



WMU School of Medicine Featured in 2011 State of the Downtown Address

At the annual 2011 State of the Downtown Address, hosted by Downtown Kalamazoo, Inc., the new Western Michigan University School of Medicine (WMed) building was featured as an important downtown development initiative.

At the WMU Board of Trustees Meeting on December 8, 2011, William U. Parfet, the Chairman and Chief Executive Officer of MPI Research and the great-grandson of W.E. Upjohn, donated a 330,000 square-foot building located in downtown Kalamazoo, to WMU to become the future home of WMed. The property, known as Pfizer Building 267, is on the original plot of land acquired by W.E. Upjohn to begin the Upjohn Company and housed the very research facility where Motrin, Xanax, Halcion, Rogaine, and Zyvox were discovered.



WMed's new W.E. Upjohn Campus

Facility planning is well underway to renovate and slightly expand the building, which will be known as The W.E. Upjohn Campus of Western Michigan University School of Medicine. The campus will be ready for the arrival of WMed's first medical students in August 2014.

Clinical Ethics Curriculum Planned

WMed co-sponsored a visit to Kalamazoo by Art Caplan, the Emmanuel and Robert Hart Director of the Center for Bioethics and the Sidney D. Caplan Professor of Bioethics at the University of Pennsylvania. Dr. Caplan visited the WMU campus in February to speak about ethics and rationing of health care.

Representatives from WMed who have been developing the medical school coursework related to the business of medicine and clinical ethics met with Dr. Caplan to review the proposed curriculum. Dr. Caplan's expertise and insight validated the critical need to teach medical students about clinical ethics. This content will be included in the Profession of Medicine, a course that integrates the art and science of medicine to ensure a well-rounded, compassionate physician that serves patients, families and society.

Dr. Caplan is the author and editor of thirty books and over 550 papers in revered journals. He has been honored as one of the fifty most influential people in American health care by *Modern Health Care* magazine, one of the ten most influential people in America in biotechnology by the *National Journal*, one of the ten most influential people in the ethics of biotechnology by the editors of *Nature Biotechnology*.



Art Caplan

Ask The Dean



Hal B. Jenson, MD, MBA

From time to time, Founding Dean Dr. Hal Jenson will address questions received regarding the new Western Michigan University School of Medicine. In this column, he addresses questions regarding the need for new medical schools.

Aren't there enough medical schools already?

Under any set of plausible assumptions, the United States is likely to face a growing shortage of physicians. According to studies from the Association of American Medical Colleges (AAMC), the most plausible scenario for physician supply and demand is that there will be a gap nationwide of 159,300 physicians in 2025. Michigan is likely to face a physician shortage of 4,400 physicians by 2020, or about 12% of the number physicians required to meet forecast demand for physician services in 2020.

Will there be enough good applicants for this new school?

In 2011, the number of first-time applicants to allopathic medical schools reached an all-time high of 32,654 students. The total number of applicants, first-time or otherwise, was 43,919. Enrollment in medical schools grew at its fastest rate, 3%, since the turn of the

century. More than 19,000 medical students matriculated to medical schools in 2011, reflecting strong student interest in a career as a physician. These applicants had an average Medical College Admission Test (MCAT) score of 29 (out of 45) and a 3.5 grade-point average.

This means that approximately 24,000 students who wanted to pursue a career as a physician were not accepted by a medical school in 2011. Among these 24,000 students are many highly qualified students who would make outstanding physicians but who did not have the opportunity because of the lack of space at existing medical schools. The new WMU School of Medicine will provide opportunities for qualified students to gain the education they desire to provide the service that we need.

Where will the medical students come from?

WMed will recruit the best students without regard to geographic boundaries. Many of the students will come from southwest Michigan or other parts of the state of Michigan. It is anticipated that many WMed students will be graduates of Western Michigan University, Kalamazoo College, other regional colleges.

Do you have questions for Dean Jenson? Visit the "Contact Us" page on the website, www.wmich.edu/medicine and submit your question. Watch for further "Ask The Dean" columns in the monthly newsletter.

Defining Critical Thinking

Eli Collins-Brown EdD, Department of Medical Education, WMed

Critical thinking is one of the buzz words in education today and aptly so. A major goal of education is to teach our students how to think critically. But ask a group of educators to define critical thinking and you'll get as many different responses as people in the group. We all think we know what it means but we can't describe how it might manifest itself or how one would teach how to think critically.

Why Critical Thinking? All of us think - it comes naturally. Left to our own devices, our thinking becomes uninformed, partial, biased and downright prejudiced. But all of our decisions as we go through life are based on our thinking, and shoddy thinking is costly, both monetarily and in quality of life.

In Paul and Elder's *Miniature Guide to Critical Thinking* (Paul & Elder, 2006), they define critical thinking as "the art of analyzing and evaluating thinking with a view to improving it" (pg. 4). By applying the intellectual standards of clarity, accuracy, relevance, logicalness, breadth, precision, significance, completeness, fairness and depth to the elements of reasoning, purposes, questions, points of view, information, inferences, concepts, implications, and assumptions, critical thinkers will develop the intellectual traits of humility, autonomy, integrity, courage, perseverance, reason, empathy and fair-mindedness.

The result, Paul and Elder continue, is a well-cultivated thinker who:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively;
- comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking (pg. 4). Can we teach our students to be critical thinkers? Absolutely! In next month's article we will discuss how to build critical thinking skills in ourselves and our students. For more information about critical thinking, go to the Foundation for Critical Thinking - <http://www.criticalthinking.org/>.

Reference: Paul, R. & L. Elder, 2006. *The Miniature Guide to Critical Thinking; Concepts and Tools*, The Foundation for Critical Thinking, www.criticalthinking.org.



Eli Collins-Brown, EdD

Farewell Reception for Jack Luderer, MD



Jack Luderer, MD (right), shown with WMU President John M. Dunn, shows off his new WMed jacket

Colleagues and friends gathered at a farewell reception for Jack Luderer, MD, who resigned from his position as associate dean for research of the Western Michigan University School of Medicine and retired from WMU. In February, Dr. Luderer announced his intention to retire after a dozen years of service to both WMU and the medical school. He will remain in the area and plans to continue to be an active participant in and resource for the life sciences and economic development communities. He will continue his role as a member of the Biosciences Research and Commercialization Center (BRCC) Board of Governors and investment committee.

During his time at WMU and with the School of Medicine, Jack Luderer has launched important new initiatives that created momentum and led the University and community to the solid organizational structure enjoyed today. Before he began his work with President John M. Dunn to lay the groundwork for the medical school, he spearheaded the creation of a WMU Research

Foundation and the BRCC. More recently, he helped the BRCC evolve into the BRCC-11. He led the search that brought Dr. Hal Jenson to the role of founding dean of the School of Medicine, and he has just finished leading a successful search for a new executive director of the BRCC.

Luderer first came to WMU in 2000 as associate vice president for research. Prior to joining the WMU administration, he was vice president of U.S. Medical Affairs at Pharmacia Corp. He came to Kalamazoo originally in 1984 to work for the Upjohn Co. and held several positions with that firm, including vice president of clinical pharmacology and vice president of clinical development.

Employment Opportunities

Recruitment is underway for three faculty positions in the WMU School of Medicine. Current employment opportunities include a Chair of the Department of Biomedical Sciences, Chair of the Department of Family Medicine, and Chair of the Department of Medical Education. We also have a staff position opening for an Engagement Manager. More detailed information about these positions and on future positions is available at www.wmich.edu/medicine in the Employment section.

OUR MISSION

The mission of the Western Michigan University School of Medicine is to advance the health of humanity through excellence in medical education, clinical care, research, and service. These pursuits are interdependent and together assure optimal care for today and hope for tomorrow.