

**Office of Medical Education
Annual Report
2006 – 2007 Academic Year**

Creighton

UNIVERSITY

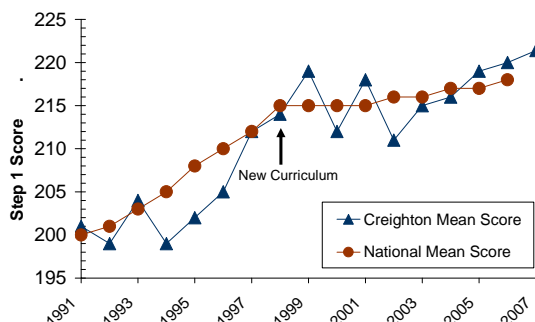
School of Medicine

Academic Performance by Creighton Medical Students

Academic progress: Over 99% of our students passed their respective courses in each of the four years of the curriculum and advanced to the next academic year. There were 120 graduates.

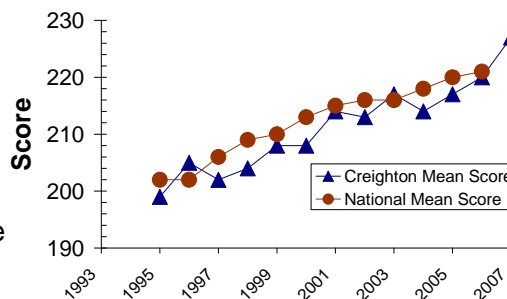
USMLE Step 1: Basic science knowledge is assessed annually for our M2 students on Step 1 of the United States Medical Licensure Examination (USMLE). In 2007, 127 students took step 1 for the first time; our mean score was 221.4, the highest average in Creighton's history. Our pass rate was 96% (5 failures). The mean national score and passing rate are not yet available; however, in 2006 the national mean was 218 and the pass rate was 93%. If these values are similar in 2007, this would mark the third consecutive year that Creighton Students exceeded the national average. Analysis of curricular performance continues to indicate a strong concordance between numerical course averages in the M2 year and USMLE Step1 scores.

USMLE Step 1 Scores 1991-2007



USMLE Step 2 CK: Clinical Science knowledge is assessed annually for our M4 students on the USMLE Step 2CK. For the class of 2007, Creighton students taking the test for the first time achieved a mean score of 228 with a pass rate of 97.4%. This is a significant increase from 2005-06 scores (mean Creighton score = 221, pass rate 91%; national mean score = 221, pass rate 94%) and is the highest average USMLE Step 2CK score in Creighton History. Data are not yet available for the 2006-07 national cohort.

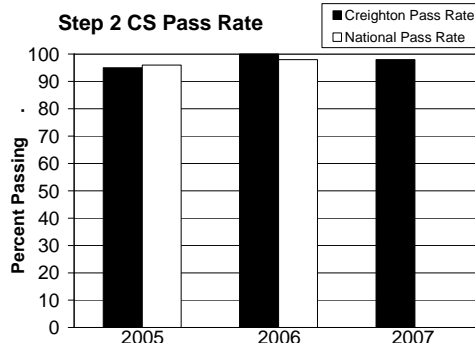
USMLE Step 2CK Scores (First-Time Takers) 1994-2007



USMLE Step CS: Clinical Skills competency is assessed nationally by the USMLE Step 2CS exam. This exam is graded on a pass/fail basis. For 2005-06, our pass rate was 100%, better than the national average of 98%. Among 117 first-time takers reported in 2006-07, our pass rate is 98.3% (2 failures). National data for the 2006-07 pass rate are not yet available.

Clinical skills: Students are also required to demonstrate acquisition of clinical skills by passing a series of Observed Structured Clinical Examinations (OSCE) at the end of the M3 year. The five students who failed were given a remedial course in clinical skills; all passed the remedial course. Thus all of our graduates demonstrated for our faculty the acquisition of those clinical skills required by our educational program. All students who took the clinical skills remedial course passed USMLE Step 2CS on their first attempt.

Step 2 CS Pass Rate



Student satisfaction with our curriculum: Satisfaction with our educational program remains high among our graduating students. On the annual AAMC Medical School Graduation Questionnaire 93% of the class of 2006 agreed or agreed strongly with the statement "Overall I am satisfied with the quality of my Medical Education." This compares favorably with the national average of 90%. In our annual survey of graduates (surveyed 8 months post

graduation), 100% of students answered yes to the question “Were you pleased with the overall education you received at CUSOM?”

Program Director satisfaction with Creighton graduates: In a 2007 survey of residency directors from programs that placed our 2006 graduates as first-year residents, 94.4% percent stated that they would select the Creighton graduate as their resident again.

OME Initiatives

iSTEP. Through the efforts of the Office of Medical Education, Creighton University School of Medicine was named one of 16 sites for the innovative program “Innovative Strategies for Transforming the Education of Physicians” (iSTEP). This consortium is sponsored by the American Medical Association and is designed to foster collaborative research across the medical education continuum and enable large inter-institutional projects. The Creighton iSTEP team is directed by Dr. Kathryn Huggett of the Office of Medical Education.

National Institute on Drug Abuse Center of Excellence for Physician Information. The Office of Medical Education provides an administrative home and technical support for this program. The Director of the CoE is Pirzada Sattar, MD of the Department of Psychiatry, with faculty support from the Departments of Medicine, Pharmacology and Psychiatry. This NIDA-CoE is designed to identify knowledge gaps in drug addiction among medical students and residents and develop educational materials for addressing these gaps. Creighton University is one of only 4 such Centers of Excellence designated by NIDA.

Management/Technology Innovations

Online Course Evaluations. With cooperation of the clinical departments, We developed and coordinated the implementation of scheduling, student assessment and clerkship evaluation for M3 clerkships using the New Innovations residency management software. We also developed and coordinated the implementation of an electronic summary grade form in the New Innovations system (for use by the Office of Student Affairs).

Web Site Migration and Creation. Over 19 websites, including the School of Medicine Home Site, were created using modifications of a new template developed in cooperation with the Department of Information Technology. Website developed/migrated included: SOM main, Office of Medical Education, Student Affairs, Admissions, Dept of Pharmacology, Creighton Medical Associates, Preventive Medicine, Teaching Resources, Biomedical Sciences, Office of the Chaplain, Office of the Dean, Current Students, Hereditary Cancer Center, Student Wellness, SOM News Pages, HS-MACA; Pre-Dental Post-Baccalaureate Program, Premedical Post-Baccalaureate and Pre-matriculation Programs. As a result of these efforts, our webmaster, Judith Gunter, was recognized as the “Rookie of the Year” by the Creighton University Staff Advisory Council in 2007.

Podcasting. MedCast was introduced in January of 2006. We have refined its delivery and made technical improvements in recording and posting methods. All didactic sessions in Components I and II are now available as podcasts. Satisfaction surveys indicate that this technology is widely used by students and it is now considered by the students as vital to the curriculum. Notable points:

- Several Clerkships intend to begin making podcasts of didactic sessions for 07-08.
- Our Podcast survey data are now being prepared as a manuscript for publication

- Several local and national scholarly presentations have been delivered on Podcasting, making Creighton well known for this technology
- Several news stories on television and in local and national publications have featured MedCast
- The Family Medicine Residency has asked the Office of Medical Education to help implement Podcasting for their postgraduate curriculum.

Professionalism Website: A new Student Professionalism Website was launched to promote professional behavior and allow feedback. The website features Creighton’s professionalism tenets, a discrete peer communication tool, nomination forms for exemplary behavior and a tool to report professionalism violations to the Office of Student Affairs.

Recognition Websites: We recently launched a new website that tracks student and faculty recognition (e.g., Golden Apple, Graduation Awards, Gold Humanism in Medicine Honor Society, etc.). This will provide an ongoing reference for the administration, faculty, students and the press as well as provide an interesting landing page for potential students and faculty recruits.

Curricular Innovations/Changes

Elective Offerings. Nine new electives offered by five different departments were added to the curriculum in 2006-07.

SOM Electives added in 2006-07

Department	Course Title	Location	Course Director
CHPE	Special Topics in Mental Health Policy & Ethics	Creighton CHPE	Christy Rentmeester, PhD
Medicine	Academic Medicine	CUMC	Kathryn Huggett, PhD Anna Maio, MD
OB Gyn	Delivery of Women’s Healthcare in Chimbote, Peru	Chimbote, Peru	Maureen Fleming, MD
OB Gyn	Selective in Surgical Oncology	SJH, Phoenix	Edibaldo Silva, MD
Pediatrics	Family-Centered Patient Care	Children’s Hospital	Erin Loucks, MD
Pediatrics	Pediatric Allergy and Immunology	CUMC	Russell Hopp, MD
Surgery	Plastic and Reconstructive Surgery	CUMC	Amardip Bhuller, MD
OB Gyn	Inpatient Gynecology	CUMC	Caron Gray, MD
Pediatrics	Pediatric Sub-Internship	CUMC	Anthony Yaghmour, MD

4th Year Task Force. The fourth year curriculum was extensively reviewed by a Task Force led by Dr. Zach, M4 Component Director. The Task Force also completed a national survey of 4th year content in American medical schools as part of their work. The Task Force identified several concerns and recommendations for improvement were generated by their work. These included: a 10 hour cap on non-clinical electives, affirmation of the critical care/subinternship requirement, new policies on acceptable externships and specific recommendations on required surgery selectives. Work on improving the 4th year experience continues.

Anatomy-Radiology Collaboration. We fostered the development of a program between the anatomists and the Department of Radiology to obtain CT scans of all cadavers used in the M1 Anatomy course. Images are stored in the PACS system of CUMC. Students learn how to access the data and work with radiologists during the preparation of a pathology report.

Clinical Skills. A clinical skills task force, led by Dr. Anna Maio, extensively reviewed the content, goals and objectives, instructional and assessment methods of the Clinical Skills Curriculum. The resultant report was used to drive significant changes to the first two years of the curriculum. The changes are listed below:

- **Diagnostic equipment:** A faculty committee determined the equipment best suited for learning clinical skills within the Creighton curriculum. Each student was issued the equipment at M1 orientation and attended didactic sessions on how to use it. The equipment will be used throughout the 4 year curriculum.
- **Interviewing & Physical Exam IDC 136:** The course was significantly revamped with a focus on acquisition and demonstration of clinical skills and clinical reasoning ability. A practice session was added to the end of each lecture. The students would practice on a partner and have their questions answered by Dr. Cichowski. The small group sessions were facilitated by M.D.'s. The students went over the particular exam and practiced on a partner.
- **Applied Clinical Skills IDC 290:** The new Applied Clinical Skills course integrated the preexisting Longitudinal Clinic Experience and second year OSCE with a new small group experience focused on clinical reasoning. The new course was well received by the students and judged effective by the faculty. The course will be refined in the coming year by improving feedback to the students both in clinic and in the small group sessions.
- **Clinical Skills Working Group:** To ensure continuity and scrutiny of our clinical skills curriculum, a standing working group of clinical faculty was formed. The group, chaired by Alfred Fleming, Assistant Dean for Medical Education, is charged with determining and monitoring the clinical requirements of the medical curriculum.

Credit Hour Assessment and Reassignment. The MEMT completed a review of teaching hours in the medical curriculum to determine if concordance existed between assigned course credit hours and teaching effort. Course credit hours were calculated based on accepted university formulas and compared to actual hours assigned. Most courses were found to contain teaching contact hours that were similar to credit hours assigned. Significant variation was found, and action taken, on the following courses:

Course	Credit hours 2006-07	Actual Contact hours	Credit Hours Assigned 2007-08	Comment
IDC101 MCB I	6	5.2	6	Course content review is ongoing; Redistribution of content between MCB I and II is being considered
IDC 109 Host Defense	3	2.4	3	Content Review Ongoing
IDC 111 Neuroscience	6	7	7	
IDC 135 Ethical and Legal Topics in Med	2	3	3	
IDC 136 Interviewing and Physical Exam	3	4	4	
IDC 139 Human Development and Med	2	2.6	2	Review content for upcoming year
IDC 201 Cardiovascular System	4	4.5	4	Review content for decompression
IDC 216 Endocrine/Reproductive	5	4	4	
IDC 221 Multisystem Processes	3	2	2	
IDC 233 Infectious Disease	3	4	4	Credit hours increased after extensive content review by faculty and component II Director.

Clerkship Options. The Inpatient Medicine clerkship rotation returned after a hiatus prompted by a lack of student housing. Expanding our relationship with St. Joseph's Hospital in Phoenix, the following clerkship options were created in for third year students:

- Phoenix Pediatrics. Two students per month now rotate at SJH, as an option for the inpatient component of the clerkship.
- Phoenix Medicine. An inpatient medicine option was created for up to two students per month to rotate at SJH Phoenix.

Curriculum Evaluation

The Educational Policy Committee reviewed the Evaluation Committee's findings and mandated changes in the following Courses:

- IDC 102: Molecular and Cell Biology
- IDC 105: Principles of Pharmacology
- IDC 301: Dimensions of Clinical Medicine
- OBG 301: Obstetrics & Gynecology Clerkship
- NEU 462: General Neurology
- Radiology Elective (RAD 463: Diagnostic Radiology)
- Biomedical Sciences Elective (BMS 461: Gross Anatomy)
- PBS 301: Psychiatry Clerkship

The OME also completed a formal evaluation of the M1 orientation and White Coat Ceremony.

The OME developed significant revisions in evaluation materials for:

- Online evaluation items for M1 courses and small groups
- Online evaluation items for M2 courses and small groups
- Revised MCB I small group assessment form

The OME created new assessment materials for:

- Dimensions of Clinical Medicine End-of-Life Care module

OME-Facilitated Scholarly Activity 2006-07

Active Grants

- "Medical Education Consortium Planning Grant," (Principal Investigator, Kathryn Huggett, PhD, William B. Jeffries, Coinvestigator) 2006-8. \$15,000. American Medical Association
- "Short course in integrative and organ system pharmacology," (R25 GM074089-02) Coinvestigator (Principal Investigator, David Bylund, Creighton Coordinator: Peter Abel, PhD, William B. Jeffries, Coinvestigator); May 2005 - April 2008. \$103,350. National Institute of General Medical Sciences.
- "Predoctoral Training in Primary Care", (Principal Investigator: Donald Frey, William B. Jeffries, Coinvestigator). 2004-2007. \$224,494, US Dept. of Health and Human Services Grant.
- "The Creighton University Center of Excellence", Program Director for Clinical Education and Curriculum: Project Director: William B. Jeffries (Program Director: Cam Enarson, MD, MBA). 2003-2007. \$555,907. US Dept. of Health and Human Services,
- "CUMC Community Orientated Primary Care Research Endowment", (Principal Investigator: Cam Enarson, MD, MBA, Coinvestigator: William B. Jeffries). 2004-2007, \$628,125 NIH/NCMHD,

- “Development of an Assessment and Training Resource For Medical Students and Primary Care Residents To Advance The Prevention, Diagnosis and Treatment Of Methamphetamine Abuse/Dependence.” \$54,661. (Principal Investigator, S. Pirzada Sattar, M.D., William B. Jeffries and Kathryn Huggett Coninvestigators.) 2007. American Medical Association/National Institute for Drug Abuse.
- Creighton University Academic Excellence and Assessment Faculty Associate Award. (Kathryn Huggett). \$4000. 2006-2008.
- OME Consultation and Support Provided for: Creighton University DoIT Pipeline for Innovation award. (Principal Investigator: Robert Coleman, PhD) 2006. Project title: The Digital Portfolio to Enhance Learning in Medical Interviewing. \$8000.

Published/Accepted Manuscripts

- Pisarri T, Knoop F. “Easy Access to More Than 380 Medical e-Learning Applications.” Leiden University Medical Center, Leiden, Netherlands. (Web site review). JIAMSE 2006, 16: 46.
- Kavan M, Pisarri T, Lofgreen A, and Huggett K. “Education and wellness: a personalized educational exercise for medical students.” Journal of the International Association of Medical Science Educators. 2006.;16 (2), 79-85.
- Laura Bruce, Ph.D., Jayne Murray, M.S. and Floyd Knoop, Ph.D.: Grand Rounds as a Teaching Modality in Neuroscience for M1 Students. JIASME. 2007;17: 2..
- Cichowski Gjernvik, E, Moranski, A, and Huggett K. “Medical students investing in medical students.” Medical Education. 2007; 41: 505-526.
- Cichowski Gjernvik, E, Bell, J, and Huggett, K. “Tailoring the OSCE to fit the first-year medical student.” Medical Education. 2007; 41: 505-526.
- Huggett, K, Warriar, R, and Maio, A. Early learner perceptions of the attributes of effective preceptors. Advances in Health Sciences Education. 2007; (In press).
- Porter, J., Townley, T, Warriar, R., and Huggett, K. An Acculturation Curriculum: Orienting International Medical Graduates to an Internal Medicine Residency Program. Teaching and Learning in Medicine. 2007; (Accepted).

Presentations at Regional, National, and International Conferences

- Maio, A, Huggett, K., and Lofgreen, A. “Clinical Skills Curriculum: How Prepared Are Learners?” Midwest SGIM (Society of General Internal Medicine) Regional Meeting, Chicago, IL; September 28-29, 2006.
- Huggett, K., Bonaminio, G., Jeffries, W., Pasquale, S. “Curricular Reform: Evolution or Intelligent Design?” GEA/GSA Group Discussion at the Annual Meeting of the AAMC, Seattle, WA, October 2006.

- Huggett, K.N. and Cichowski, E. "Students' Attitudes Toward and Confidence in Counseling Patients about Health Prevention Topics." RIME Poster at the Annual Meeting of the AAMC, Group on Educational Affairs, Seattle, WA, October 2006.
- Huggett, K., Warriar, R, and Maio, A. 2006. "Early learner perceptions of the attributes of effective preceptors." RIME Poster at the Annual Meeting of the AAMC, Group on Educational Affairs, Seattle, WA, October 2006.
- Chadwick, S., Chapman, T., Franck, L., Haddad, A., Jensen, G. and Huggett, K. Affective Development and Student Learning: Uncovering the Evidence. International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, Washington, DC, November 2006.
- Kavan, M.G., Barone, E.J, Frey, D.R., Huggett, K.D., and Lofgreen, A. "Ethics and Legal Topics in Medicine: Family Medicine's Role in Course Development and Implementation." Presented at the 33rd Annual Predoctoral Education Conference, Society of Teachers of Family Medicine, Memphis, TN, January, 2007.
- Fleming, A, Huggett, K., Lofgreen, A. "Educational outcomes of providing oral exam topics in advance." Presented at the CREOG and APGO Annual Meeting, Salt Lake City, UT, March 2007.
- Fleming, A., Lofgreen, A., Huggett, K. "Evaluation of the use of pelvic training models to improve skill acquisition and transference." Presented at the CREOG and APGO Annual Meeting, Salt Lake City, UT, March 2007.
- Rosenbaum M, Huggett KD. Orientation to the AAMC and CGEA. CGEA Spring Meeting, Indianapolis, IN, March 22, 2007
- Pisarri, T, DelCore, M. Supplementing instruction on heart sound identification with a downloadable MP3 file improves student performance. CGEA Spring Meeting, Indianapolis, IN, March 22, 2007
- Jeffries W, Hurtibise, L Cheney, D. "Tales from the Trenches: Podcasting the Curriculum" Central Group on Educational Affairs Meeting, Indianapolis, IN, March 23, 2007.
- Rosenbaum, M, Huggett, K., Simpson, D., and Riddle, J. "Having Fun with Faculty: Creative Activities Used in Faculty Development." Spring Meeting of the AAMC Central Group on Education Affairs (CGEA), Indianapolis, IN; March 23, 2007.
- Simpson D, Marcdante K, Huggett K, Ferguson C, Jeffries W. UGME/GME sponsored session: "How do We Effectively Present Our Work and Value as Educators? Applying the Findings from the AAMC-GEA Consensus Conference on Educational Scholarship" CGEA Spring Meeting, Indianapolis, IN, March 24, 2007.
- Jeffries W., Symposium Chair: Pharmacological Characterization of Modified Genotypes: The Fundamentals. Experimental Biology 2007 Washington DC, April 29, 2007

- Jeffries, W. “Initiatives to Transform Medical Education” Invited Speaker, Medical Alumni Symposium, University of Scranton, May 4-5, 2007
- Jeffries W. Keynote Speaker: “Moving Beyond Curriculum Reform: Creating a Culture of Iterative Improvement” Medical Education Retreat 2007, University of Kansas June 8, 2007
- Jeffries W. Speaker and Facilitator: “Scholarly Teaching: How to Do it and How to Get Credit for it” Medical Education Retreat 2007, Workshop conducted twice, University of Kansas June 8, 2007
- Kavan MG, Jeffries, WB, Huggett KD, Lofgreen A: “Career Advising: Using Podcasting to Get it There and Now” Poster presentation at the Careers in Medicine Annual Meeting, Salt Lake City, June 11, 2007.

Local Presentations

- Huggett, K.N. “Knowing Your Learners.” Summer Initiative for Teaching Excellence (SITE) in the Health Sciences, Creighton University, August 7, 2006.
- Huggett, K.N. “Strategies for Improving Small Group Teaching.” Summer Initiative for Teaching Excellence (SITE) in the Health Sciences, Creighton University, August 8, 2006.
- Huggett, K.N. and Jensen, G.M. “Strategies for Working with Challenging Students and Troublesome Behaviors in the Classroom.” SITE/Teaching Fellows Program in the Health Sciences, Creighton University, October 24, 2006.
- Huggett, K.N. “Know That, Know How, and Know Thyself: An Introduction to Professional Dispositions.” Office of Academic Excellence and Assessment Time Out for Lunch Series, Creighton University, November 16, 2006.
- Huggett, K.N. “Know That, Know How, and Know Thyself: Teaching and Learning Professional Dispositions.” Office of Academic Excellence and Assessment Time Out for Lunch Series, Creighton University, November 29, 2006.
- Huggett, K.N. “Anne and Abraham Flexner: The True Story of an Original Power Couple Who Changed the Course of Medical Education.” Creighton University, December 5, 2006.
- Huggett, K.N. “Know That, Know How, and Know Thyself: Assessment of Professional Dispositions.” Office of Academic Excellence and Assessment Time Out for Lunch Series, Creighton University, December 6, 2006.
- Huggett, K.N. “Why It Works: Learning Theory in Practice.” CME Presentation, Creighton University Medical Center, January 20, 2007.
- Jeffries W. “Early Experiences with Podcasting in the Medical Curriculum” Library Seminar Series, Creighton Health Sciences Library, March 30, 2007

Student Presentations Supported:

- Justin Madson “Erb-B2 Promotes S-Phase Progression in Keratinocytes Following UV Irradiation” Poster Presentation at the 48th Annual National Student Research Forum April 26 - 27, 2007, Galveston, TX
- Matt Pieper, Poster Presentation at the Society for Pediatric Research in Toronto, Canada, in May '07
- Patrick Millerd “Continually Enlarging Comprehensive WWW Based Pediatric Radiology Teaching,” American Roentgen Ray Society Meeting, Orlando, FL, May 6-11, 2007

Medical Education Research in Progress

Investigator(s)	Project	Status
Jeffries, WB, Huggett, KD, Lofgreen, AS	Student attitudes toward Podcasting the curriculum	Survey completed; write-up stage
Principal Investigator, S. Pirzada Sattar, M.D.; K Huggett, W Jeffries, B Houghton and H Sakowski, coinvestigators	Development of an Assessment and Training Resource For Medical Students and Primary Care Residents To Advance The Prevention, Diagnosis and Treatment Of Methamphetamine Abuse/Dependence	Collaborative work begun, survey tool being developed.
Huggett, KD, Cichowski, E	Students' Attitudes toward Health Promotion	Phase II will begin July 2007
McEntaffer, A, Fleming, A, Lofgreen, AS, Huggett, KN.	Influence of the twelve-hour call shift on selection of OB/Gyn as a career choice.	Departmental presentation made in June 2007. National conference proposal to be submitted July 2007. Manuscript to be developed.
Huggett, KD, Lofgreen, AS, Pappas, L, Jeffries, WB.	Personality and Learning Style Preferences Influence on Use of Lecture Podcasts	Data collected; data analysis to begin July 2007.
Cichowski, E, Warriar, R, Maio, A, Lofgreen, AS, Huggett, KD	Evaluation of Changes to the Clinical Skills Curriculum	Data collection in progress.

Faculty Development Programs for Education

SITE Program. The Summer Initiative for Teaching Excellence, introduced in August 2006, is a collaborative, interprofessional program offered by the Creighton University Health Sciences schools. The Initiative offers an opportunity for faculty from the Health Sciences (Medicine, Dentistry, Pharmacy & Health Professions, and Nursing) to engage in three days of study, conversation, work, and reflection about teaching and learning. The Summer Initiative introduces faculty to the scholarship of teaching and learning, and provides opportunities for faculty to advance their own teaching and educational scholarship.



Nine health sciences faculty members participated in the inaugural program held August 7-9, 2006. They represented a diverse group of departments and academic programs including Family Medicine, Medical Microbiology and Immunology, Nursing, Obstetrics and Gynecology,

Occupational Therapy, Pediatrics, Pharmacy Practice, and Physical Therapy. Program evaluations from the 2006 SITE program indicated that 100 percent of program participants rated the “overall usefulness of the SITE program” as highly successful. In addition, participants commented it was a “wonderful program” and “should be something all junior faculty should attend.” The SITE program will be offered August 6-8, 2007 and review of applications is in progress.

Improving Teaching in the Inpatient Setting. The half-day course “Improving Teaching in the Inpatient Setting” was offered for CME credit on January, 20, 2007. The course directors were Kathryn Huggett, PhD and Anna Maio, MD. Participants included faculty from the departments of Medicine, Family Medicine, and Obstetrics and Gynecology.

Learning Styles of the Class of 2010 On March 2, 2007, Academic Success Consultant, Linda Pappas, M.S., presented an overview of the learning styles of the Class of 2010. Data presented at this session were collected from two inventories administered to students at the start of the academic year.

IAMSE Webcast Audio Seminar Series

- **Fall 2006**

Oct. 17	Classroom Assessment Techniques: Finding out How Well They are Learning What We are Teaching
Oct. 24	Learning Styles and Teaching Approaches in the Physical and Virtual Lecture Hall
Nov. 7	Say No to Boring Lectures Whether Live or Online
Nov. 14	Evaluation of the Effectiveness of Distance Learning
Nov. 21	Student's Perspective on Lectures

- **Spring 2007**

March 13	A Practical Approach to Build Leadership Effectiveness
March 20	Everyone can be (must be) an Influential (and Effective) Leader
March 27	The Impact of Effective Leadership on Faculty Productivity and Career Success
April 3	Leading People within Organizations: Communicating for Performance
April 10	Coaching and Mentoring
April 17	Leading Effectively at the Department or Program Level: People, Priorities and Politics

Creighton University Faculty Reading Group “teaching and Assessing Professional Dispositions.” February – May, 2007 (six sessions). The reading group was facilitated by Kathryn Huggett, Ph.D., with support from a CU Office of Academic Excellence and Assessment faculty fellowship.