

Curriculum Connections

A newsletter of the Education Council
and the Office of Medical Education
October 1999

Assistant Deans Named

Giulia Bonaminio, Ph.D., has been named Assistant Dean for Medical Education. Dr. Bonaminio directs the Office of Medical Education and is an Assistant Professor in the Department of Family Medicine.

The Academic Society Directors have been named Assistant Deans for Student Affairs:

John Calkins, M.D.	Ob/Gyn
Norton Greenberger, M.D.	Medicine
Mark Meyer, M.D.	Family Medicine
Allen Rawitch, Ph.D.	Biochemistry
Roberta Sonnino, M.D.	Surgery
George Varghese, M.D.	Rehabilitation Medicine

Educational Committees

On Sept. 15, Dianne Durham, Ph.D., was elected chair of the Educational Council for the 1999-2000 academic year. Dr. Durham is an Associate Professor in the Department of Otolaryngology.

The Chairs of the Year 1-2 and Year 3-4 Oversight Committees will be elected in October.

Issues in Clinical Medicine (ICM 900)

The Issues in Clinical Medicine course for third-year medical students began in Kansas City on Sept. 16th with a session entitled "Guide to Third-Year Clerkships". The October session focused on "Working with Other Professionals".

Sessions for the remainder of the fall semester include "Medical Student Abuse and Harassment" (Nov. 11) and "Choosing a Specialty" (Dec. 2).

CGEA Meeting Omission

In July's issue of *Curriculum Connections*, Drs. Wilfred Arnold and Anthony Paolo were inadvertently omitted from the list of presenters from KU.

Clinical Skills Assessment (CSA) Planning Meeting

The Planning Committee for the CSA will meet on Oct. 29. This comprehensive exam of clinical skills will be administered during the fourth year of medical school. The meeting agenda includes a background on CSAs followed by a discussion of what a KU CSA should contain, what resources will be needed, etc. The Planning Committee will meet again before the end of the year and designate an Implementation Committee to construct the exam and determine logistics, etc.

Humanities and the Healing Arts

The Clinical Skills component of the first-year Introduction to Clinical Medicine course has initiated a 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 first two sessions were "Perez on Medicine" and "The Drawings of Elizabeth Layton." Students described the sessions as "thought-provoking, educational, interactive and most of all, fun."

Upcoming sessions in Wahl Hall East:
Nov. 5 – Pulmonary Disease in Music, and in
Kansas History
Dec. 3 – Frida Kahlo: Revolutionary Mexican Painter



KU Summit on Teaching Excellence

Lawrence Campus
August 17, 1999

Faculty and staff from all KU campuses gathered to discuss what it means for teachers to improve student learning. The summit, sponsored by the Provost's Office and KUMC and coordinated by the Center for Teaching Excellence, began with a welcome by Executive Vice Chancellor Donald Hagen. A Town Hall Meeting with Chancellor Robert Hemenway and a presentation by Dean Sally-Frost Mason on "Teaching and Learning: New Directions & New Understanding" followed. Individual schools then held breakout sessions to identify areas of instruction that work well and those needing improvement/initiation, to consider strategies to address issues identified for improvement/initiation, and to prioritize the issues and categorize them as short-term or long-term.

Twenty-one faculty members attended the School of Medicine breakout session facilitated by Dean Powell. In her report to the general session summarizing the discussion, Dean Powell described the strengths of our curriculum in contrast to those of some other programs.

"We are beginning to think of the products of our education and we are fortunate to have a hierarchical curriculum so opportunities for feedback are built-in to our system. The School of Medicine also has opportunities for external feedback such as the licensing exam and the attainment of residency positions.

Areas for improvement include increasing the amount of basic science information in the clinical years, better procedural skills and implementing a clinical competency exam to help us provide a "warranty" on our students.

One area of concern is the need for more faculty involvement in the teaching of our students, taking into consideration the demands of research and clinical practice. Other concerns include the evaluation of learning at more diverse sites, the need for more training in medical informatics, and the increasing importance of cross-departmental areas such as genetics and integrative medicine."

Dean Powell ended with a summary of short- and long-term educational goals. For the next one to three years the goals include increased:

- focus on our student product
- ownership by clinical departments
- communication among departments and faculty about the curriculum
- evaluation of our curriculum and our students over time
- faculty involvement in teaching

and implementation of a comprehensive clinical skills assessment.

For the next three to five years the goals include increased emphasis on:

- courses transcending departments, such as nutrition, genetics and integrative medicine
- medical informatics
- interdisciplinary health professions education

Announcements and Upcoming Events

Med Ed 101
Preparing and Using
Written Examinations
Steve Downing, Ph.D.
American Board of Internal Medicine
November 4, 1999
1:00-3:00 p.m.
1014 Orr Major

Central Group on Educational
Affairs (CGEA) Meeting
Call for Proposals
<http://www.medlib.iupui.edu/cgea/call2000.html>
Submission Deadline
December 1, 1999

Med Ed 101
Feedback and Performance
Assessment of Learners
Giulia Bonaminio, Ph.D., Anne Walling, M.D.
& Anthony Paolo, Ph.D.
January 6, 2000
1:00-3:00 pm
1014 Orr Major

Third Year News

Summary of Student Responses
(Spring 1999 – Class of 2000)

- The majority of students on both campuses reported that the Ob/Gyn, Family Medicine (FM), Internal Medicine (IM), General Surgery (GS), and Neuropsychiatry (NP) clerkships provided a good learning experience. Most KC students and about half of the Wichita students indicated that the Pediatrics (PED) clerkship provided a good learning experience. The majority of the KC students and about one-third of the Wichita students reported a good learning experience from the Ambulatory Medicine/Geriatrics (AM/G) clerkship.
- Most students on both campuses reported that the objectives of the FM, IM, NP, AM/G, and GS clerkships were clearly specified. For the Ob/Gyn clerkship, roughly half of the students or more indicated that the objectives were clearly specified. In KC, most students agreed that the PED clerkship objectives were clearly specified, while in Wichita less than half agreed that the PED clerkship objectives were clearly specified.
- The majority of students on both campuses indicated that patient and faculty contact was sufficient for training purposes across all clerkships.
- Most students agreed that the didactic components of the IM, GS, PED, Ob/Gyn, FM, and AM/G clerkships enhanced the learning experience. For the NP clerkship, about a third of the KC and most of the Wichita students indicated that the didactic components enhanced the learning experience.
- More than half of the respondents on both campuses indicated that they were able to complete the objectives of all of the clerkships within the allotted time.
- At least half of the students on both campuses reported that the methods used to evaluate their performance on the IM, FM, and GS clerkships were clearly explained. About half of the students indicated that the methods used to evaluate their performance on the Ob/Gyn and AM/G clerkships were clearly explained. For the PED clerkship, most of the KC and about 1/3 of the Wichita students noted that the evaluation methods were clearly explained. For the NP clerkship, about 1/3 of the KC and most of the Wichita students indicated that the evaluation methods were clearly explained.
- The majority of students on both campuses reported receiving timely feedback about their progress in the FM and IM clerkships. About half of the students in KC and Wichita indicated that feedback about their progress was timely and appropriate in the AM/G clerkship. Less than half of the students on both campuses noted receiving timely feedback for the GS,

PED, and Ob/Gyn clerkships. For the NP clerkship, about 1/3 of the KC and most of the Wichita respondents indicated that they received timely and appropriate feedback.

Fourth Year News

Summary of Student Responses
(Spring 1999 – Class of 1999)

- The majority of students from both campuses reported that they were able to arrange a residency interview schedule that met their needs, that there was enough time to complete residency interviews, and that the information they received about the residency application process was adequate. For the Wichita campus, most of the respondents noted that the number and variety of electives offered were adequate for them to pursue their own interests, while less than half of the KC students answered in the same fashion. Most of the Wichita students indicated that the advice they received about the residency interview process was adequate, while less than half of the KC respondents answered in a similar manner.
- Most students from both campuses favorably rated the Rural Preceptorship. The majority agreed that the overall learning experience was good, that patient and faculty contact was good, that attending teaching was good, that the objectives and methods used to evaluate their performance were clearly specified and that feedback about their progress was timely. The majority of students from the Wichita campus and less than half of the KC respondents indicated that the didactic components enhanced the learning experience and that resident teaching was good.
- For Health of the Public, the majority of students from both campuses agreed that the overall learning experience was good, that the objectives and evaluation methods were clearly explained, that they were able to complete the objectives, that the didactic components enhanced the learning experience, that faculty contact was adequate, that feedback about their progress was timely and appropriate, and that attending teaching was good. Half of the respondents from both campuses noted that resident teaching was good. About one-third of the students from both campuses indicated that patient contact was sufficient for training purposes.
- Most students reported that their Ambulatory Specialties were generally good learning experiences, that patient and faculty contact was good, that they were able to complete the objectives, and that resident and attending teaching was adequate. About half of the respondents indicated that the objectives were

clearly specified, that the didactic components enhanced the learning experience, that the evaluation methods were clearly explained, and that feedback was timely.

- The majority of respondents reported that their Critical Care selective was a good learning experience, that patient and faculty contact was good, that the didactic components enhanced the learning experience, that the objectives and evaluation methods were adequately specified, that they were able to complete the objectives within the time frame, that they received timely feedback about their progress, and that resident and attending teaching was adequate.
- Most respondents reported that their Subinternship was a good learning experience, that patient and faculty contact was good, that the didactic components enhanced the learning experience and that the objectives and evaluation methods were clearly explained. Most students also agreed that they were able to complete the objectives, that they received timely feedback about their progress, and that resident and attending teaching was adequate.

Medical Education Network Sites

Featured site this month:
Pittsburg, Southeast Region

The Southeast Kansas (SEK) Medical Education Network of the University of Kansas School of Medicine consists of sixteen counties, Lyon, Coffey, Anderson, Linn, Bourbon, Wilson, Neosho, Allen, Woodson, Greenwood, Elk, Chautauqua, Montgomery, Labette, Crawford, and Cherokee. The SEK Network office is located within the Rural Eastern Kansas (REK) Area Health Education Center (AHEC) office on the campus of Pittsburg State University. Working closely with the REK AHEC has facilitated responding to the vision of becoming a university without walls.

Multiple sites in Southeast Kansas have provided educational experiences for medical students. Physicians from all over Southeast Kansas have served as preceptors for the fourth year rural clerkship, Rural Health Weekend, and research electives. More recently, John White, DO, has served as preceptor for students taking part of

the Neuropsychiatry clerkship for third year medical students.

Dr. White's practice in Pittsburg provides an opportunity for students to participate in all aspects of rural psychiatric practice. Dr. White is sensitive to the educational uniqueness of rural sites. Prior to practicing in Pittsburg, as faculty at the Oklahoma State University College of Osteopathic Medicine, he was responsible for medical student assignments for psychiatry at rural sites.

Many physicians in Southeast Kansas have expressed interest in becoming preceptors for other medical student clerkships. As medical students become more familiar with clerkships in the six regional networks, it is anticipated that additional clerkships will be offered. Ambulatory Medicine/ Geriatrics in Pittsburg and Parsons, and Obstetrics/Gynecology in Chanute may soon be available for clerkship assignments.

The Summer Mentor and the Scholars in Primary Care programs for undergraduate students utilize network sites for experiences in rural primary care. Sites participating in the six week Summer Mentor Program include Pittsburg, Girard, Parsons, Coffeyville, Independence, Neodesha, Chanute, Yates Center, Iola, Fort Scott, Garnett, and Emporia, and Girard. The Scholars in Primary Care Program students are assured admission to the University of Kansas School of Medicine provided they fulfill all the requirements of this two-year experience. Ron Seglie, MD, Kathleen Sandness, MD, Rodney Odgers, MD, David Phelps, MD, Brian Wolfe, MD, and Pam Harrison, MD have been or are mentors for PCP students. Their contribution as mentors for SCP students is exemplary of the commitment that SEK network site physicians have to the education of health professionals at the University of Kansas.

In addition to medical education SEK network sites provide training for advanced registered nurse practitioners, physical therapists, physician assistants, and other nursing and allied health professionals. In collaboration with the KUMC Center on Aging, longitudinal case-based interdisciplinary education workshops are being planned to enrich the educational experience of all these students. The SEK Network and RE AHEC will continue to develop sites, linking them to each other and KUMC, and continue to support the educational needs of health professionals at those sites.

Robert Haskins, M.D.
Medical Education Director

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.