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articles.

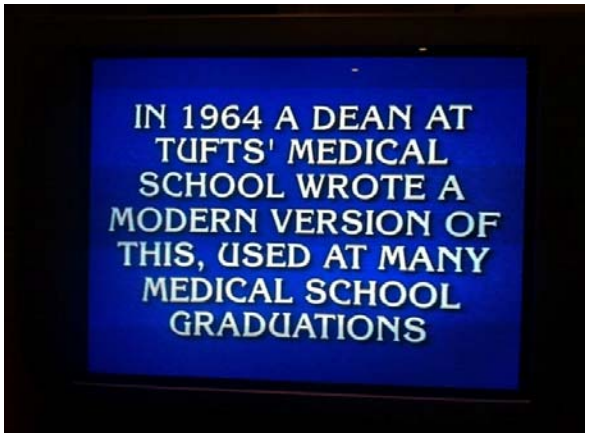
Please direct your comments to
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Thank You to our TUSM Faculty & Course Directors

With the end of the 2010-2011 academic year, it is time to congratulate our students for a job well done and wish them luck on next year's endeavors. It is also time to express our sincere gratitude to the hundreds of TUSM faculty who lecture, teach small group and laboratory sessions, and instruct in the clinical setting in clerkships and fourth-year rotations. We want to especially recognize and thank the faculty who direct the first- and second-year courses. *Please see page two for a full list of Course Directors.*

As you know, the first two years at TUSM lay the foundation of scientific and medical knowledge that allows students to move skillfully and successfully into the clerkship years and beyond. Indeed, TUSM students continue to excel in obtaining residency positions at the top training programs in the most competitive specialties.

Final Jeopardy May 23, 2011



IN 1964 A DEAN AT
TUFTS' MEDICAL
SCHOOL WROTE A
MODERN VERSION OF
THIS, USED AT MANY
MEDICAL SCHOOL
GRADUATIONS

Please note: The οεα newsletter will be published again in the Fall. At that time, the newsletter will be sent to you in a new format. Instead of a PDF attachment, the newsletter will be embedded within the body of an email. As always, we welcome your comments and suggestions. Have a safe and relaxing summer!

FIRST- AND SECOND-YEAR TUSM COURSE DIRECTORS 2010-2011

FIRST YEAR

Scientific Foundations of Medicine I

Jim Baleja, PhD (Biochemistry)*
John Castellot, PhD (Cell Biology)
Laurie Demmer, MD (Genetics)*
Al Gustafson, PhD (Organ and Tissue Biology)
Tom Linsenmayer, PhD (Organ and Tissue Biology)
Arthur Rabson, MD (Immunology)
Linc Sonenshein, PhD (Molecular Biology)

Scientific Foundations of Medicine II

Paul Abourjaily, PharmD (Core Pharmacology)
Doug Jefferson, PhD (Core Physiology)
Rob Willson, PhD (Anatomy)*
Paul Kwan, PhD (Core Pathology)
Nora Laver, MD (Core Pathology)*
Miguel Stadecker, MD, PhD (Core Pathology)

The Brain

Lester Adelman, MD (Neuroscience)*
Dan Cox, PhD (Neuroscience)
Emmanuel Pothos, PhD (Addiction Medicine)
Bev Rubin, PhD (Neuroscience)*
Brian Kurtz, MD (Intro to Clinical Psychiatry)
Rob Willson, PhD (Head/Neck Anatomy)

Scientific Foundations of Social and Behavioral Medicine

Richard Glickman-Simon, MD
Deb Rothenberg, MD, MPH (Maine Track)
John Sargent, MD

Foundations of Patient Care

Wayne Altman, MD*
Brien Barnewolt, MD (Physical Diagnosis)
Augustus Colangelo, MD (Physical Diagnosis)
Amir Darvish, MD (Physical Diagnosis)
Kristen Goodell, MD (CAP)
Jody Schindelheim, MD (Interviewing)
Bob Trowbridge, MD (CAP – Maine Track)

Foundations of Evidence Based Medicine and Clinical Reasoning

Ralph Aarons, MD, PhD (Problem Based Learning)
Stephen Cohen, MPH (Epidemiology/Biostatistics)
Janet Forrester, PhD (Epidemiology and Biostatistics)
John Wong, MD (Evidence based Medicine)

Ethics and Professionalism

Richard Glickman-Simon, MD
Steven Ralston, MD

Selectives

Mark Pearlmutter, MD

SECOND YEAR

From Health to Disease

Laurence Bailen, MD (Gastroenterology)
Eunice Bloomquist, PhD (Cardiovascular)
Rachel Buchsbaum, MD (Hematology and Oncology)
Brent Cochran, PhD (Endocrine)
Scott Epstein, MD (Pulmonary)
Michael Forgac, PhD (Renal)
Mari Garcia-Moliner, MD (Pulmonary)
Scott Gilbert, MD (Renal)*
Susan Hadley, MD (Microbiology and Infectious Diseases)**
Munther Homoud, MD (Cardiovascular)
Lisa Jane Jacobsen, MD, MPH (Reproductive)
Doug Jefferson, PhD (Gastrointestinal)**
Robert Kalish, MD (Rheumatology)
Nora Laver, MD (Cardiovascular)
Paul Leavis, PhD (Pulmonary)
Joan Mecsas, PhD (Microbiology and Infectious Diseases)
Stephen Naber, MD, PhD (Gastroenterology)**
Heber Nielsen, MD (Reproductive)
Pam Norden, MD, MBA (Dermatology)
Monica Pilichowska, MD (Renal)
David Ricklan, MD PhD (Reproductive)
Cathy Rosenfield, MD (Hematology and Oncology)
Edward Saltzman, MD (Nutrition)
Rich Siegel, MD (Endocrine)
Art Tischler, MD, PhD (Endocrine)

Intro to Clinical Reasoning

Michael Gibbs, MD
Joe Rencic, MD
Bob Trowbridge, MD

* Unit Director ; **Associate Unit Director

Aisner and Zucker Clinical Teaching Awards

The Mark Aisner, MD Award for Excellence in Teaching Physical Diagnosis and the Milton O. M30 and Natalie Zucker Clinical Teaching Prizes were awarded on May 9, 2011 at the Clinician Educator Leadership Awards Dinner (CELAD).

The Aisner award was presented to William Liaw, MD, Assistant Clinical Professor at Newton-Wellesley Primary Care. From 1997-2010, Dr. Liaw served as a preceptor for the TUSM Physical Diagnosis course, and for ten years he served as a site director. In addition, he has precepted a TUSM third-year student in his office every week since he started at Newton-Wellesley Primary Care fourteen years ago. In 2005, Dr. Liaw was awarded the Locke Award for Excellence in the Teaching of Physical Diagnosis and for Excellence in Medical Student Ambulatory Education at Newton-Wellesley Hospital.

Clinical educator Dr. Hu Caplan, also of Newton-Wellesley Hospital, received a special recognition for his on-going dedication to Physical Diagnosis and support of the *Mark Aisner Fund for Physical Diagnosis*.



From left: Richard Morse, TUSM Development; Dr. Mark Aisner's nephew, James Aisner; friends of the Aisner family, Raynor Caplan and Dr. Hu Caplan.

The Milton O. M30 and Natalie V. Zucker Clinical Teaching Prizes were given in two categories – Innovation and Accomplishment.

In the Innovations category, the recipient of the award was Robert Trowbridge, MD, Department of Medicine

at Maine Medical Center (MMC). Dr. Trowbridge currently serves as the Director of Undergraduate Medical Education within the Department of Medicine at MMC and also leads the department's faculty development program. He directs the MMC-TUSM Maine Track Orientation and Competency-based Apprenticeship in Primary Care (CAP) program and serves as the Co-Director of the second-year Introduction to Clinical Reasoning course at TUSM.



From left: Zucker Accomplishment awardee Dr. Henry Yager, Dean Harris Berman, Aisner awardee Dr. William Liaw, and Zucker Innovation Awardee Dr. Robert Trowbridge.

In the Accomplishment category, the recipient of the Zucker award was Dr. Henry Yager. Dr. Yager, Clinical Professor of Medicine at Tufts University School of Medicine, has served as a medical educator in the Boston area for forty years and has received numerous awards recognizing his dedication to teaching. He is a staff physician at Newton-Wellesley hospital as well as a senior physician at Beth Israel hospital. He is currently the Associate Chair of Medicine and Chief of the Nephrology Service at Newton-Wellesley Hospital. In addition, Dr. Yager has served on the Promotions Committee at TUSM and is a member on the Clinical Competence Committee for Medical Residents and Education Committee at Newton-Wellesley Hospital. He co-chairs the Department of Medicine Patient Satisfaction committee, chairs the Medication Reconciliation Task Force, and sits on the Board of Overseers at Newton-Wellesley Hospital. (continued on page four)

(continued from page three) The awards were presented on May 9 at the Clinician Educator Leadership Awards dinner which was held in the Sackler building. Sherman Teichman, founding Executive Director of the Institute for Global Leadership at Tufts University, was the guest speaker and gave a talk entitled *Disaster, Development, Democracy, and Deterrence: Educating to Confront Global Complexity*.

For more information about the awards, please visit:

<http://www.tufts.edu/med/about/faculty/facultydevelopment/zuckerclinical.html>

<http://www.tufts.edu/med/about/faculty/facultydevelopment/aisner.html>



CELAD Presenter, Sherman Teichman

Faculty Focus: George “Joe” Dreher, MD

Maine Medical Center; TUSM Physician Well-Being Key Theme Leader



What are the overall objectives of the TUSM Physician Well-Being Key Theme and why were you interested in directing the committee charged with its oversight?

I have been on the Board of Licensure in Medicine in Maine for nine years and seen the unfortunate results of physicians who were not self-aware or did not reasonably maintain their well-being. I hope the work of this committee will help students incorporate skills into their career to maintain their resiliency and flexibility for the rest of their life. Our initial focus is on the Key Theme topics of reflection and growth, balance of personal and professional life, and physician illness (recognizing when you or a peer have problems which need attention). The committee has a diverse group of faculty and students who are very creative and passionate about these concepts and working with them has been rewarding. We will provide TUSM specific ideas and plans to support such changes.

Realizing that the work of the committee is in progress, what do you see as possible strategies for bringing the physician well-being theme to life in the TUSM curriculum?

The committee has divided into work groups focusing on:

- Maintaining and enhancing projects already in place which support Well-Being
- Improving student peer-to-peer connections within and across classes
- Improving faculty-to-student connections
- Providing more Mind-Body /stress reduction /skills training to students
- Improving the safety and support of the TUSM milieu for students and others
- Building a web-based platform with all resources and contact information

Each working group is identifying specific actions to promote their topic which the entire committee will then meld into a concrete action plan. This will be presented to the Curriculum Committee to prioritize and provide support. The committee members will then work with faculty and staff stake-holders to promote their support and help to incorporate them into TUSM. (continued on page five)

(continued from page four) There may be a seeking of financial support for new programs though most of the work will be about improving what it already in place and coordinating volunteers to support other efforts.

You recently received an Innovations in Education Grant from the medical school. Briefly describe your project and how it will be implemented.

This elective program will provide seven topic-specific but flexible small-group sessions co-led by two second-year Tufts medical students to teach first-year medical students practical Mindfulness / Stress Reduction techniques. Topics to be covered include deepening the relaxation response, studying and test-taking skills, conflict resolution, balance and self-care, reframing difficult situations, being with suffering and making use of peer support. The groups will promote a bond in the first months of classes between the incoming students and those most aware of the challenges they face; the class immediately preceding them. The second-year students will receive training in group facilitation, Mindfulness and Stress reduction techniques, empathic listening and teaching well-being skills and they will be mentored between groups by Tufts faculty. We have recruited first-year students for their training August 12th (yes they are coming back early for the training) and will begin the groups shortly after the M'15 students arrive.

Tell us about yourself.

Though born in California I grew up in the mid-west then spent four years in the Navy on submarines before attending Albany Medical College followed by a residency in Family Medicine in Bangor, Maine. I practiced in rural Maine for several years then worked in Addictions for seven years before going back to complete a residency in Psychiatry at Maine Medical Center. I worked with the MMC Psychiatry Consult/Liaison service for several years before becoming the embedded psychiatrist in the Family Medicine residency program. My wife and I have a daughter and two grand-daughters (all wonderful). I enjoy the outdoors particularly bike riding and hiking. I have been practicing meditation for 10 years mostly through the Insight Meditation Society in Barre, Mass.

Student Spotlight: Christian Pulcini, M14

You are currently serving as a student representative on Dean Blanco's Teaching Task Force. The Task Force has been charged with developing the criteria and experiences to allow students to achieve the TUSM student teaching requirement. Tell us about your perceptions of the process and why you think this initiative is important.

My perception of the process overall is that it has been very smooth and engaging. The Task Force is a diverse group of educators who want students to be better educators themselves; therefore, all efforts of the Task Force are focused on this central goal. There have been different ideas on how to implement the TUSM student teaching requirement, but all ideas are respected and taken into consideration independent of the proponent's higher education background. In addition to respecting ideas, I believe it is also speaks to the mission of the Task Force that students have been included in the process. The Task Force has continuously respected and sought student feedback from the student representatives (Mike Kwak M'13 & Christian

Pulcini M'14) and they realize that for this process to be successful, student representation is necessary and valued.

As for why the initiative is important, it is well recognized that physicians are teachers. From what I gather from the Task Force (as I have had no experience in caring for patients to date), physicians are often not given the correct tools to effectively educate each other, residents, medical students, and patients. I believe the benefits of TUSM teaching requirement can be broken up into long- and short-term benefits. Some basic training in teaching methods and practices during medical school could translate to better learning for students as they will better recognize how they learn and adjust their (continued on page six)



(continued from page five) learning environment accordingly. As future residents and physicians, they will also be more effective teachers which will positively influence future generations of physicians. The overall goal, which should be seen in the short- and long-term as a result of this requirement, is better patient care, and this is definitely the most compelling reason on why there should be a teaching requirement in place.

You serve as an M'14 Curriculum Representative. What do you see as your role in representing your class (and all students) on the Curriculum Committee?

My role is to relate the experiences of the M'14 class to decisions that are being made in regards to the curriculum. The reality is that medical school has changed quite a bit since many of the curriculum committee members have experienced it, and there are sometimes disconnects and assumptions made which do not align with the experiences of current medical students. It is also important to mention that just as with the Task Force there are a diverse group of individuals on the curriculum committee, not all of whom attended medical school; therefore, it makes student representation that much more important.

The most important issues I have weighed in on this year include decisions affecting student costs, remediation for students with low test scores, and various "new" curriculum evaluations of individual courses and overall

units. In all cases, I know that my feedback was appreciated and taken into consideration.

Tell us about yourself. What are your plans for this summer? What are your long term plans?

I am from Palmyra, NY, which is a small town outside of Rochester, NY. I attended University of Rochester with a major in English and minors in Biology and Health & Society. I then participated in the Teach for America program in downtown Los Angeles for two years as a middle school science teacher at Pio Pico K-8 School. During this time I also obtained an MEd at Loyola Marymount University. I then moved to Boston to pursue a MPH at Boston University and I finished the degree with a concentration in maternal & child health in January 2009. At that time I also worked at Children's Hospital Boston, as my interests (if you may have already guessed from my previous experiences) lie within the field of Pediatrics. This summer I will be working at Mass General Hospital/Harvard Medical School under an American Pediatric Society-Society for Pediatric Research grant researching various federal and state healthcare issues involving children with special healthcare needs. I intend to pursue a career in pediatrics hopefully remaining in the Boston area. Some more interesting things (outside medicine or education) about me are that I have a black belt in Tae Kwon Do, am a former college athlete, sing baritone, read classic literature, and am getting married next year.

Tufts Innovates! Awardees

Congratulations to Laura Snyderman, MD, and Joe Rencic, MD, of the Department of Medicine at Tufts Medical Center, and their multi-disciplinary and multi-institutional team, who recently received a *Tufts Innovates! award* sponsored by the Tufts' Office of the Provost. Members of the team are: Daniel Chandler, MD; Kimberly Dowdell, MD; Lori Lyn Price, MAS; Jess Paulus, ScD; Priya Garg, MD, FAAP; Julia Aquino, MD; and Kevin Hinchey, MD. The team's project, *The Use of Direct Observation, Feedback, and Self-reflection to Enhance the Teaching Skills of Residents: A Multidisciplinary*

Randomized Control Trial at Two Institutions, aims to research the dissemination and effectiveness of a "Resident as Teacher" program. They join an impressive group of faculty who are exploring new methods of teaching and learning that will enhance educational experiences across Tufts University for years to come.

For more info about the Tufts Innovates! awards, see:

http://provost.tufts.edu/1174240949780/Provost-Page-prov2w_1292507338699.html

Dr. Robert Trowbridge and his wife Nina (left) with Drs. Joe Rencic and Laura Snyderman (right) at the Clinician Educator Leadership Awards Dinner on May 9, 2011.

