

# Curriculum Connections

A newsletter of the Education Council  
and the Office of Medical Education  
February 2000

## Senior Associate Dean Named

Norton J. Greenberger, M.D. has been named Senior Associate Dean for Education. Dr. Greenberger is located at 4941 Murphy, extension 7202.

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## LCME Grants SOM Full Accreditation

The Liaison Committee on Medical Education (LCME) voted this month to grant the SOM accreditation until 2004.

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## Educational Committees

George Enders, Ph.D. was elected chair of the Year 1-2 Curriculum Oversight Committee for the 99-00 academic year and Michael Burke, M.D., Ph.D. was elected chair of the Year 3-4 Curriculum Oversight Committee.

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## Issues in Clinical Medicine (ICM 900)

The Issues in Clinical Medicine course for third-year medical students began the spring semester with a session entitled "Choosing a Specialty".

Four sessions for the spring semester center on palliative care issues. Medical students and nursing students are learning together in lecture and small group experiences. Topics include "Talking to Your Patients about Tough Issues" (Feb. 10); "Keeping Your Patients: Controlling Their Pain" (Dec. 2); Practical Issues about Death (Apr. 13); and "Using Advance Directives" (May 11).

The final session in June is entitled "Talking Back: Medical Students' Advice for Hospital Leadership".

## Clinical Skills Assessment (CSA)

The Planning Committee for the CSA met on Oct. 29. This exam of clinical skills will be administered during the fourth year of medical school. The meeting agenda included a background on CSAs, a discussion of what a KU CSA should contain, and what resources will be needed, etc. Dr. Steven Haist, from the University of Kentucky College of Medicine, presented highlights from Kentucky's experience with a comprehensive clinical performance exam. An Implementation Committee has been assembled which will determine the content domains to be tested and construct the stations and cases. A target date of January 2001 has been set for administration of the exam to the Class of 2001.

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## Humanities and the Healing Arts

The Clinical Skills component of the first-year Introduction to Clinical Medicine course continued its series of noon time presentations on humanities and the practice of medicine. Fred Whitehead, Ph.D., Department of Family Medicine, selected the sessions to parallel topics in the basic sciences. The January and February sessions were "Vincent vanGogh: Chemicals, Crisis and Creativity" and "Early Representations of Female Anatomy: From Music to Hunter's *Gravid Uterus*."

Upcoming sessions at noon in Wahl Hall East:  
March 10 – Georgia O'Keefe  
April 7 – Mad Scientists: A Cultural History

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## Third Annual Medical Education Retreat

The Medical Education Retreat will take place on June 5, 2000 at the Kansas Union in Lawrence. Agenda items include a look forward and back at the curriculum, the role of education in academic promotion and tenure, and an update on the Clinical Skills Assessment.

## First Year News

Summary of Student Responses  
(Fall 1999 – Class of 2003)

- The response rate was 70% and the majority of students (> 64%) reported attending at least 60% of the lectures for all courses.
- The majority of students (55% or more) indicated that the courses within the Cellular and Molecular Biology, Cardiovascular, Respiratory, and Musculoskeletal blocks were generally well integrated.
- Most students (> 67%) agreed that the overall quality of Human Anatomy (ATMY), Medical Biochemistry (BIOC), Clinical Skills, and Medical Physiology (PHYS) was good. A little less than half indicated that the overall quality of Cell & Tissue Biology (CTB: 46%) and Health Promotion Disease Prevention (HPDP: 41%) was good.
- Most of the respondents (59% or more) agreed that the clinical relevance of the lecture material was made clear in ATMY, BIOC, Clinical Skills, HPDP, and PHYS. About half (43%) agreed that the clinical relevance of the lecture material was made clear in CTB.
- Most students (> 56%) agreed that lecture time was used effectively in ATMY, BIOC, Clinical Skills, and PHYS. About one-third of the respondents reported effective use of lecture time in CTB (39%) and HPDP (34%).
- The majority of respondents (56% or more) agreed that lab time was used effectively in ATMY, CTB, and PHYS.
- The majority of students (> 76%) agreed that the relevance of the small group sessions to clinical medicine was made clear in BIOC, Clinical Skills, and PHYS. About half (45%) reported that the clinical relevance of the small group sessions was made clear in HPDP.
- Most students (> 60%) indicated that small group time was used effectively in BIOC, Clinical Skills, and PHYS. About one-third (37%) of the respondents reported effective use of small group time in HPDP.
- The majority of students (62% or more) reported that the amount of scheduled contact time was about right for ATMY, CTB, BIOC, Clinical Skills, and PHYS. It should be noted that about a third of the students thought that too little time was spent in ATMY and PHYS. For HPDP, 44% of the respondents agreed that the amount of time was about right and 54% thought that there was too much scheduled contact time.
- Most students (80%) reported that the length of the Cellular and Molecular Biology system block was about right. About half noted that the length of the Cardiovascular (CV), Respiratory, and Musculoskeletal system blocks was about right. One-fourth of the respondents reported that the

CV block was too short and 50% noted that the Respiratory and Musculoskeletal blocks were too short.

- The majority of students (77%) indicated that the number of examinations was about right. About half of the respondents (53%) agreed that the clustering of the examinations was helpful, while (29%) disagreed.

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## Upcoming Events and Announcements

Med Ed 101

### Teaching in the Ambulatory Clinic

Jane Murray, M.D.  
Lisa Campbell, M.D.  
March 2, 2000  
1:00-3:00 p.m.  
1014 Orr Major

Med Ed 101

### Education Scholarship

David Irby, Ph.D.  
UCSF School of Medicine  
April 6, 2000  
1:00-3:00 p.m.  
1014 Orr Major

Med Ed 101

### Digital Media Database

Robert Ardinger, M.D.  
James Fishback, M.D.  
Derek Williams, M.D.  
May 4, 2000  
1:00-3:00 p.m.  
1014 Orr Major

## Second Year News

Summary of Student Responses  
(Fall 1999 – Class of 2002)

- The response rate was good at 83% (142/172).
- The majority of students (76%) agreed that the information presented across the courses within the Fall 1999 semester was well integrated.
- Most students ( $\geq 59\%$ ) agreed that the overall quality of the course was good in General Pathology (PAON), Physical Diagnosis (PhyDx), and Clinical Epidemiology and Prevention (CEP). About one in 10 (11%) agreed that the overall quality was good in Microbiology (MBIO).
- In PAON, PhyDx, and CEP the majority of students ( $\geq 65\%$ ) agreed that the relevance of the lecture material to clinical medicine was made clear. Twenty-seven percent (27%) of the students agreed that the relevance of the lecture material to clinical medicine was made clear in MBIO.
- The majority of students ( $\geq 56\%$ ) agreed that lecture time was used effectively in PAON, PhyDx, and CEP. Seventeen percent (17%) agreed that lecture time was used effectively in MBIO.
- More than 56% of students agreed that the relevance of the small group sessions to clinical medicine was made clear in PAON, MBIO, and PhyDx.
- Most students (75%) agreed that small group time was used effectively in PAON. About half (51%) of the students noted effective use of small group time in MBIO and 41% agreed that small group time was used effectively in PhyDx.
- The majority of students ( $> 65\%$ ) reported that the amount of scheduled contact time was about right for PAON, MBIO, PhyDx, and CEP. About one-fourth of the students noted too much contact time for MBIO and PhyDx.
- While 83% of students agreed that the number of examinations during the Fall 1999 semester was about right, 54% disagreed that the clustering of the examinations, as in the first year, would be helpful.
- Students who reported attending 41 to 100% of lectures in PAON, MBIO, and PhyDx rated each of the three lecture-specific items (i.e., overall quality of the course, the relevance of lecture material to clinical medicine, and the effective use of lecture time) similar to those that attended lectures 40% of the time or less. Students who attended 41 to 100% of lectures in CEP rated each of the lecture-specific items significantly higher than those who attended lectures 40% of the time or less.

## Third Year News

Summary of Student Responses  
(Fall 1999 – Class of 2001)

- The overall response rate was 87%; the response rate for Kansas City and Wichita was 89% and 82%, respectively.
- The majority of students ( $> 56\%$ ) on both campuses reported that the Pediatrics (PEDS), Obstetrics/Gynecology (OB/GYN), Family Medicine (FM), Internal Medicine (IM), General Surgery (SURG), and Neuropsychiatry (NPSY) clerkships provided a good learning experience. Most Wichita students (72%) and about half of the KC students (45%) indicated that the Ambulatory Medicine/Geriatrics (AM/GER) clerkship provided a good learning experience.
- Most students ( $> 65\%$ ) on both campuses reported that the objectives of the PEDS, FM, IM, SURG, and NPSY were clearly specified. For the Ob/Gyn clerkship, slightly less than half of the students (45% for KC & 42% for W) indicated that the objectives were clearly specified. In KC, 50% of the students agreed that the AM/GER clerkship objectives were clearly specified and in Wichita 67% of the students agreed that the AM/GER clerkship objectives were clearly specified.
- At least 50% or more of the students on both campuses indicated that patient contact was sufficient for training purposes across all clerkships.
- About half or more (48% or more) of the students agreed that the didactic components enhanced the learning experience for all clerkships.
- At least 50% or more of the respondents on both campuses indicated that they were able to complete the objectives of all of the clerkships within the allotted time.
- Half (50%) or more of the students on both campuses reported that the methods used to evaluate their performance on the PEDS, FM, AM/GER, IM, SURG, and NPSY. Slightly less than half of the students (40% for KC & 42% for W) noted that the methods used to evaluate their performance on the OB/GYN clerkship were clearly explained.
- The majority of students ( $> 55\%$ ) on both campuses reported receiving timely feedback about their progress in the PEDS and IM clerkships. For the FM and NPSY clerkships, 49% of the KC students and 61% of the Wichita students indicated that feedback about their progress was timely and appropriate. For the OB/GYN clerkship, 48% of the KC and 42% of the Wichita students noted receiving timely feedback. For the AM/GER clerkship, 27% of the KC and 67% of the Wichita students reported receiving timely feedback. For the SURG

clerkship, 55% of the KC and 41% of the Wichita students reported receiving timely feedback.

- The majority of students (> 53%) on both campuses reported that the type and amount of faculty contact was adequate for the PEDS, FM, AM/GER, IM, SURG, and NPSY clerkships. For the OB/GYN clerkship, 40% of the KC and 47% of the Wichita students reported adequate faculty contact.

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## Medical Education Network Sites

Featured site this month:  
McPherson, Southcentral Region

When McPherson was chosen as the KU School of Medicine South Central Medical Education Network site in 1997, medical school representatives were impressed by the entire community's active role in health delivery systems. Now, over two years later, the McPherson community is proving its long-term commitment to education brick-by-brick.

The construction of a 2,150 square foot medical education center at McPherson Memorial Hospital was completed in September 99. The new center, which broke ground in April 99, houses a medical library, accommodations for visiting students, medical education network office and state-of-the-art interactive televideo conference room.

The community support for this has been fantastic. We have raised more than \$270,000 and

we are still in the process of raising a little more to completely fund it.

The new facility offers visiting students fresh new living quarters, as well as an improved learning environment. Three sleeping rooms, with an adjoining lounge, are immediately next door to an expanded and improved medical library. The library includes office space for the network site secretary.

The library has the traditional books and journals, and three Internet computers that link to the (KUMC) Dykes Library. The computers will increase the potential for Web-based learning by students, physicians and other health care professionals as well.

The interactive conference room with seating for 24 will be used to keep medical students connected with the School of Medicine, but it will also be used within the community and to partner with other health care entities. For example, it's tentatively planned that a diabetes support group will use the room to access interactive education and Hutchinson Community College is on-board to provide LPN instruction through the system.

A \$50,000 grant from the School of Medicine's Primary Care Physician Education grant was used to help purchase the interactive equipment.

The new medical education center is a winning situation for all. It's not only going to help the education process, it will help those of us who are practicing. We feel this is what Dean Powell was talking about when she asked the medical school to partner with communities.

Greg Thomas, M.D.  
Medical Education Director

**Association of American Medical Colleges (AAMC)  
Annual Meeting  
Proposal Submission Deadlines  
Research Papers, Reviews,  
Symposia and Abstracts  
March 12, 2000**

<http://www.aamc.org/meetings/annual/start.htm>

### Editorial Comments Invited

*Curriculum Connections* was developed by the Education Council to keep faculty and students informed about progress and procedures to reform the KU School of Medicine curriculum. *Curriculum Connections* will strive to keep faculty, students and staff up to date on the KU medical curriculum, and you are invited to submit comments, suggestions and/or newsworthy items relating to medical education. Please contact either Dr. Dianne Durham, Chair of the Education Council, or Dr. Giulia Bonaminio, Assistant Dean for Medical Education, with your feedback.