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Educational Strategic Planning Retreat

The 3rd TUSM Educational Strategic Planning (ESP) Retreat was held on October 3, 2007. More than 100 faculty and students gathered at the school and heard a detailed overview of the ESP from the Chair of the Steering Committee followed by a review of progress from the Chairs of the major working groups (MedFoundations, MedCore, MedExplorations).

Internationally recognized scholar, Georges Bordage, MD, PhD, Professor, Department of Medical Education, College of Medicine, University of Illinois at Chicago, spoke on “Knowledge organization and diagnostic reasoning: implications for teaching and learning.” Dr. Bordage urged Tufts’ educators to continue to break down curricular “silos”, focus on common goals, and emphasize teaching key concepts. He argued that conceptual understanding requires basic science knowledge acquisition to occur in a setting of problem solving; by creating a clinical scaffold students will more effectively apply and integrate this knowledge. He recommended that TUSM implement assessment procedures that reinforce the acquisition of applied, integrated knowledge and skills.

Afternoon working sessions allowed the attendees to address a series of key questions posed by the 16 committees working to craft a new curriculum for the school.

Progress and highlights from the Retreat:

- By providing self-assessment and review materials in advance of the first semester, first year courses, basic science education will be enhanced, and students will be better prepared.
- Using case based clinical (disease) themes will enhance education in Biochemistry, Molecular Biology, Immunology, Cell Biology, and Genetics. By providing anchors for knowledge, this strategy will improve integration and allow students to more effectively understand and apply basic science concepts.
- Foundations of Patient Care will focus on advancing clinical skills training and oral presentation (*talk like a doctor*); documentation including electronic medical records (*write like a doctor*); knowledge applied to diagnosis and management (*think like a doctor*); and, professionalism (*act like a doctor*). During the first year, students will alternate weekly sessions with a Community Preceptor and centrally-delivered clinical workshops. During the second year, students will spend a full day each week with a Community Preceptor.
- The third year Orientation Process will make extensive use of TUSK to enhance student readiness for clerkships including materials that are both discipline-based (e.g, Medicine, Surgery, Pediatrics, etc) and affiliate-specific (e.g, T-NEMC, Baystate, Lahey, St. Elizabeth’s). On-line modules and videos will allow students to enhance skills in note-writing, oral presentations, and order writing.
- Core clerkships will be reinvigorated by enhancing both the role of the third year student (taking total care of the patient) and the environment for learning. The latter will be achieved by sharing of best practices and extensive faculty development for residents and teaching physicians.

New and Improved OEA website

The Office of Educational Affairs' website now includes an overview of the curriculum, evaluation and research, the Educational Strategic Planning process, as well as information about academic programs and faculty development events.

Please visit us at
<http://www.tufts.edu/med/about/offices/oea/index.html>.

- A series of basic science/translational medicine experiences during the fourth year will provide Tufts students with the tools to understand and apply science to their chosen discipline.
- A series of key themes -- including Professionalism, Ethics, Life Cycles, Culturally Competent Care, Health Care Systems, Communication -- led by multidisciplinary teams, will be integrated across the four year curriculum.
- Learning Communities will build on a new advising system allowing every student to connect with a dedicated and committed faculty member beginning on Day 1 of medical school. The Learning Communities will become the focal point for faculty-student interaction and promote our culture of active learning.
- A robust Community Services Learning program will be broadened to include projects in public health, community outreach, humanitarian services and global health.

We are deeply indebted to the many faculty and students who have worked diligently over the last year on the ESP. Tremendous progress has been made toward the creation of a curriculum that will distinguish TUSM and bring us to the next level of excellence. Much work remains and we encourage and welcome all faculty and students to become more involved in the ESP. For further information please contact Dr. Maria Blanco (maria.blanco@tufts.edu, ph. 617-636-6588).

Restructuring of the Curriculum Committee

The Curriculum Committee provides active oversight of the educational programs in concert with the Dean for Education Affairs and provides a flexible framework for ensuring the horizontal and vertical integration and overall content coverage and sequencing of the TUSM educational program. Using the TUSM Institutional Objectives as a roadmap, the Curriculum Committee is responsible for guiding the system-wide course and program evaluation system and for developing and assessing curricular initiatives that support and reinforce the TUSM educational mission. The Curriculum Committee is vital in helping to develop the implementation plans for the Educational Strategic Plan.

The Curriculum Committee has undergone significant restructuring in anticipation of the committee's expanded role in the oversight of the curriculum.

Governance: Chair and Vice-Chair

Continuity of leadership is particularly important during the Educational Strategic Planning process and the changes that will occur. Therefore, at the September 2007 Curriculum Committee meeting a Chair and Vice-Chair were elected: Susan Hadley, MD, and Laurie Demmer, MD, respectively. Both will serve a three-year term. At the end of the three-year term the Vice-Chair, Dr. Demmer, will become Chair (and serve two years in that position) and a new Vice-Chair will be elected. From that time

forward each Vice-Chair will serve a two-year term followed by a two-year term as Chair.

Creation of Standing Subcommittees

To expand the role of the Curriculum Committee, standing subcommittees have been created to facilitate the work of the Committee. Standing subcommittees will immediately tackle the following issues:

- feasibility of a secure testing program for preclerkship courses
- assessment and evaluation of students during clerkships and preclerkship courses
- determining process and policy for student and peer review of courses & for evaluation of the overall curriculum
- determining standards for teaching and learning materials (e.g. syllabi and power point presentations) and for teaching and learning formats (e.g. lectures and small group sessions)
- overseeing curricular change and innovation

An "ad hoc" subcommittee will be created to resolve competing priorities that may occur between course directors or between a course director and the OEA. This subcommittee will consist of the Curriculum Committee Chair, two clinical faculty, and two basic science faculty.

These changes will ultimately benefit students, faculty and staff as we move toward a fully integrated curriculum.

Appointment of Curriculum Committee Chairs

The Curriculum Committee is very pleased to announce that Drs. Susan Hadley and Laurie Demmer were formally elected on September 6, 2007 to Chair and Vice-Chair, respectively. Drs. Hadley and Demmer are committed and innovative medical educators, well recognized for their teaching abilities and expertise, and have been active contributors to the TUSM curriculum. The Curriculum Committee and our school community will be well served by such enthusiastic and skilled leadership.

Dr. Susan Hadley is Associate Professor of Medicine at Tufts University School of Medicine and Vice Chief of clinical affairs in the Division of Geographic Medicine and Infectious Diseases at Tufts-New England Medical Center. She received her medical degree from the University of Florida College of Medicine in Gainesville, Florida, and completed an internship and residency in medicine and a clinical and research fellowship in infectious diseases at New England Deaconess Hospital in Boston. Dr. Hadley came to Tufts University School of Medicine and Tufts-New England Medical Center in 1999 and has served on the Curriculum Committee since 2004. She directs the Pathophysiology course, the ID Pathophysiology section, and the Infectious Disease student selective and elective courses. Dr. Hadley is also actively involved in the ESP, co-chairing the Key Themes Working Group and a member of four other working groups.

Dr. Laurie Demmer is Chief of the Division of Genetics and Metabolism at Tufts-New England Medical Center, and Associate Professor in the Department of Pediatrics at TUSM. She has also been a member of the Curriculum Committee since 2004 and has served as Director of the TUSM Medical Genetics course since 2003. Dr. Demmer is actively involved in the curriculum reform process as a member of the Medical Foundations Group, and Chair of the Medical Foundations I working group. In addition, Dr. Demmer is a 2005 Innovations in Education Grant Awardee and a 2006 recipient of the Natalie V. Zucker Prize for Outstanding Innovation in Clinical Teaching. She has also received two student awards: the Innovations in Education Award for 2005-2006 Genetics Course, and the Award for Excellence in Teaching from Class of 2007.

Drs. Hadley and Demmer replace Dr. Kristin Dardano, who served as Chair of the Curriculum from 2003 to 2007. Dr. Dardano's outstanding leadership of the Committee was instrumental in the successful 2006 LCME accreditation visit and in the development and launching of the Educational Strategic Plan.

Congratulations

Sandra Bellantonio, M.D.

Dr. Sandra Bellantonio, Assistant Professor of Medicine at TUSM, recently received a three-year HRSA Geriatric Academic Career Award (GACA). In addition to being a dedicated Geriatrician at Baystate Medical Center, Dr. Bellantonio is Section Chief, Geriatric Medicine; Program Director, Geriatric Fellowship; active member of the Curriculum Committee, and Geriatrics Task Force and the TUSM geriatrics theme leader. As we move forward with the Educational Strategic Planning process, Dr. Bellantonio's work will support the integration of critical geriatric content throughout the new our-year curriculum. Please join us in congratulating Dr. Bellantonio on this much deserved award. Dr. Bellantonio can be reached at sandra.bellantonio@bhs.org.



the o&a calendar

December 12, 2007

University Conference on Teaching and Faculty Development (Medford campus)

December 15, 2007

Deadline for submission of Innovations in Education grant program Letter of Intent

January 30, 2008

Deadline for submission of Innovations in Education Full proposal

February 8, 2008

Deadline for Faculty nominations for Zucker Clinical Teaching Prize

March 2008

Fourth-Year Medical Education Elective

March 5, 2008

Mary Y. Lee, MD, Medical Education Research Day

March 14, 2008

Academic Technology Health Sciences Mini-Symposium

April 9, 2008

Clinical Skills Interclerkship at Baystate

April 16, 2008

Clinical Skills Interclerkship at TUSM

NEW Geriatrics Student Interest Group has been formed. Interested students should contact the group's chair, Karen Dymtrasz M'08, Karen.Dymtrasz@tufts.edu.

An Interview with Dr. Peter Brodeur

Peter Brodeur, PhD, is an Associate Professor of Pathology and a member of the Sackler School's Immunology and Genetics Graduate Programs. He lectures on Immunology at the Medical, Dental, Veterinary and Sackler Schools and currently serves on the Medical School's MedExplorations Working Group, Curriculum Committee and MD/PhD Admissions Committee. His research focuses on the regulation of antibody gene rearrangement and expression during B lymphocyte development.



In the last 2-3 years what are some of the major advances in immunology that will influence the way our students practice medicine (now or in the future)?

There are several recent advances in immunology that already have, or will have, significant clinical impact. In recent years the FDA approval of numerous genetically engineered human or "humanized" antibodies has provided a novel class of therapeutic agents to treat a wide spectrum of disease, including inflammatory diseases, autoimmunity, and cancer. Another exciting area is our increased understanding of the existence and function of several subsets of T lymphocytes. One recently discovered subset, Th17 cells (T cells that produce the cytokine IL-17), is thought to have a major role in promoting inflammatory and autoimmune responses. Another type of T cell, T-regulatory cells, is crucial in preventing autoimmunity. These discoveries provide an entirely new paradigm that will facilitate the development of drugs that target autoimmune and inflammatory disease without the broad immunosuppressive effects of current therapies. Finally, great strides are being made in developing vaccines capable of treating existing disease. Such "therapeutic vaccines" are under development for diseases ranging from Alzheimer's disease to certain cancers.

A major goal of the Educational Strategic Plan (ESP) is to strengthen the integration of basic science and clinical medicine. In thinking about immunology how might this happen in the classroom (years 1, 2) and during the clerkships or 4th year?

As a discipline, immunology has strong roots in clinical medicine. Many clinical areas, including pathology, allergy, infectious disease, autoimmunity

and cancer, have major immunological aspects. This makes immunology a "natural" to be integrated and reinforced throughout the curriculum during the first two years. Finding ways to bring current basic science to the clerkship and fourth years will obviously be more challenging, but I'm certain that we'll find a variety of creative ways to accomplish this important goal.

What do you find most rewarding about teaching Tufts medical students?

I have taught medical students at Tufts for 22 years and I have also been a small group facilitator for Problem-Based Learning. I consider it an amazing opportunity to interact with such bright, enthusiastic, and motivated students.

Learning Communities (LC) are another important component of the ESP. As a member of the LC working group you coined the (now legendary) phrase "The Learning Communities will create a small school environment that will promote mentorship and a sustained program of active learning that promotes teamwork, professionalism, student-faculty interaction and a sense of community." How do you envision basic science faculty as part of a LC?

Learning Communities at TUSM are envisioned as having a stable "assortment" of clinical and basic science faculty members. In addition to promoting student-faculty interactions, an equally important benefit of the LC will be to develop interactive and collaborative teaching between the clinical and basic science faculties throughout all four years. This "faculty development" potential of Learning Communities is, to my mind, a hidden gem of the LC concept at Tufts.

Bridging the Gap Health Education in Yemen – Summer 2007

by Tom Stafford, M'08

This past June a small team of Boston health professions students and faculty set out for a distant country with a unique and vibrant culture. Assembled upon request of a Yemeni medical school and a former Boston area pediatrician who practices and teaches there, our team consisted of two Tufts medical students (myself and Dan Parker, M'08), a member of the anatomy faculty from Harvard, a recent Harvard MPH graduate and current epidemiology PhD candidate, an MGH Institute of Health Professions nurse practitioner student, and a Gordon-Conwell behavioral sciences student. Park Street Church, which has a long history of supporting development work abroad, helped organize our team and provided fundraising and travel support.

In Yemen we taught classes on numerous health topics that are high priorities for the Yemeni Ministry of Public Health. Such topics included khat abuse, malnutrition, diarrhea, malaria, schistosomiasis and family planning. Our previous evidence-based medicine training at Tufts, along with valuable insight and resources provided by the TUSM librarians (notably Amy Lavertu and Amy Lapidow) enabled us to also teach a well-received evidence-based medicine course to local interns and medical students. And thanks to a WHO online database of journals free to developing countries, the students now can draw from a previously unknown well of information. Our pediatrician friend urged us to teach this course, given the lack of emphasis placed in his hospital on current medical knowledge.

TUSM Clinical Skills Center

Thanks to the extremely generous contribution to TUSM from the Jaharis Family Foundation, plans are underway to remodel the Sackler building as well as create a Clinical Skills and Medical Simulation Center at 35 Kneeland Street. This center will provide state-of-the-art facilities for physical diagnosis training as well as the Clinical Skills Interclerkships and other standardized patient exercises. See <http://www.tufts.edu/med/news/buildingourfuture/index.html> for more info.

During my third year at Tufts I experienced exceptional one on one teaching from residents, interns, nurses, and attending physicians. This apprenticeship-type teaching prepared me to in turn pass on what I have learned to students in Yemen. When the students asked for a class on history taking, I felt so well prepared from my years at Tufts that it was almost reflexive to walk them through a thorough case-based history. After spending just a couple weeks teaching, I greatly look forward to continuing to do so during residency and beyond.



Tom Stafford, M'08, cares for a young patient in Yemen last summer.

While our courses in Yemen had a medical focus, some of the most valuable discussions we had with our students veered toward social justice, culture, faith, and what it means to be a good doctor. Sharing our lives and experience with each other, we gained insight into practicing medicine in quite different social and cultural settings. Our Yemeni colleagues and friends continually humbled us with their kindness, and we built lasting friendships that will hopefully endure across the many miles that now separate us, and will continue to foster mutual social, religious and political understanding.

History of Medical Education at TUSM



EXORCISM OF DEMONS BY HERBAL REMEDIES AND BY INCANTATION
BABYLONIAN-ASSYRIAN MEDICINE

Student Priestess
(C. E. Chapman, '34)

Sick Patient
(D. R. Goodman, '34)

Priestess
(M. I. Tompkins, '33)

Between 1931 and 1936 the Tufts University School of Medicine presented a yearly pageant to serve as an introduction to the history of medicine for first year students. Organized by Dr. Benjamin Spector, Professor of Pathology, the pageants featured 2nd, 3rd, and 4th year Tufts students portraying sketches of historical figures such as Hippocrates, Maimonides, Harvey, Lister and Ehrlich. Dr. Spector published the proceedings in five volumes entitled "One Hour of Medical History."

Mary Y. Lee, MD Medical Education Research Day

The first annual Mary Y. Lee, MD Medical Education Research Day will be Wednesday, March 5, 2008 – a day-long conference to honor former Dean for Educational Affairs and current Associate Provost Mary Y. Lee, MD. This academic medical education conference will take place in Sackler 827 and include morning oral and poster sessions, highlighting many TUSM medical education research projects, afternoon faculty development workshops.

The Medical Education Research Day is a wonderful opportunity for faculty to survey the variety of work underway at TUSM, meet and give feedback to colleagues, and participate in relevant educational research workshops.

A website will be set up with submission instructions and registration information. In the meantime, if you have any questions or concerns, please contact Ann Maderer, ann.maderer@tufts.edu, 617-636-2191.

RFA: Innovations in Education Intramural Grant Program

In recognition of the importance of teaching at Tufts, Dean Michael Rosenblatt, MD, invites proposals for the Innovations in Education Intramural Grant Program. This program, now in its fourth year, 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.html>.

Important Deadlines

(please note that these deadlines are earlier this year)

Letter of Intent: December 15, 2007

Final Proposal: January 30, 2008

Awards will be announced at the beginning of March for the funding period to begin July 1, 2008.