 21, 2014 12:00pm

#### Advanced Topics:

##### Introduction to EBM

Mon, Aug 25, 2014 12:00am

##### Advanced Topics: Critical

##### Appraisal for EBM

Tue, Sep 2, 2014 12:00am

[Show all events](#)



# Faculty Academic Council

- Elected members at large (6)
  - Clinical departments
    - 2 employed by WMed
    - 2 not employed by WMed
  - Nonclinical departments
    - 1 employed by WMed
    - 1 not employed by WMed
- Department chairs
- Two medical school representatives to the Council for Faculty and Academic Societies (CFAS) of the AAMC

# Board of Directors

- WMU (6)
  - Includes 3 community members
- Borgess (2)
- Bronson (2)
- One elected member of the core faculty

# Communication

- General Faculty Meetings
  - 2 times per year (fall and spring)
  - Early morning or evening?
- Information sent via email
  - Please notify [facultyaffairs@med.wmich.edu](mailto:facultyaffairs@med.wmich.edu) of email address changes

# Grand Opening Celebration



Western Michigan University Homer Stryker M.D. School of Medicine  
Board of Directors cordially invites you to be a part of history as we celebrate the  
medical school grand opening and welcome the inaugural class on

September 18, 2014

Schedule:

- 4:00 p.m. Doors open
- 4:30 p.m. Ceremony
- 5:30 p.m. Self-guided tours

WMU Homer Stryker M.D. School of Medicine is located in  
downtown Kalamazoo on the W.E. Upjohn M.D. Campus at  
300 Portage Street, Kalamazoo, MI 49007.

RSVP by September 1, 2014  
[med.wmich.edu/celebrate](http://med.wmich.edu/celebrate) or 269.337.4500



# Community Open House

- Saturday, September 20
- 10 am to 2 pm
- Tours





A large, gold-colored letter 'W' with a white outline, positioned on the left side of the logo.

WESTERN MICHIGAN UNIVERSITY

— Homer Stryker M.D. —

SCHOOL OF MEDICINE