Spring 2012

Campus Expansion:
Reflections from Salina
by Michael Robinson, PhD, Associate Director of Basic Sciences, KU School of Medicine, Salina

With six of the first seven modules completed, now is a good time to reflect upon year one at the new Salina campus of the University of Kansas School of Medicine. It would appear trite to say that this year has flown, but nevertheless it is true. We have gone from anticipation to reality in no time at all. What occurs mostly to me as I review this year from Salina, is what a team effort it has been. Aside from the considerable efforts at Salina itself, and the superb body of students we have recruited, there have been major contributions from so many at the Kansas City campus. Few individuals at the KC campus joined the medical school expecting to have to help nurture the development of the two extra campuses at Salina and Wichita, yet their response has never indicated this. From the module directors, through teaching faculty and the numerous other administrative personnel, the efforts to include Salina and make this new campus a success have been awesome. Almost without exception, the KC personnel have been professional, welcoming, and positive in every way; we couldn’t have done it without you!

A Student Perspective

Jill Corpstein, a first-year student on the Salina campus says, “I have had a great first year in Salina. The teachers and staff have been incredibly supportive and provided a quality learning environment for us. I’m excited to start next year with a total of 16 students in Salina!”

Combined Module and Clinical Clerkship Directors Retreat

The first combined Phase I and Phase II Directors and Administrators Retreat was held on April 5. More than 70 module and clerkship directors, administrators and staff met to share information about their programs. The goal was to identify ways to foster greater integration of content across all four years of the undergraduate curriculum. For many, this was their first introduction to their Phase I (basic science) and Phase II (clinical clerkships) colleagues and counterparts. Additionally, it was an opportunity for face-to-face collaboration with faculty and staff from the Salina and Wichita campuses. The afternoon highlight was the “speed-dating” activity during which faculty from Phase I and Phase II took turns meeting with their colleagues from other areas and campuses.

JayDocs to Replace ANGEL

In June, the School of Medicine will launch JayDocs, a new curriculum management system that will replace the current system, ANGEL. JayDocs is a calendar-based interface that will deliver content without requiring students to access a shared drive. JayDocs was chosen as the learning content management system because of its many features tailored to medical education. The system will not only house content, but also generate faculty contribution reports and most importantly, link all content to goals and objectives. A dynamic topic search feature yields all content and events matching the search term. JayDocs also contains a patient logging interface that will tally interactions by search terms, including diagnoses, objective and location. The school plans to implement the logging feature with 3rd- and 4th-year students within the next 2 years.

KUSOM is joining Duke and Yale as one of the first 10 universities to use this system. Not only is it customized for medical education, but the parent product, LCMS+, is one of the few participating content management systems for curriculum inventory with LCME.
NEW AAMC Curriculum Reports

The AAMC has launched a new web resource titled Curriculum Reports. It provides graphical interpretations of aggregate and historical curriculum-related information based on data collected annually by the Liaison Committee on Medical Education (LCME). The LCME data represents 100 percent of US medical schools and provides interesting perspectives of trends in medical education. Curriculum Reports also includes a section on Educational Technology that is based on data collected in the eh AAMC Group on Information Resources (GIR) annual survey. http://www.aamc.org/

SAVE THE DATE!
Medical Education Retreat
June 22, 2012
Noon-4 pm
Beller Conference Center

Ann Alexander, Program Manager for Medical Education Technology, Joins OME Staff

Ann Alexander, M.Ed., joined the Office of Medical Education in September 2011. Ann came to the KU School of Medicine from San Antonio, Texas, where she worked as an Instructional Technologist for the Northside and Comal Independent school districts. She holds a Masters of Education in Educational Technology degree from the University of Texas at Brownville.

In her role as Technology Program Manager, Ann manages and supports the technology needs of the Phase I and Phase II curriculum, including developing the new JayDocs curriculum management system, researching and recommending innovative technology software, devices and implementation opportunities, and working closely with SOM students, faculty and staff to support their technology needs.

Kansas Connections, a quarterly newsletter published by Rural Health Education and Services at KU Medical Center, features stories about health care and job opportunities in rural Kansas. To receive quarterly alerts of the most recent edition, you can sign up at: http://www.ruralhealth.kumc.edu/kc/joinlist.html.

Phase I Curriculum

Dr. Tarr Passes the Torch

After a 40-year academic career, Dr. Tarr will retire in July of this year. In the School of Medicine, Dr. Tarr has led the Cardiopulmonary and Renal-Endocrine modules since the school introduced the modular, system-based curriculum in the Fall of 2006. Dr. Tarr’s dedication to students and quality programming is evident in the many awards he’s received. The Renal-Endocrine and Cardiopulmonary modules are consistently the two highest-scoring modules in the new curriculum, based on student evaluations of the program. The Cardiopulmonary module has been recognized by Student Voice for three consecutive years as the best module of the first-year curriculum and, in 2010, Dr. Tarr was awarded the prestigious William T. Kemper Award for Teaching Excellence. Upon Dr. Tarr’s retirement, Dr. John Wood will become module director for the Cardiopulmonary module and Dr. Mike Wolfe will assume leadership of the Renal-Endocrine module. The School of Medicine thanks Dr. Tarr for his outstanding contributions to medical education and wishes him all the best in retirement.

Phase II Curriculum

This year saw the introduction of on-line National Board of Examiners (NBME) subject examinations for third-year clerkships. KU medical students were among the first in the country to pilot the use of computer-based testing for the NBME. Electronic testing not only allows for a faster return of exam results, but also helps clerkship administrators calculate student grades more quickly and efficiently.

Unlike years one and two, third year is the first time that students are exposed to and evaluated on their knowledge and performance in live patient/physician encounters. To document these encounters, students are required to log every patient encounter in a web-based logging system. Logs identify the number and variety of patients encountered during a student’s third and fourth year of medical school.

Also new for this year is the use of electronic evaluation. This evaluation is currently conducted through E-value, a web-based healthcare management tool. E-Value allows clerkship personnel to evaluate students and allows students to evaluate faculty and programs.
Using Technology to Advance Clinical Skills

The Neis Clinical Skills Lab (NCSL) continually seeks ways to introduce new technology and simulated experiences into the standardized patient (SP) programming. As a result, the lab has introduced several new programs with enhanced technology components.

Working inter-professionally with the School of Nursing (SON) clinical skills lab, the Neis lab recently created a realistic, end-of-life experience for Emergency Medicine students. Using a SIM man—a human patient simulator—students interact with a “failing” patient and the patient’s loved one. This simulated encounter provides a safe environment in which students may experience intense and stressful scenarios. They not only learn how to manage a patient’s medical condition but also learn important coping skills for dealing with difficult encounters.

In Fall 2011, the skills lab began using ventriloscopes in School of Nursing (SON) encounters. The ventriloscopes produce a variety of recorded sounds to simulate specific normal and abnormal lung functions. The encounter combines the use of ventriloscopes and standardized patients. Students used stethoscopes when checking for patient heart sounds, and ventriloscopes to listen for lung sounds. The NCSL introduced a Pediatric Clerkship SP event that included an encounter using both an SP and a SIM baby. Students interact with both a live person and the simulator to assess the situation and successfully complete the task. Similarly, there is a new Surgery Clerkship event where students interact with an SP and a mannequin with a simulated boil. The students do very well at accepting the situation as real and responding appropriately the needs of the “patients”.

Match Day 2012

On March 16, fourth-year KU medical students, their families and friends gathered in Battenfeld Auditorium for the distribution of the envelopes that would reveal their residency program assignments. This year, 50% of KU’s School of Medicine graduates went into primary care. The remainder matched in a wide variety of specialties, from emergency medicine to otolaryngology. According to the National Resident Matching Program, the 95 percent of U.S. medical school seniors who matched into residency positions was the highest rate in 30 years.

2012 Medical Alumni Innovative Teaching Funds Awards

The Medical Alumni Innovative Teaching Funds provides funding to KU School of Medicine faculty for innovative projects in teaching and evaluation of medical students. This year the Alumni Association has doubled its support of the program to $100,000.

This year’s recipients are:

An Inter-professional Education Dementia Simulation PI-Project for Medical and Nursing Students
Heather Anderson, MD
Department of Neurology, Kansas City

Expansion of a Simulation-Based Critical Care Curriculum for Medical Students
Emily Diedrich, MD
Department of Internal Medicine, Kansas City

Principles of Pathophysiology Interactive OneNote® Guidebook
Jim Fishback, MD
Department of Pathology, Kansas City

Using Simulation to Improve Medical Students’ Comfort with Selected Procedures
Mark Harrison, MD
Department of Pediatrics, Wichita

Barney Smith: The Simulation of a Palliative Care Death
Jessica Kalender-Rich, MD
Department of Internal Medicine, Kansas City

Cross-cultural Health Leadership Institute: a Learning Community for KUMC Medical Student Cross-Cultural Education
Joseph LeMaster, MD
Department of Family Medicine, Kansas City

Producing a Student Tutorial for Teaching Basic Sciences to Medical Students
Michael Robinson, PhD
Department of Family Medicine, Salina

Harry Holmes, A Standardized Patient with an Abnormality
Pam Shaw, MD
Department of Pediatrics, Kansas City

COLLABORATIVE PROJECT
JayTab: Extending the Medical Curriculum Through the Use of Emerging Technologies
Giulia Bonaminio, PhD
Office of Medical Education, Kansas City
Presentations and Publications

**PRESENTATIONS**


Bonaminio, G. and Minns, G. “Problem-Based Learning: What, Why and How?” Workshop presented at the University of Kansas Summit on Teaching Excellence, August 18, 2011, Lawrence, KS.


Sadauskas, S. "Delivering Bad News in a Realistic Setting for Second Year Medical Students." Poster presentation at the 2011 Association of Standardized Patient Educators Conference in Nashville, TN.

Sadauskas, S. "Delivering Bad News in a Realistic Setting for Second Year Medical Students." Poster presentation at the Johnson County Community College Healthcare Simulation Conference, Overland Park, KS, September 2011. The poster was chosen by the Harvard faculty as the Best Conference Abstract. For this honor, Ms. Sadauskas was invited to discuss her poster’s concept on stage, followed by a question and answer session.

Birch, J.T., Paolo, A.M. Improving third year medical student scores on examinations of gait and fall risk assessment. Presentation at the 38th Annual meeting of the Society of Teachers of Family Medicine on Medical Student Education, Long Beach, CA, February 2-5, 2012.


**PUBLICATION**


**LCME Site Visit**

The Liaison Committee on Medical Education (LCME) accreditation site visit is scheduled for October 20-23, 2013. Module and clerkship directors, faculty and staff have begun the process of collecting and organizing all data necessary to ensure that the school’s medical education database is current. During the site visit, the LCME survey team will review the information contained in the database, and will meet with the school’s dean, faculty members, administrators and students. Upon completion of the visit, the team will present their findings to the dean. The school will receive the formal report and recommendation for accreditation within a year of the site visit.