

Stanford



Cynthia Irvine

Associate Dean, Office of Medical Education, School of Medicine - Student Affairs

Bio

CURRENT ROLE AT STANFORD

Associate Dean, Office of Medical Education (MD Program); Co-Director, Scholarly Concentration in Medical Education

EDUCATION AND CERTIFICATIONS

- M.Ed., University of Vermont , Higher Education and Student Affairs (1981)
- BA, Stanford University , Psychology (1978)

Professional

PROFESSIONAL INTERESTS

Longitudinal curriculum models in medical student education; innovative technologies for curriculum delivery; medical student wellness and professionalism; faculty and staff development.

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

- Chair, Steering Committee, AAMC Western Group on Educational Affairs (2015 - 2017)
- Ex officio Member, Dean's Task Force on Diversity and Societal Citizenship, Stanford University School of Medicine (2015 - present)
- Chair, LCME Self-Study Subcommittee on Educational Program & Curriculum Management, Stanford University School of Medicine (2012 - 2013)
- Member, LCME Self-Study Subcommittee on Educational Objectives, Teaching & Evaluation, Stanford University School of Medicine (2012 - 2013)
- Member, LCME Self-Study Subcommittee on General/Clinical Facilities, Stanford University School of Medicine (2012 - 2013)
- Member, Steering Committee: LCME Self-Study Educational Program for the MD Degree, Stanford University School of Medicine (2012 - 2013)
- Faculty Fellow, Liaison Committee on Medical Education (LCME) (2011 - 2012)

Publications

PUBLICATIONS

- **Stanford University School of Medicine** *Acad Med*
Braddock CH, Irvine CA
2010; 85 (9 Suppl): S111-3
- **Mentoring and modeling the art of medicine** *San Francisco Medicine: Journal of the San Francisco Medical Society*
Irvine C
2005; 28 (7): 27-28
- **The interdisciplinary generalist curriculum project at the University of California, San Francisco** *Acad Med*

Shore WB, Irvine C
2001; 76 (4): S109-113

- **Organizational change and the improvement of faculty advising** *Journal of the National Academic Advising Association*
Holmes DR, Clarke JH, Irvine CA
1983; 3 (1): 21-29
- **Using interaction analysis to evaluate the faculty in a human behavior course** *J Med Educ*
Bernstein RA, Irvine CA, Clarke JH, Clark AA
1982; 57 (1): 68-9
- **An examination of the mentor role in graduate education** *The Vermont Connection*
Irvine CA
1981; 2 (2): 3-6

PRESENTATIONS

- Learning Communities: Deeper Learning, Improved Teaching and An Enriched Learning Environment - AAMC Western Group on Educational Affairs Spring Meeting (May 5, 2013)
- The Role of Staff in Developing Medical Student Professionalism: A Survey of Best Practices - AAMC Western Group on Educational Affairs Spring Meeting (5/6/2013)
- Made Not Born: Best Practices for Developing and Retaining Medical Education Staff - AAMC Western Group on Educational Affairs Annual Meeting (3/31/2012 - 4/3/2012)
- The iPad Initiative: Lessons Learned from Introducing Digital Tablet-Based Learning to the MD Curriculum - Association of American Medical Colleges Annual Conference (November 4, 2011 - November 9, 2011)
- Longitudinal Mentoring and the Development of Professionalism - East-West Alliance Conference (May 28, 2011 - May 29, 2011)
- iPad Implementation at the Stanford University School of Medicine MD Program - AAMC Western Group on Educational Affairs Annual Meeting (April 30, 2011 - May 3, 2011)
- Giving Feedback to Learners: Parallels to the Physician-Patient Relationship - AAMC Western Group on Educational Affairs Annual Meeting (April 25, 2010 - April 27, 2010)
- How to Succeed in Preceptor Recruitment (With Really Trying) - Society of Teachers of Family Medicine Predoctoral Education Conference (1/29/2004 - 2/1/2004)