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Editors: Scott K. Epstein, MD and  
Ann Maderer

O&A is published six times a year by the OEA. We welcome your feedback and ideas for future articles. Please direct your comments to Ann Maderer, phone 617-636-2191, email [ann.maderer@tufts.edu](mailto:ann.maderer@tufts.edu).

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## ESP: Nearing the Finish Line



The Educational Strategic Plan (ESP), a bold initiative to create a new *translational* curriculum for the Tufts University School of Medicine, is now slightly less than a year away from our planned deployment of August 2009. In the late Fall of this year the final report from the ESP Steering Committee will be presented to the General Faculty, Educational Leadership at the major teaching affiliates, Faculty Senate, and the Executive Council. The Curriculum Committee will then be asked to approve the final report at its January 2009 meeting. Beginning with this issue of the OEA Newsletter, we will provide details of each of the four years of the new curriculum.

### First Year

Upon entering TUSM each student will be assigned to one of four Tufts Learning Communities (TLC), named for notable figures in the history of medicine: Curie, Galen, Harvey, and Maimonides. Each student will be paired with a faculty advisor and be part of an advisory group consisting of seven 1<sup>st</sup> year and seven 2<sup>nd</sup> year students; and, each Learning Community will consist of approximately 6-7 advisory groups. The advisory groups will gather periodically to discuss issues of relevance to the practice of medicine in the 21<sup>st</sup> century. The advisory system was inaugurated this month with the Class of 2012.

Work is nearly complete on the programming of the first year for the TUSM class of 2013. Students will begin with an integrated, multi-departmental course entitled Foundations of Medical Science I. This course will run from late August to mid-November. Students will learn the clinical manifestations of six diseases, meet patients with those conditions, and then learn the basic science – biochemistry, immunology, cell/tissue/organ biology, molecular biology and genetics – underlying those entities. Using this patient-centered approach, students will develop a heightened appreciation for the clinical relevance of the scientific basis of disease. For example, after hearing a clinician describe salient features of cystic fibrosis and meeting a patient with the condition, students will learn about the basics of genetic material and DNA repair (Biochemistry), single gene inheritance (Genetics), the bacterial cell (Molecular Biology) and Cell Membranes: Structure and Transport (CT  
(Continued on page two)

## 2008 Zucker & Aisner Teaching Awards

The annual Clinician Leadership Educator Awards dinner took place on June 12, 2008 at TUSM. There were approximately sixty faculty and guests in attendance. The invited speaker was R. Bruce Hitchner, Ph.D., Chair, Department of Classics, Director, Archaeology Program, and Chairman, Dayton Peace Accords Project at Tufts University. He gave a dynamic talk entitled, *No Common Ground: Why it is so Difficult to Resolve Ethnic Conflicts*. Dean Michael Rosenblatt presented awards to:

**Gladys Fernandez, MD** - Milton O. M'30 and Natalie V. Zucker Clinical Teaching Prize in the Innovation category. A 1996 graduate of TUSM, Dr. Fernandez is Director of Surgical Simulation Programs at Baystate Medical Center and Assistant Professor at TUSM. Dr. Fernandez educates medical students, residents, physicians, nurses with the use of life-like human patient simulators.

**Michael Barza, MD** - Milton O. M'30 and Natalie V. Zucker Clinical Teaching Prize in the Accomplishment category. Dr. Michael Barza is Chief of Medicine at Caritas Carney Hospital and, since February of this year, the Vice Chairmen for Operations and Associate Chief of the Department of Medicine at Tufts Medical Center. He is also a popular instructor of Infectious Diseases.

**Edward Parsons, MD** - Mark Aisner, M.D. Award for Excellence in Teaching Physical Diagnosis. Dr. Parsons has been a member of the clinical teaching faculty at TUSM since 1975. He served as medical director of respiratory therapy at St Joseph's Hospital in Lowell for twenty-three years and has been at Saints Memorial Medical Center for the past fifteen.



From left: Dr. Edward Parsons, Aisner Awardee; Dr. Gladys Fernandez, Zucker Prize-Innovations; Dean Michael Rosenblatt; and, Dr. Michael Barza, Zucker Prize-Accomplishment.

**ESP** *continued from page one*

Biology). These patients and their diseases will also help focus Epidemiology/Biostatistics, Problem Based Learning Courses and Foundations of Patient Care (Medical Interviewing Section) – further emphasizing the marriage of basic science and clinical medicine.

Scientific Foundations of Medical Science II (running from mid-November to the end of February) will integrate core physiology, pathology and pharmacology with clinical anatomy. The Course will extensively interface with Foundations of Patient Care (Physical Diagnosis Section) and PBL. The Anatomy of the back has been added and will integrate with a new series of musculoskeletal lectures focusing on common orthopedic problems. During this time frame students will be introduced to Ethics & Professionalism and Evidence Based Medicine. The emphasis will be on integrating science and clinical practice.

Next up will be The Brain (early March to late April), a comprehensive course that integrates Neurosciences, Addiction Medicine, Psychopathology with Neuroanatomy and Anatomy of the Head and Neck. This course will interface with Foundations of Patient Care – Preceptorship I - where students spend a full day every other week in a physician's office. The Preceptorship will reinforce student learning of interviewing, physical diagnosis and provide an introduction to continuity of *(continued on page two)*



Abigail Shatkin-Margolis, M'11

## STUDENT SPOTLIGHT: Abigail Shatkin-Margolis, M'11

*You just completed your first year as a student member of the Curriculum Committee. How would you describe the experience?*

Being a member of the Curriculum Committee this past year has been a great experience. I learned a lot about the issues and decisions that are discussed “behind the scenes”. I really respect that students are included on the Curriculum Committee, as many of the crucial decisions being made will inevitably affect us.

*You spent this summer working with the OEA. Tell us about your work.*

During my summer working at the OEA I worked on two different projects. For the majority of the summer I worked along side Dean Maria Blanco, Assistant Dean for Faculty Development, analyzing data from the *Medical Student-Nurse Partnership Program*. The purpose of this program was to determine if first-hand exposure to a nurses’ work improved pre-clerkship students’ (second-year of medical school) educational experience on the wards. All participating students were asked to complete a pre-survey before the pilot program and a post-survey after shadowing a nurse. My job over the summer was to analyze the data—both quantitative and qualitative—from these surveys. It was a very interesting task, as I gained some insight into how medical students view nurses on the wards and the hierarchic structure that can exist in some hospitals.

The second project that I worked on this summer at the OEA was re-writing parts of the Molecular Biology syllabus. This was a challenging task as I had unfortunately forgotten much of the material over the previous eight months. Though whence I came up with a routine (listen to old lecture recordings, annotate the lecture recordings, incorporate my personal notes, add pictures), there were fewer bumps in the road. This was also a great project because it challenged my knowledge and forced me to review many aspects of molecular biology.

All in all working at the OEA was a very positive experience. I really enjoyed the company of everyone in the office and staying afloat the issues concerning the curriculum. Not to mention, it was awesome watching the progression of the new Clinical Skills and Simulation Center.

*Although it's early, any thoughts about your future career path in medicine?*

I came into medical school thinking that I wanted to be a Pediatrician, and although it *is* early, my interest in pediatrics has only grown stronger. In addition to pediatrics, I am also interested in pain management and emergency medicine. As of now, my hopes are to complete a residency in pediatrics and then do a fellowship in another field that interests me. However, my long-term goal is to have a medical school faculty position closely associated with curriculum development.

### ESP cont'd from page two

care and the management of chronic illness. On alternate weeks, students will refine their clinical skills in the new Clinical Skills and Simulation Center located at 35 Kneeland Street.

While continuing PBL and Preceptorship I students will complete Year 1 with a new course, Scientific Foundations of Social and Behavioral Medicine. This course will cover determinants of health, health care delivery systems, health disparities, preventive medicine, behavioral medicine and growth and development using a life cycle perspective.

Substantial work remains ahead for the coming year. Interested faculty and students wishing to participate in the ESP should contact Sharon Freeman, [sharon.freeman@tufts.edu](mailto:sharon.freeman@tufts.edu), 617-636-0891, for further information.

## Featured Faculty: John Unterborn, MD

***You are both a Residency Program Director and a Clerkship Director. How does occupying both positions allow you to optimize medical student education?***

There are two main advantages (other than the obvious one of being able to assess the resident's teaching abilities) to holding both positions at the same time. First, many of the curricular competencies that we develop are identical or at least similar. This allows me to create a curriculum that will then be geared to multiple levels of learners rather than parallel curricula where the students and residents would not be as connected or dependent on each other for their learning. Secondly, I get more immediate feedback on my residents interpersonal skills that I may not get unless I speak directly to students on an on-going basis and vice-versa. I think this allows me to know both groups (residents and students) a bit better and be able to intervene earlier and suggest more specific strategies to improve their performances.

***In addition to the duties above, you serve as Course Director for Pulmonary Pathophysiology. How will your course change in the new curriculum?***

Interestingly, my experience as a Clerkship Director has given me a lot of perspective on how to change the Pulmonary Section in the new curriculum. Currently we teach students well in knowing a lot about each disease state, but we should improve their understanding of how to develop differential diagnoses and how to evaluate a patient's symptoms. In the new course, I plan on placing more of an emphasis on how symptoms relate to physiologic and pathologic changes. The plan is to use the small groups to facilitate a more interactive discussion of the clinical decisions made in medicine, concentrating on the diagnostic evaluation and treatment decisions. Interdisciplinary cases that show the interaction between systems will also reinforce these concepts.

***You co-chair (with Dr. MaryAnn Volpe) the ESP working group on the 4th year. What are the most important changes the group is recommending?***

We are working on developing criteria of fulfilling new requirements for Medical School Graduation. One such requirement will be for 4<sup>th</sup> year students to fulfill a teaching requirement. In order to do this, we will need to decide on curricular requirements as well as establish a method of displaying competency in teaching. Another proposed requirement is to have the fourth year students revisit a basic science topic that is relevant to their clinical experience in order to round out the "Translational Curriculum" which is one of cornerstones of the new curriculum. We are looking at various options and ways that this requirement can be fulfilled either in a classroom format or through independent study.

***Still another hat you wear is that of Alpha Omega Alpha Medical Honor Society Councilor. What do you want Tufts students to know about AOA?***  
AOA students are selected for induction in their fourth year after their clinical grades for the third year have been determined. The biggest recent change in the

selection process is that we are now considering the top quarter of the class, rather than the top 19% as has been done in the past. We did this so that we could look at professional and extra-curricular achievement and factor that into the choosing of deserving students. AOA are the initials of the Greek phrase which translates to "worthy to serve the suffering" so that professionalism and how the student treats his or her peers and patients is a large part of the honor of being selected for membership, not just the grades.



**Dr. Unterborn is Vice Chairman for Educational Affairs, Internal Medicine Program Director, Dept. of Medicine, Caritas St Elizabeth's Medical Center**

The main event of the year is our annual AOA Lecture, where we invite prominent speakers from around the country to our campus. This is followed by a reception for the students and the speaker where their accomplishments are recognized by the school. It is true pleasure interacting with the students in this group and every year it is very uplifting to see that we continue to have a truly dedicated group of people going into our profession.

## i>clickers are here

i>clicker is a response system that enables students to respond to questions that faculty pose during class. This is the first year of the large-scale use of the clickers in the first and second year classes, allowing a new way for students and faculty to interact. If you have any concerns about with the clickers, please contact Tom Kilduff in the OEA, [thomas.kilduff@tufts.edu](mailto:thomas.kilduff@tufts.edu), 617-636-6934.



A workshop, *Integrating the i-Clicker Audience Response System into Health Sciences Courses*, will be held in the MRC on Monday, September 29, 2:00-4:00pm. To sign up, please contact Sharon Freeman, [sharon.freeman@tufts.edu](mailto:sharon.freeman@tufts.edu), 617-636-0891.

And to understand clickers a bit better, see the article: "Clickers in the Large Classroom: Current Research and Best-Practice Tips," Caldwell, J. CBE-Life Sciences Education, 6 (1): 9-20, Spring 2007.

<http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1810212&blobtype=pdf>

## OEA notes...

### TUSM's Objective Structured Clinical Examination (OSCE)

Since July 2008, the Objective Standardized Clinical Examination (OSCE) program has taken place at the Clinical Skills and Simulation Center at 35 Kneeland Street and will run through mid-October. Standardized patients are employed using a variety of cases, with faculty preceptors monitoring encounters from a control room. Both faculty and students have found the experience stimulating and a strong new addition to the TUSM curriculum. Next year the OSCEs will run earlier, from mid-May through mid-June. Faculty who are interested in precepting for the OSCEs in the Spring should contact Ann Maderer, [ann.maderer@tufts.edu](mailto:ann.maderer@tufts.edu), 617-636-2191.

### Clinical Skills Interclerkship

The Clinical Skills Interclerkships (CSI) are scheduled at Baystate Medical Center on October 16 and at TUSM on October 22. Approximately seventy-five faculty and residents, thirty-five Standardized Patients and fifteen staff will participate in these all-day teaching exercises for about 170 TUSM Third-Year students. In the CSI, we invite residents to precept along side faculty, and give students the opportunity to practice presenting their case during the feedback portion of the exercise.

### One OEA, Two Locations

The Sackler building third floor renovation has been completed, and the OEA is back in its regular location. A subset of the OEA staff will stay at 35 Kneeland Street, third floor, to staff the new Clinical Skills and Simulation Center: **Donna Merrick**, **Kasia Michalek** (PBL, Selectives and other programs) and **Samantha Fleming** (Evaluation).

### Call for Proposals: Innovations in Education Intramural Grant

Dean Michael Rosenblatt, MD, invites proposals for the Innovations in Education Intramural Grant Program. This program is designed to promote and support teaching innovations developed by our faculty that will enhance the core educational programs and overall mission of Tufts University School of Medicine (TUSM), including the Sackler School of Graduate Biomedical Sciences. For more information, please see <http://www.tufts.edu/med/about/faculty/educationalgrants/overview.htm>

# Humanism and Excellence in Teaching Awards

## Arnold P. Gold Foundation

Tufts University School of Medicine held their Student Clinician's Ceremony on Monday, July 7, 2008, to honor those residents who have demonstrated commitment to teaching and compassionate treatment of patients and families, students and colleagues. The ceremony was attended by the entire incoming third year class and awards were presented by Dr. Amy Kuhlik, Dean for Students. Each award winner was presented with a certificate, a specially designed gold lapel pin and a check for \$250 from The Gold Foundation. The awardees are also showcased on the Accreditation Council for Graduate Medical Education ([ACGME](#)) website. A luncheon followed the ceremony. Honored residents selected by TUSM third-year medical class of 2009 are:

### **MEDICINE**

#### **Cindy Yan**

##### **Tufts University School of Medicine**

Cindy Yan is Chief Resident in the Department of Medicine at Tufts Medical Center in Boston, Massachusetts. Cindy graduated from Tufts University School of Medicine in May 2005 where she was also an active member of the Sharewood Project, a student run healthcare clinic that provides free care for the underserved community. Cindy was nominated by many of the TUSM students who stated, "she should run away with this one, she's by far the most caring compassionate resident in the entire medicine department." Next year Cindy plans to begin her fellowship in Pulmonary/critical care at NYU Medical Center.

### **MEDICINE-PEDIATRICS**

#### **William Benjamin Rothwell**

##### **Tulane Medical School**

Ben graduated from Tulane Medical School and went on to complete his residency in Medicine-Pediatrics at Baystate Medical Center. Ben graduated in June of this year and has moved back to New Orleans where he intends to immerse himself in academic medicine at Tulane as a Clinical Instructor. TUSM students cited him as being an "Excellent teacher and great with patients and their families."

### **OBSTETRICS & GYNECOLOGY**

#### **Danae Netteburg**

##### **Loma Linda University**

Danae receives high accolades from students for her efforts to involve them in the care of her patients and for the time she spends teaching them. Danae attended Loma Linda University. She is currently a third-year resident in Obstetrics & Gynecology at Baystate Medical Center. After residency she and her husband (an Emergency Medicine resident also at Baystate Medical Center) plan to travel to Africa for humanitarian work, so this award is quite fitting. Danae is always upbeat, outgoing and loves to teach.

### **SURGERY**

#### **Heather Anne Ford**

##### **Tufts University School of Medicine**

Heather was accepted into the highly competitive B.A./M.D. early acceptance program assuring her a place at Tufts University School of Medicine where she was an outstanding student who graduated in May of 2005. Heather combined a superb fund of knowledge with outstanding clinical skills and exemplary interpersonal qualities. Heather was a superior candidate for postgraduate training and is presently a PGY4 surgical resident at Lahey Clinic in Burlington, Massachusetts. Heather enjoys teaching, was a section leader for the TUSM Interviewing course and now teaches and guides TUSM students who rotate through surgery at Lahey Clinic in Burlington, Massachusetts.

## Laura Snyderman, MD Selected for the Stanford Faculty Development Program

Laura Snyderman, MD, has been selected to participate in the Stanford Faculty Development Program, a month-long program for training as a clinical teaching seminar facilitator. It is a program that will give Dr. Snyderman the background knowledge and leadership skills required to deliver seminars on improving clinical teaching to colleagues and to residents. She plans on bringing this knowledge and these skills back to Tufts Medical Center and to use what she has learned to try to improve clinical teaching at all of the Tufts-affiliated hospitals through workshops and faculty development programs.

A full description of the program can be found at <http://sfdc.stanford.edu>. An excerpt from the site gives the following overview: "Since 1986, the Stanford Faculty Development Center (SFDC) has trained physician faculty to provide ongoing faculty development in areas critical to medical education and practice. The center uses a train-the-trainer approach in which selected faculty participate in a 1-month facilitator-training course at Stanford. Following the training, these faculty return to their home institutions able to deliver a series of eight seminars in one of the program content areas for fellow faculty and residents. Each year six medical faculty are selected to attend the Stanford Faculty Development Program for training as clinical teaching seminar facilitators. The 1-month training provides participants with background knowledge and seminar leadership skills required to deliver a series of eight 2-hour seminars to their colleagues and to residents."

Laura graduated from Tufts University School of Medicine in 2004 and finished her residency in Internal Medicine at Tufts Medical Center in 2007. She discovered her passion for teaching during residency and in 2007 won the Outstanding Senior Resident Teaching Award, voted on by her peers. She was the 2007-2008 Teaching and Research Scholar in Medicine at Tufts Medical Center and is currently an Assistant Professor of Medicine at Tufts Medical Center. Laura spends her time practicing primary care, attending on the wards, precepting housestaff, teaching medical students and working on medical education research. She has had a large role in creating and implementing a "Resident-as-Teacher" curriculum for the Internal Medicine housestaff over the past two years. Her medical education research is focused on resident teaching during work rounds and her

findings were presented at the 31<sup>st</sup> Annual Society of General Internal Medicine Meeting in 2008. Laura was one of the 2008 Natalie V. Zucker Research Center for Women Scholars Grant Recipients and will be one of the 2009 Tufts University Center for the Enhancement of Learning and Teaching Faculty Fellows. She has been very involved with TUSM and will be co-directing the 4th Year Medical Education Elective this year.



Laura Snyderman, MD

### ***Thank you to Welch Allyn***

*Welch Allyn has generously donated to TUSM otoscopes, ophthalmoscopes and other essential medical equipment to be used in the new Clinical Skills and Simulation Center.*

*We appreciate their support and will make great use of this valuable equipment.*

# TUSM's Faculty Development 2008-2009 Workshops

## **Integrating the i-Clicker Audience Response System into Health Sciences Courses**

**Monday, September 29, 2-4pm, TUSM**

The session will build on previous introductions to the i-clicker audience response system and is appropriate for faculty preparing to teach for the first time with clickers this year.

Presenters: Roberto Torregliano, national sales representative from i-clicker, and Gina Siesing, PhD, Associate Director for Educational Technology, UIT Academic Technology.

## **Case Writing: Creating Virtual Patients**

**Thursday, October 2 2008, 1:30-3:30 p., TUSM**

Types of cases and formats will be discussed. Faculty will begin to create their virtual patient case. Presenter: Nancy Posel, PhD in Education and the Assistant Director of the McGill Molson Medical Informatics, Faculty of Medicine, McGill University

## **Advising & Mentoring Learners**

**Friday, November 14, 2008, 9am-12 pm, TUSM**

Participants will analyze advising/mentoring case scenarios and distill main characteristics of effective advisors and mentors. Resources for successfully advising/mentoring of TUSM's students will be provided. Presenter: Maria A. Blanco, EdD, Assistant Dean for Faculty Development

## **Effective Lecturing**

**Thursday, December 4, 2008, 9am-12 pm, TUSM**

Participants will observe, reflect on and discuss videotaped faculty lecturing performances. Features of effective lecturing styles and interactive lecturing approaches will be highlighted. Guidelines for delivering effective and interactive lectures will be provided. Presenter: Maria A. Blanco, EdD, Assistant Dean for Faculty Development

## **Health Science Mini-Symposium: Information Technology and TUSK Resources for Teaching**

**Friday, February 6, 2009, 8am-2pm, TUSM**

Participants will be exposed to information technology and TUSK resources available at TUSM.

## **Constructing Effective and Integrated Exam Questions**

**Friday, March 20, 2009, 9am-4pm, TUSM**

Key principles of item writing will be reviewed and guidelines for writing effective and integrated questions will be provided. Participants will have the opportunity to write their exam questions in teams and receive feedback in a collegial forum. Presenter: Ruth-Marie Fincher, MD, Vice Dean for Academic Affairs, Medical College of Georgia, NBME Representative.

## **Evaluation of Students in Clinical Settings**

**Spring (dates/times tba)**

**This workshop will be offered at Baystate Medical Center, Caritas St. Elizabeth's Medical Center, Lahey Clinic, and Tufts Medical Center.**

Key features of assessment will be highlighted. Participants will review assessment and evaluation strategies used in the clinical setting. Special emphasis will be given to observing student performance and giving formative feedback. Guidelines for conducting valid and reliable evaluations in the clinical setting will be provided. Presenter: Maria A. Blanco, EdD, Assistant Dean for Faculty Development

## **10<sup>th</sup> Annual Practical Approaches to Precepting Conference – Co-sponsored by the Dept. of Family Medicine and OEA**

**Friday, May 8 2009, 9 am-5 pm, TUSM**

Features hands-on clinical workshops and interactive faculty development workshops. The conference is open to clinical teaching faculty as well as health sciences faculty.

*For more information about these workshops, please contact Sharon Freeman, [sharon.freeman@tufts.edu](mailto:sharon.freeman@tufts.edu), 617-636-0891.*





## Faculty Development Needs Assessment Survey

Dear TUSM Faculty,

Thank you for responding to our faculty development needs assessment survey. We received nearly 200 responses! This survey data helped us finalize the design of the faculty development program for the coming academic year (please see section on faculty development AY2008-2009 series of workshops for more information).

From your responses to the survey we learned that:

- Main faculty development areas of interest are:
  - giving effective lectures
  - advising and mentoring
  - giving feedback to students
  - observation and assessment of clinical performance
  - use of TUSK and IT resources
  - giving feedback to peers on their educational contributions
- The preferred format of faculty development initiatives is workshops, followed by individual consultations with an educator, peer coaching and online tutorials.
- On a scale from *very likely* to *less likely*, most faculty are *likely* to *less likely* to be available to attend workshops at TUSM.
- Fridays, followed by Thursdays, from 9-12pm, is the preferred day of the week to schedule faculty development workshops.
- The main barrier to faculty development is time constraints, followed by location and schedule of events, and lack of information about resources.

### Resident-As-Teachers Programs

- Out of 87 responses, 20.7% stated that they have a resident-as-teachers program in place.
- Out of 73 responses, 49.3% stated that they would like OEA assistance with these programs.
- Out of 63 responses, 52.4% expressed willingness to free up resident's time for their participation in faculty development initiatives.
- According to 58 responses, main areas of resident's teaching needs are: presenting students in the clinical setting; giving feedback; giving effective presentations; performing effective bedside teaching; self-assessment; leading teaching rounds; leading effective small-group sessions; observation and assessment of learner's performance; and teamwork.