A MESSAGE FROM THE DEAN

July has been a momentous month for WMU School of Medicine. The merger of MSU/KCMS into the School of Medicine was completed flawlessly on July 1, 2012. Also, the work of the past year preparing for LCME accreditation culminated in our site visit by LCME this month.

A medical school is much more than the four years of medical student education. The residencies, fellowships and the continuing medical education programs that have been based at MSU/KCMS are now incorporated as core components of the WMU School of Medicine.

Over the past year, more than 270 individuals have worked on various aspects of planning the medical school and we have accomplished a great deal. The LCME site visit team was impressed by what they saw and especially by what they felt – the spirit of Kalamazoo. The site visit team stated that "the school of medicine is built upon a strong, preexisting collaborative, clinical educational environment." They acknowledged the depth of all of the planning. Now we have to continue doing and achieving what we have proposed.

Over the next few months we will be finalizing the design for the renovation of the medical school building at the downtown campus, which has been named the W.E. Upjohn Campus. It is an honor to have the medical school associated with an entrepreneur and visionary of local origin and international acclaim, and to have the medical school housed in a former building that was once part of The Upjohn Company.

We will also begin recruiting additional faculty including chairs of the departments of biomedical sciences, pathology, and medical education. We will continue developing faculty opportunities for clinicians throughout southwest Michigan to be involved with the medical school, and for collaborations with faculty and programs at Western Michigan University.

There will be many momentous months for the medical school every year for many years to come. Let’s recognize them and celebrate them together!

Hal Jenson MD
Dean

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.
In early July, Dean Hal Jenson announced two new leadership positions in the medical school: William Fales, M.D., assistant dean for clinical applications, and Charles Zeller Jr., M.D., assistant dean for continuing medical education. Both are fellows of the American College of Emergency Physicians.

Fales will be responsible for the third- and fourth-year curriculum of the medical school which includes the clinical clerkship training held in the area hospitals and other outpatient sites. He is an associate professor of emergency medicine and director of pre-hospital care and disaster medicine and is co-director of the Simulation Center. Fales has also served as the Kalamazoo County EMS medical director since 1993. In 2002, he was appointed by the state of Michigan to serve as the regional medical director for healthcare preparedness, covering the nine counties of southwest Michigan. Fales earned his bachelor's degree from Indiana University of Pennsylvania, a medical degree from Jefferson Medical College, and completed his emergency medicine residency at Geisinger Medical Center. In 2009, Fales became the first emergency physician to complete the prestigious Naval Postgraduate School's Center for Homeland Security and Defense Executive Leaders Program. Over the past 10 years, Fales has secured over $13 million in federal and state research and programmatic grants. His research interests include cardiac resuscitation, EMS and disaster medicine, medical simulation, and pediatric emergency care.

Zeller will be responsible for the continuing medical education program at WMed. He has served as the director of the KCMS continuing medical education program for the past 36 years and is also an associate professor of emergency medicine. Zeller earned his undergraduate degree from Indiana University, received his medical degree from Indiana University School of Medicine and completed his residency at Michigan State University Kalamazoo Center for Medical Studies. Zeller is a past president of Southwest Michigan Emergency Services PC and serves or has served on the boards of multiple professional, charitable, benevolent and community foundations.

**KCMS IS NOW WMU SCHOOL OF MEDICINE**

The transition of MSU/KCMS to WMU School of Medicine is complete. The KCMS Board of Directors in early February approved the merger of KCMS and its official transition to WMU School of Medicine to occur July 1. As part of its transition, KCMS operations, programs, personnel, and facilities are now WMU School of Medicine Clinic operations, support staff and faculty. They remain at their current locations at 1000 Oakland Drive and the psychiatry clinic located on the Borgess campus. All patient care services provided to the community remain unchanged.

Sixty-three faculty who were employed full-time by KCMS with expertise in teaching and clinical care have been appointed to the WMU medical school, providing the initial faculty for the new medical school. Over the coming months, other clinicians, basic scientists and experts from the community who desire to serve as medical school faculty will be appointed. The medical school will also recruit additional faculty to Kalamazoo. Dean Hal Jenson has named seven WMU School of Medicine Department Chairs including:

**David Overton, MD, MBA, FACEP** Chair, Department of Emergency Medicine
**Allan Wilke, MD**, Chair, Department of Family Medicine
**Mark Loehrke, MD, FACP** Chair, Department of Internal Medicine
**Dale E. Rowe, MD**, Chair, Department of Orthopaedics
**Donald E. Greydanus, MD, FAAP** Chair, Department of Pediatrics
**Robert D. Strung, MD** Chair, Department of Psychiatry
**Earl M. Norman, MD** Chair, Department of Surgery

“WMU School of Medicine is extremely fortunate to gain the expertise of the faculty and staff of KCMS as they become the core of the new medical school,” Jenson says. “Through KCMS, Borgess Health and Bronson Healthcare have almost 40 years of collaboration in providing undergraduate, graduate and continuing medical education in Kalamazoo. We are building on this solid foundation to create a new medical school in Kalamazoo that aspires to be among the nation’s best.”

**TWO ASSISTANT DEANS APPOINTED**

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NEW WMU SCHOOL OF MEDICINE CAMPUS NAMED AFTER W.E. UPJOHN

The future home of WMU School of Medicine located in downtown Kalamazoo, will be called the W.E. Upjohn Campus. W.E. Upjohn was the founder of The Upjohn Company.

In December 2011, William U. Parfet, chairman and CEO of MPI Research in Mattawan, Mich., announced the donation of a 330,000 square-foot building to Western Michigan University for use by the new medical school. The building, located just off the northwest corner of Lovell and Portage streets and widely known as Building 267, was once part of the Upjohn, Pharmacia, and Pfizer downtown campuses.

Planning is under way to extensively renovate and slightly expand the facility to house the WMed. Renovation will begin later this summer and is scheduled to be completed by mid-2014, in time for the first class of medical students to enter the school in August 2014.

“In 1885, my great grandfather moved from Hastings, Michigan to Kalamazoo to start The Upjohn Co.,” according to Parfet, great grandson of W.E. Upjohn. “The first piece of land he purchased was located on Lovell Street. This property represents the beginning of the greatly expanded Upjohn campus, which included this building throughout the life of the company. I’m proud of that. It only makes sense to our family that this would be the headquarters for the WMU School of Medicine.”

William Erastus Upjohn was an 1875 graduate of the University of Michigan Medical School and practiced medicine for 10 years in Hastings. In his home, Upjohn experimented with ways to improve the means of administering medicine, and received a patent for his invention of the easily digested friable pill. In 1886, he founded The Upjohn Pill and Granule Co. in Kalamazoo which later became The Upjohn Co., manufacturer of friable pills. He served for 43 years as the company’s president. Upjohn was known as Kalamazoo’s “first citizen” because of his active role in the community.

MEDICAL SCHOOL ACCREDITATION UPDATE

In June, the Liaison Committee on Medical Education (LCME) granted WMU School of Medicine Candidate School status. The medical school has submitted the required medical education database and planning self-study documents. The documentation was favorably reviewed by the LCME and approval was granted for the medical school to host a site visit for preliminary accreditation. On July 8-11, a four-person site visit team came to Kalamazoo to meet with small groups involving almost 50 individuals from the medical school planning committees to verify and clarify the information submitted.

The LCME will review the site visit findings to determine if the program meets the LCME standards and will vote to grant preliminary accreditation. The medical school would then be able to recruit medical students to begin in fall 2014. Throughout the first four years of the curriculum, the medical school will submit additional information and host two more site visits in order to achieve provisional accreditation then full accreditation before the first class of medical students graduate in 2018.

The accreditation of medical education programs assures that they meet national standards of educational quality. The cyclical process of institutional self-study and assessment, coupled with external validation by a team of professional peers, provides a mechanism for ongoing quality improvement.
FLIPPING THE CLASSROOM IN MEDICAL EDUCATION
Eli Collins-Brown, EdD, Department of Medical Education

The ‘Flipped Classroom’ is the latest buzzword in higher education, but just what does that mean?

It is a strategy of reversing the typical lecture and homework elements in a course. While there is no single model for the flipped classroom, it generally is accomplished by providing pre-class preparation assignments such as watching short pre-recorded lectures or video clips, reading assignments and guides, information gathering and self-test quizzes to enable the student to prepare for the class session in which their teams or small groups will immediately engage in hands-on problem solving and application exercises.

For example, students in a cardiovascular course are assigned various readings from textbooks and articles examining normal and abnormal functions of a common heart condition. They are provided a reading guide to help focus on primary information as they read through the massive amounts of information. Videos of short pre-recorded lectures emphasize key concepts and explain how these are revealed in real-life situations. There may be cases they must complete and bring to class. Finally, they would be provided self-assessment quizzes to help them determine if they have grasped the important concepts of the content.

When they arrive in the classroom, they find the agenda/schedule of the class session up on the screen that shows that their teams need to work through the case assignments and come up with a team diagnosis. They are given 30 minutes to complete this before the entire class comes back together to report out and discuss the results of the team work. Next they move to the simulation lab to complete a simulated experience of a patient presenting with a variety of symptoms. The students will use what they just learned to test out their diagnosis, apply treatments and see if they are successful.

This ‘model’ fits very well with Team-Based Learning, an instructional strategy that we will be using at WMed. The caution with any model or strategy is that it can be done very poorly. These strategies require careful preparation well in advance of the course semester. This sets a higher expectation of faculty who may have been used to setting aside a couple of hours the night before the lecture to review lecture notes.

So what’s the pay-off? Students move quickly beyond mere information absorption to application of concepts, critical thinking and analysis, and clinical reasoning. It makes the student’s learning much more visible to the faculty so they can see when a student is struggling or not grasping the important concepts and can step in immediately to guide them to success.

Resources:
7 Things You Should Know About Flipped Classrooms
http://www.educause.edu/Resources/7ThingsYouShouldKnowAboutFlipp/246344

EMPLOYMENT OPPORTUNITIES
Faculty recruitment is underway for the Chair of the Department of Biomedical Sciences and the Chair of the Department of Medical Education. A variety of staff positions are open including a website developer, information analyst, database analyst, system administrator, clinical support technician, LPN, and EMS clinical coordinator. More detailed information about these positions and on future positions is available at www.med.wmich.edu in the Employment section.

ABOUT WMU SCHOOL OF MEDICINE
WMU School of Medicine is a partnership involving Western Michigan University and Kalamazoo’s two teaching hospitals, Borgess Health and Bronson Healthcare. Planning has occurred over the past four years; fundraising, accreditation work, and curriculum development for the school are well underway. Expecting to welcome its first class in fall 2014, the school is a privately funded initiative housed at WMU, which is one of the nation’s 139 Carnegie-designated public research universities and one of only five such universities in Michigan. In March 2011, WMU announced a foundational gift of $100 million for the medical school from anonymous donors.