TEACHING AND LEARNING UPDATE – August 2011

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Upcoming Programs and Events:
1. Join us for a special session at NOON on either August 23 or August 25
   What’s Really in the Creighton Medical Curriculum? Come learn how Creighton faculty can access the new curriculum database, search for curricular coverage of topics across the curriculum, and improve lecture, course and clerkship planning.
   August 23 – Becic Room, CUCM
   August 25 – Medical Education Conference Room, 455 Criss III
   Please RSVP to vickiwolter@creighton.edu

2. The IAMSE Web Seminars resume September 1
   “1910 and 2010: What’s with these Carnegie reports on Medical Education?”
   Presented by David M. Irby, PhD, UCSF School of Medicine
   Noon – 1 PM, Room 455 Criss III
   See the Fall Schedule (attached) for more information.

Two-Minute Tutorial: Developing a Regional Campus – Building and Sustaining

Dan Hunt, MD, Senior Director for Accreditation Services at the AAMC and Secretary of the LCME, collaborated with deans and faculty at new regional campuses and medical schools to create a new publication describing planning, getting going, pitfalls to avoid, and maturing and sustaining beyond the first years:


From the abstract:

Background: A concern about an impending shortage of physicians and a worry about the continued maldistribution of physicians to medically underserved areas have encouraged the expansion of medical school training places in many countries, either by the creation of new medical schools or by the creation of regional campuses. Aims: In this Guide, the authors, who have helped create new regional campuses and medical schools in Australia, Canada, UK, USA, and Thailand share their experiences, triumphs, and tribulations, both from the views of the regional campus and from the views of the main
Medical School campus.

Does it Work? Preparing Medical Students to Care for Older Adults: The Impact of a Senior Mentor Program

The University of South Carolina School of Medicine introduced a Senior Mentor Program to meet the core competencies for care of older adults developed by the American Geriatrics Society (AGS). Students were paired with older community volunteers in the spring of the first year and visited their mentors throughout medical school. The authors of this article report that the “Senior Mentor Program has had a substantial impact on students’ preparation for dealing with an aging patient population.” USC graduates reporting inclusion of geriatrics throughout their four years of medical school increased from 66% to 96% in the AAMC Graduation Questionnaire.


Creighton faculty can access the article here: http://journals.lww.com/academicmedicine/fulltext/2006/04000/preparing_medical_students_to_care_for_older.15.aspx

Resource of the Month: Publish the Cases you Create for Your Course

Have you considered publishing the cases you created for courses, clerkships, or OSCEs in a peer-reviewed venue? Learn more about MedEdPORTAL:

MedEdPORTAL promotes educational scholarship and collaboration by facilitating the open exchange of peer-reviewed health education teaching and assessment resources. MedEdPORTAL accepts a wide variety of resources, including tutorials, cases, lab manuals, assessment tools, simulations, faculty development materials, board review questions, etc. MedEdPORTAL submissions may be submitted in any of the common technical formats. It is important to recognize that MedEdPORTAL does not accept traditional articles or manuscripts that only describe a resource, project, or curriculum. The actual tool or resource should be submitted.

Templates are provided for those who wish to submit Standardized Patient Cases and Human Patient Simulations. https://www.mededportal.org/submitresources/instructions/#faq-191140

Bonus: The Checklist Manifesto isn’t just for patient safety gurus

In The Checklist Manifesto: How to Get Things Right by Atul Gawande (2010), we learn that checklists, the staple of accident prevention and organization in aviation and construction engineering, offer dramatic improvements for patient safety and care when applied in medical settings.
This bestselling book is a quick and interesting read, drawing upon stories from Dr. Gawande's clinical practice and personal interviews with medical colleagues, pilots, engineers, architects and chefs. Even in situations where safety is not a critical factor, checklists offer a way to ensure tasks are completed correctly and consistently.

Westberg and Jason (1996) included nine checklists in their book *Fostering Learning in Small Groups*. The checklists offer helpful reminders of general tasks to prepare for leading small groups, and specific tasks for teaching communication skills or teaching students to prepare for and process patient care experiences. For example, in Appendix 9.1:

**Preparing for and Processing Patient Care Experiences**

*Before the first session did I...*

- ☑ clarify or decide who and how many would be in the group?
- ☐ clarify the circumstances in which I would be conducting the group sessions (e.g., service vs. education focus)?
- ☐ decide on the approach we would use (e.g., how many patients, who would select them)?
- ☐ decide how learners would present their patients?
- ☐ clarify the overall learning goals and decide when and where to hold the sessions?

(The complete checklist appears on page 221)


**Miss an issue of the Teaching and Learning Update?**

Archived issues of the Teaching and Learning Update are available here: http://medschool.creighton.edu/medicine/admin/teach/teachingupdate/index.php

**Need help writing exam items or preparing a poster for presentation? Want to know more about MedEd Portal, a peer-reviewed repository and publication site for teaching materials?**

Please email or call for a consultation: kathrynjuggett@creighton.edu