Glen Cox, MD named as Senior Associate Dean for Medical Education

In June 2012, Glen Cox, MD, MHSA, MBA, was named Senior Associate Dean for Medical Education. In this role, Dr. Cox oversees the offices of medical education, student affairs, admissions, cultural enhancement and diversity, rural medical education, and the Salina campus. Dr. Cox is also responsible for leading the School of Medicine in preparation for the school’s re-accreditation visit scheduled for October 2013. Dr. Cox is no stranger to this process. He previously served as Vice Dean of the School of Medicine and Senior Associate Dean for Medical Education from 2000-2008, during which time he led the School through its last accreditation visit.

School of Medicine’s 26 New Graduation Competencies

During the past eighteen months, the Graduation Competencies Subcommittee has worked diligently to review and revise the school’s list of graduation competencies. This revision continues the process of continually updating and improving the school’s educational objectives in order to better prepare graduates for rapidly-changing scientific and medical environments. The goal is to map the competencies to the module and clerkship objectives, in order to ensure that the school is preparing graduates who are ready to begin the residency phase of their education and have a solid foundation in the knowledge, skills, attitudes, and behaviors necessary for graduation. For more information, please visit the Office of Medical Education webpage: http://www.kumc.edu/school-of-medicine/office-of-medical-education/

The Competencies:

Patient Care
PC1: Assess patients presenting with undifferentiated urgent, acute, or chronic health problems
PC2: Develop a prioritized differential diagnosis and/or problem list based on patient assessment
PC3: Select and interpret diagnostic tests based on scientific evidence and patient considerations
PC4: Use sound problem solving strategies to propose initial patient management plans (see also PBL 1, SBP1-4)
PC5: Assess and address disease prevention/health promotion for individual patients
PC6: perform selected investigations and technical skills correctly and with attention to patient safety and comfort (Appendix C)

Medical Knowledge
MK1: Access updated, reliable, high-quality scientific information in order to support clinical decision.
MK2: Provide evidence for their diagnostic and management decisions based on application of medical knowledge and clinical reasoning
MK3: Scientifically appraise innovative concepts and practices for potential value in patient care.

Practice-Based Learning/Improvement
PBL1: Refine diagnoses, management strategies, and prognosis as conditions evolve as active participants in the ongoing care of patients
PBL2: Accept and provide constructive feedback
PBL3: Critically reflect on patient care activities, using analysis of experience to improve performance
PBL 4: Set personal learning objectives and describe strategies to achieve them
Competencies continued...

Interpersonal and Communication Skills
ICS1: communicate effectively with patients and families, including situations involving sensitive, technically complex, or distressing information
ICS2: conduct a culturally-competent clinical encounter
ICS3: Provide a concise, accurate, verbal summary of a patient situation to a faculty member, resident, peer, or other member of the health care team prioritizing the most clinically significant factors.
ICS4: Create, maintain and use appropriate confidential records of clinical encounters using standard terminology and formats.

Professionalism
P1: Demonstrate appropriate professional attitudes and behaviors (altruism, respect, accountability, duty, honor, integrity and commitment to excellence) in their clinical and educational activities.
P2: Demonstrate sensitivity and responsiveness to patient individuality in health practices and decisions by demonstrating the ability to form appropriate professional relationships with patients from diverse backgrounds
P3: Recognize and address personal limitations, attributes or behaviors that might affect their effectiveness as a physician
P4: Recognize and address ethical concerns in the practice of medicine

Systems-Based Practice
SBP1: Demonstrate effective participation in a health care team
SBP2: Appropriately adapt to participate in patient care in a variety of settings, each with different priorities, opportunities, and constraints
SBP3: Describe the organizational, financial and health systems factors that affect patient well-being and incorporate them appropriately in clinical decision-making, prioritizing patient well-being
SBP4: Discuss the causes of medical error: Act to anticipate, prevent, and respond appropriately to threats to patient safety.
SBP5: Identify, analyze, and propose solutions for a health problem in the community.

For detailed information, please visit: http://www.kumc.edu/school-of-medicine/office-of-medical-education/graduation-competencies.html

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 complete the database. During the site visit, the LCME survey team will review the information and 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 in the Spring of 2013.

LCME Self-Study
Beginning summer and fall of 2012, the school began an institutional self-study. Representatives of the administration, faculty, and student body are (1) collecting and reviewing data about the medical school and its educational program, (2) identifying institutional strengths and issues requiring action, and (3) defining strategies to ensure that the strengths are maintained and any problems are addressed effectively. The following five self-study sub-committees have been formed: institutional setting, educational program, medical students, faculty affairs, and educational resources. Each self-study sub-committee met for one full day over the summer, and additional meetings have been scheduled as needed to complete the self-study by December 2012. For more information about LCME Self-Study, please visit the LCME website at http://www.lcme.org/selfstudyguide1314.pdf.

A brief description of the content covered by each sub-committee:

**Institutional setting** covers governance and administration and academic environment including diversity.

**Educational program** covers the educational objectives; general curriculum design, curricular content, teaching and evaluation and curriculum management including roles and responsibilities, geographically separate campuses, and program evaluation.

**Medical students** covers admissions, transfer students, academic and career counseling, financial aid counseling, health services and personal counseling and the learning environment.

**Faculty Affairs** covers number, qualifications and functions; personnel policy and governance.

**Educational resources** covers finances, general facilities, clinical teaching facilities, information resources and library services.
**LCME Self-Study Committees**

**Self Study Task Force**
- Dr. Don Barnett, Dean, VA-KC
- Mr. Jim Bingham
- Dr. Giulia Bonaminio
- Dr. Paul Cheney
- Dr. Deb Clements
- Dr. Glen Cox
- Ms. Hinano DeBarthe
- Dr. George Enders
- Dr. Josh Freeman
- Dr. William Gabrielli
- Dr. Tomas Grieblng
- Dr. Ganga Hematillake, Dean, VA-Wichita
- Dr. Mike Kennedy
- Dr. Robert Klein
- Ms. Sandy McCurdy
- Dr. Mark Meyer
- Dr. Garold Minns
- Dr. Isaac Opole
- Dr. Michael Parmely
- Dr. Sue Pingleton
- Dr. Allen Rawitch
- Dr. Jon Schrage
- Dr. Donna Sweet
- Dr. Raj Trehan, Dean, VA-Eastern Kansas
- Dr. Greg Unruh
- Ms. Steffani Webb
- +3 residents
- Tiffany Schwasinger-Schmidt (MS-W)
- Isaiah Logan (MS-KC)
- Erik Dill (MS-S)

**Executive Committee of the Self Study Task Force**
- Dr. Giulia Bonaminio
- Dr. Bill Cathcart-Rake
- Dr. Glen Cox
- Dr. Doug Girod
- Dr. Robert Klein
- Ms. Jenni Mandala
- Dr. Karen Miller
- Dr. Garold Minns
- Dr. Steven Stites (or new named EVC/Dean)
- Dr. Paul Terranova
- Dr. Anne Walling

**External Advisory Committee**
- Jim Sanders, KCVA
- Bob Page, KU Hospital
- Dr. Kent Bradley (Wichita)

CEOs:
- KCVA – Jim Sanders, MD, Chief of Staff/Kent Hill-Medical Director
- LVA – John Moon, assoc director; Dr. Rajeev Trehan, Chief of Staff (same as dean)
- Topeka – same as LVA
- Wichita VA – Ganga Hematillake, MD-Chief of Staff (same as dean)/Vicki Bondie – acting med director
- Via Christi – Jeff Korsmo
- Wesley – Hugh Tappan
- SRHC – Mike Terry

KUHAB chair – Robert Honse (2011 – still accurate?)
- BOR chair – Tim Emert

**Institutional Setting**
- Chair: Dr. Donna Sweet
- Co-chair: Dr. Deb Clements
- Dean’s office liaison: Dr. Garold Minns
- Salina representative: Dr. Boyd Smith
- Student: Braeden Johnson

Committee members:
- Ms. Abigail Arthur
- Dr. Lyle Baade
- Dr. Rick Barohn
- Dr. James Birch
- Dr. Giulia Bonaminio
- Dr. Bill Cathcart-Rake
- Ms. Karen Cole
- Dr. Tracie Collins
- Dr. Paula Cupertino
- Dr. Ed Ellerbeck
- Dr. Jeff Holzebeierlein
- Dr. Vince Loffredo
- Mr. Chris McCracken
- Ms. Heather Morrison
- Dr. Allen Rawitch
- Dr. Kurt Schropp
- Dr. Margaret Smith
- Dr. Lisa Vansaghi
- Dr. Mike Werle
LCME Self-Study Committees cont.

**Educational Program for the MD Degree**
Chair: Dr. Isaac Opole  
Co-Chair: Dr. Michael Parmely  
Dean’s office liaison: Dr. Giulia Bonaminio  
Salina representative: Dr. Michael Robinson  
Students: Chris Miller (KC), Erik Dill (S), Katie Grelinger (W)

Committee Members:  
Dr. John Alley  
Dr. Heather Anderson  
Dr. Stephen Charles  
Dr. Chris Crenner  
Dr. John Delzell  
Dr. Gary Doolittle  
Dr. Chris Faulk  
Dr. Jim Fishback  
Dr. Mark Harrison  
Dr. Robert Klein  
Dr. Martha Montello  
Dr. Scott Moser  
Dr. Mitzi Scotten  
Dr. Pam Shaw  
Dr. Dan Swagerty  
Dr. Dennis Valenzeno  
Dr. Charlotte Vines  
Dr. John Wood  
Dr. Wolf Zueckert

**Medical Students**
Chair: Dr. Tomas Griebling  
Co-chair: Dr. George Enders  
Dean’s office liaison: Dr. Mark Meyer  
Salina representative: Dr. Chris Graber  
Students: Tiffany Schwasigner-Schmidt (KC), Jill Corpstein (S), Brad Cardonell (W)

Committee Members:  
Dr. Dennis Allin  
Ms. Maria Alonso Luaces  
Dr. Shelley Bhattacharya  
Dr. Gustavo Blanco  
Dr. Giulia Bonaminio  
Dr. John Dorsch  
Dr. Joe Fontes  
Dr. Gary Gronseth  
Ms. Sara Honeck  
Ms. Anne Huffman  
Dr. James Kallai  
Ms. Sandy McCurdy  
Dr. Chris Meiers  
Dr. Justin Moore  
Ms. Heather Morrison  
Dr. Prabhu Parimi  
Dr. Liskin Swint-Kruse  
Dr. Jana Zaudke  
Ms. Laura Zeiger

**Faculty**
Chair: Dr. Paul Cheney  
Co-Chair: Dr. Sue Pingleton  
Dean’s office liaison: Dr. Robert Klein  
Salina representative: Dr. Scott Owings

Committee Members:  
Dr. Abebe Abebe  
Dr. Kamran Ali  
Dr. Francis Barth  
Dr. Giulia Bonaminio  
Dr. James Calvet  
Dr. Gerald Carlson  
Ms. Marianne Eyles  
Dr. Melissa Gaines  
Ms. Jo Halverson  
Dr. Gina Hendren  
Dr. Rajasingh Johnson  
Dr. Mike Kennedy  
Dr. Thomas Kluzak  
Dr. Joshua Mammen  
Ms. Marty McLaughlin  
Dr. Jyoti Panicker  
Dr. Allen Rawitch  
Dr. Brenda Rongish  
Dr. Paul Uhrig  
Dr. Belinda Vail  
Dr. Doug Woolley

**Educational Resources**
Chair: Dr. William Gabrielli  
Co-Chair: Dr. Jon Schrage  
Dean’s office liaison: Mr. Jim Bingham  
Salina representative: Mr. Mike Kollhoff  
Student: Isaiah Logan (KC)

Committee Members:  
Dr. Dave Antonacci  
Dr. Giulia Bonaminio  
Dr. Michael Burke  
Ms. Alice Carrott  
Dr. Mark Cohen  
Ms. Hinano DeBarthe  
Dr. Dianne Durham  
Dr. Rick Kellerman  
Dr. Jim Kindscher  
Dr. Richard Korentager  
Dr. Beth Levant  
Dr. Michele Mariscalco  
Dr. William Nowack  
Dr. Kenneth Peterson  
Mr. Bob Pisciotta  
Dr. Matt Sharpe  
Dr. John Sutphin  
Dr. Greg Unruh  
Ms. Steffani Webb  
Dr. Ruth Wetta-Hall  
Dr. John Wisner  
Dr. Robert Wittler
The University of Kansas School of Medicine has recently created an Academy of Medical Educators. The mission of the Academy is to recognize and celebrate teaching excellence, foster the continued improvement of medical teaching and learning at the University of Kansas School of Medicine, and advocate for the resources necessary to do so.

The Academy’s charter members are:

**Stewart Babbott, MD**, Associate Professor and Division Director, Department of Internal Medicine

**Jim Fishback, MD**, Professor and Director of Curriculum Development and Technology Implementation, Department of Pathology and Laboratory Medicine

**Joshua Freeman, MD**, Professor and Chair, Department of Family Medicine

**Robert Klein, PhD**, Professor and Associate Dean, Department of Anatomy and Cell Biology and Office of Professional Development and Faculty Affairs

**William Gabrielli, MD, PhD**, Professor, Department Chair, Department of Psychiatry and Behavioral Sciences

**Garold Minns, MD**, Professor and Dean, Department of Internal Medicine and Office of Academic and Student Affairs-Wichita

**Michael Parmely, PhD**, Professor and Interim Chair, Department of Microbiology, Molecular Genetics and Immunology

**Scott Moser, MD**, Professor, Family and Community Medicine-Wichita

**Pam Shaw, MD**, Professor, Department of Pediatrics

**Anne Walling, MB, ChB, FFPHM**, Professor and Associate Dean, Department of Family and Community Medicine and Office of Faculty Development-Wichita

**The Doctors as Educators Faculty Development Course**

The Doctors As Educators (DAE) Program is a 14-session course with a focus on teaching doctors the theory and skills required to become excellent teachers in medical education. All current University of Kansas faculty are invited to attend this course. The course will focus on topics related to the foundations of teaching excellence including theories of learning, teaching methods, teaching clinical reasoning, motivating the learner, the difficult learner, conflict management and negotiation, giving feedback, setting expectations, and time management.

Each session will start with a 15-minute small group discussion to answer the “Question of the Day”, a question that focuses on a challenge surrounding the topic for that day’s session. This is followed by a 30-40 minute lecture to educate faculty learners on that subject. At the end of each session, the learners will have the opportunity to reflect on the new knowledge that was gained in that session with another short small group discussion. For more information, please check the website after January 15, 2013: [http://www.kumc.edu/school-of-medicine/pdfa/faculty-development-series.html](http://www.kumc.edu/school-of-medicine/pdfa/faculty-development-series.html)

**International Association of Medical Science Educators Webcast Audio Seminar Series**

The next series of Webinars begins in January 2013. For more detailed information, please visit the website at [http://iamse.org/development/2013/was_2013_winter.htm](http://iamse.org/development/2013/was_2013_winter.htm).

**January 10, 11 am, 2023 Wescoe:** Building Practitioner Research Literacy skills (PRLS) Across the Curriculum.

**January 24, 11 am, 3020 Murphy:** Research Perceptions in Osteopathic Medical Education

**January 31, 11 am, 3020 Murphy:** Curriculum Design to promote Research Literacy

**February 7, 11 am, 3020 Murphy:** The Medical Graduate as Scientist and Scholar: A UK Perspective

**February 14, 11 am, 2023 Wescoe:** Teaching Scientific Research Skills in and Elective Curriculum: Obstacles, Opportunities and Outcomes


\textbf{Campus Expansion}

\textit{Wichita}
\textit{by Dennis Valenzeno, PhD, Associate Dean for Medical Sciences, KU School of Medicine, Wichita}

Campus expansion in Wichita took another big step this fall with the admission of 28 first-year medical students joining the class of eight who progressed to the second year. This required a new classroom to hold the larger group, additional faculty to teach afternoon small groups to second-year students and enhanced support services . . . and next year’s complement of 28 students in both years will continue the process. To date all has gone well. All second-year students were on hand during orientation for the new first-year class, and the matriculants greatly appreciated the view from the trenches about the task they were embarking upon. Second-year students were also instrumental in organizing the inaugural Willed Body Tribute on the campus (see photos).

First-year students are acclimating well to the rigors of medical school. They are a distinguished group having earned degrees at a wide variety of undergraduate institutions around the state and nation – KU - 9, Wichita State - 6, Newman University - 4; K-State - 3, Pittsburg State - 2, Friends University - 2 and 1 each from Kansas Wesleyan, Mount Holyoke, Emporia State, Ottawa University, Washington University and Syracuse. Four first-year students hold graduate degrees.

As our class size grows we find that many of our students, like their compatriots in Kansas City, elect to be “podcasters” rather than to attend live lectures. Thus far, the podcasters seem to be very effective in learning the required material. Wichita students are also finding the Supplemental Instruction session run locally by Wichita medical students, as well as the ITV question and answer sessions with Brigitte Hofmeister from Educational Support Services in Kansas City, to be very helpful.

While we may not see some students in lecture on a regular basis, the small size of our classes means we still know each student by name. It’s not so easy to fade into the pack here. And that’s part of the attraction for students at a regional campus. Everyone knows everyone else, and help is just down the hall.

\textit{Salina}
\textit{by Michael Robinson, PhD, Associate Director of Basic Sciences, KU School of Medicine, Salina}

As we complete week 12 for the second intake of Salina students, it is a great time to provide an update to this new-ish, but rapidly becoming established, campus. Even in the short space of time that Salina has been accepting students, we have seen some changes and progression. The introduction of JayDocs (the LMS, rather than JayDoc the free clinic), has been an overall success and is a system that many feel is an improvement over Angel. Despite one or two issues that occasionally crop up, this new software has been readily accepted by Salina students and faculty, and kudos should go to Ms. Ann Alexander and her co-workers for their patience and skill in making this happen. Personnel changes in Salina include the loss of Dr. Dana Townsend, who taught the anatomy lab so authoritatively last year and the greater presence of Dr. Boyd Smith, who after his huge success at teaching histopathology has now added to his repertoire by directing the on-campus anatomy dissection program. His clinical emphasis is greatly appreciated by the Salina students.
Salina cont.

Meanwhile, Mr. Michael Kollhoff, who last year worked as a part time Medical Education Specialist, became full time for this academic year and now also has responsibilities for technology at the Salina campus, as well as being the general go-to guy for pretty much everything that might go wrong. Also, officially joining the Salina campus over the summer is Dr. Scott Owings who, working closely with Ms. Lucy Kollhoff, will be shepherding the flock of Salina students when they reach Phase II. Finally, the Salina campus has also been busy on the academic front with the presentation of a poster (expertly designed by Ms. Laura Easterday) at the 2012 IAMSE annual meeting, and acceptance by Medical Science Educator of a manuscript lead authored by Dr. Cathcart-Rake.

Salina in the News: Visit the Salina webpage for interesting news stories featuring the Salina program, the most recent being a CBS News report that aired December 8, 2012. http://www.cbsnews.com/video/watch/?id=50136682n

Medical Alumni Innovative Teaching Fund (MAITF) Grant-Funded Collaborative Technology Pilot Project Update

In response to students’ requests for more flexibility in using a device of their choice, which may not be a Windows operating system based device, the School of Medicine has partnered with its Information Technology group to pilot a Citrix environment that will allow student access to all the software and applications necessary to be successful in their studies. After logging in to this environment securely, students will see a Windows desktop on their device (Laptop, Tablet, PC, Mac, iPad, Android) that hosts all the image software, annotation tools, Office products, and browsers necessary for their studies. Additionally, the pilot includes exploring technologies that allow faculty members to share iPad apps as resources during lectures.

Dianne Durham, PhD, Principle Investigator for the grant, and Ann Alexander, MEd, the Medical Education Technology Manager, are currently leading a pilot group consisting of Information Resources, Office of Medical Education and faculty members. Sixteen students have already been identified to participate in the pilot beginning January 2013. If this pilot is a success, a determination will be made as to whether this will be a viable option.

Combined Module/Clerkship Directors Retreat

March 29, 2013
Emporia, Kansas