

Academic Affairs

NEWSLETTER

UNIVERSITY OF CONNECTICUT
SCHOOL OF MEDICINE
Fall 2011

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Editor: Bridget Schulz
860.679.2385

EDITOR'S GREETINGS:

Welcome to the Fall edition of our newsletter, published by The Office for Education. We hope that this newsletter provides you with information relevant to your educational needs and updates you with our latest events. As always we welcome your contributions and suggestions.

Bridget Schulz

Team Contributors:

Bruce T. Liang, MD, Interim Dean of the School of Medicine
Suzanne Rose, MD, MEd, Senior Associate Dean for Education

Dave Henderson, MD, Associate Dean for Student Affairs

Bruce Gould, M.D., F.A.C.P., Associate Dean for Primary Care

Lynn Kosowicz, MD, Course Director, Clinical Medicine Course

Evelyn B. Morgen, Director of the LM Stowe Library

NOTE OUR UPCOMING EVENTS!

August 19, 2011 White Coat Ceremony

The White Coat Ceremony for the Class of 2015 will be held in the cafeteria at 5:00pm. The Class of 2015 will be greeted and cloaked in their first white coats. Everyone is invited!

August 22, 2011 Convocation

Convocation marks the beginning of a new academic year and we will be celebrating the arrival of the Class of 2015. The Guest Speaker will be Dr. David Woods.

September 23, 2011 LCME Retreat

Faculty and elected student representatives will spend a day in discussion and reflection and review of our LCME progress at The Mark Twain House. Guest speaker is Jeffrey Laitman, PhD, FAAA, Distinguished Professor, Mount Sinai School of Medicine. Dr. Laitman is Professor and Director of Anatomy and Functional Morphology, Professor of Medical Education and Otolaryngology, Editor for Functional and Evolutionary Morphology, The Anatomical Record and is President of the American Associate of Anatomists. His talk is entitled: Teaching Old Dogma New Tricks.



WELCOME CLASS OF 2015!!!

LCME Update:

We are preparing for our mini site visit by Liaison Commission on Medical Education (LCME), the accrediting body for medical schools in February 2012. We are in great shape with collecting data and information the LCME is requiring and will be doing the following to engage all students and faculty participation: creating a website where all materials will be displayed for review, holding town hall meetings in the fall, focus groups of students, and a retreat for our education faculty leaders and students in September 2011. Stay tuned for updates!

Dean's Corner

I am pleased to serve as your Interim Dean. We have a wonderful school of Medicine here at UConn. I know that you are among the best and brightest, having taught many of you since 2002 for all four years of the curriculum. We are deeply committed to your education and have striven to develop the infrastructures to enable the training and maturation of medical students. It may be a cliché but it does take a village to develop a successful physician. The future is bright for you. We are grateful to Governor Malloy and the legislature for having all the wonderful opportunities Bioscience Connecticut will bring. It means more for education, be it pre-clinical or clinical. It also means more for research training, again, be it pre-clinical or clinical. It means more for learning opportunities from superb teachers, who will be drawn here as new faculty. Your professional and personal life will be so much more enriched. This is an exciting beginning of a wonderful step toward a rewarding career, a career for which you are eminently well-suited. You have now entered a very privileged position, something that will last a lifetime. You will have so many options, all very exciting, for a long career ahead. Congratulations and Welcome to UConn School of Medicine!



Bruce T. Liang, MD
Interim Dean, School of Medicine



Welcome to the LM STOWE LIBRARY
library@uchc.edu

Students find their favorite study places in our beautiful library where they are encouraged to develop lifelong learning skills. During orientation students are introduced to the Student Support Librarian Program. This innovative program partners incoming students with a librarian to help them navigate information sources and identify services that are available through the library. Our Computer Education Center staff will provide laptop support as well as access to wireless networks and mobile resources. We look forward to meeting this year's incoming class!

Evelyn Morgen, MSLS
Library Director

*Photo of Library Staff
Hongjie Wang, Jessica Kilham, Kathleen Crea,
Robert Inven*





UConn Migrant Farm Worker Clinic

Connecticut is host to an estimated 7,000 to 20,000 migrant farm workers annually. This population is among the most economically disadvantaged in the United States with the highest rate of occupational injury and illness with little or no access to health care. This invisible population provides an invaluable service to the economy and yet goes without health coverage, Medicaid and Social Security, and often is unaware of their Worker's Compensation benefits.

To address this issue, the University of Connecticut (UConn) School of Medicine and Connecticut Area Health Education Program (CT AHEC) developed the UConn Migrant Farm Worker Clinics which provides free primary health care, health education, and increased access to quality, community-based, primary health care services to migrant and seasonal farm worker populations in Connecticut. UConn Migrant Farm Worker Clinics are held on Tuesday, Wednesday, and Thursday nights from June through October. The clinics are run by several medical students whose positions are financially supported by the Hartford County Medical Association and the UConn School of Medicine. Administrative and coordinating support is provided by Connecticut AHEC staff.

For over decade, the UConn Migrant Farm Worker Clinics has provided culturally appropriate case management services to farm workers and their dependents. The UConn MFW Clinics provide primary care screenings and health education outreach. On average the clinic provides medical and or dental services to 300 patients annually. The clinic is staffed annually by 250 clinical, non-clinical volunteers and students and 70 medical professionals. .

To improve access to health care and provide a coordinated and continuous approach to care, UConn works closely with the members of the Connecticut Migrant Health Network which include outreach workers at the Hispanic Health Council, ConnectiCOSH, the Department of Labor and contracted community health centers. These outreach workers provide transportation to follow-up health services at participating community health centers. These follow up health services are funded by a federal voucher program based on the 1962 Migrant Health Act, Section 329 which is distributed via Connecticut River Valley Farm Worker Health Program (<http://www.massleague.org/CRVFHP/English.htm>). *For more information about the UConn Migrant Farm Worker Clinics, please see our website: http://publichealth.uconn.edu/aboutus_mfwc.php*

Clinical Skills News

We have two new staff members who will work with students and faculty to enhance students experience practicing clinical skills in a “safe” environment.



Our new Administrative Program Coordinator is Stacey Fostervold. She comes to us from years of experience in the Psychiatry Department and with Clinical Education.



Our new Administrative Assistant is Nekita Waller. She worked in Purchasing in the recent past, so we are well supplied.

News Briefs from Clinical Medicine Course (Principles of Clinical Medicine, PCM, and Student Continuity Practice, SCP)

Preparing students for the practice of medicine in the 21st century requires increased integration of rapidly evolving technologies. This year, PCM-1 and PCM-2 are using web-based blogs to enhance both review and discussion of literature on topics including empathy and professionalism. We are also creating tutorials to acclimate students to electronic medical records, which are now being used in most doctors' offices. We are fortunate to have a simulation center and virtual stethoscopes used to enhance students' experience learning the physical exam and to work in teams.



While students get considerable opportunities to practice their clinical skills with adults and young children, they tend to have fewer occasions with adolescents. Subsequently, the Community Based Education (CBE) office and select CMC faculty partnered with the Health Career Opportunity Programs (HCOP) office to recruit and train teenagers from Sport and Medical Sciences Academy in Hartford. The adolescents are prepared as patient instructors providing medical students with clinical skills practice and instructive feedback.

Students gain much of their clinical experience in the Hartford and Greater Hartford area. In an effort to help them learn more about Hartford residents, their health concerns and the community resources available in the area, the Community Based Education (CBE) office provides first year students with a tour of Hartford neighborhoods and some key community organizations.



The PCM Longitudinal Teaching elective is available to 4th year medical students who, guided by faculty mentors, prepare learning activities and facilitate small groups of first or second year PCM students. We are very excited that for 2011-2012, all 20 available spots have been filled, and that all students enrolled in PCM will benefit from the enthusiasm and expertise of their senior peers.

SCP is a three year continuity curriculum that provides our students with the opportunity to practice their developing skills in history taking and physical exam with actual patients in a community physician's office. Every year in June, the SCP program hosts a celebration dinner that honors the SCP preceptors at the end of the three year cycle. Attendees at the dinner include the preceptors, third year medical students and medical school faculty. This picture represents about half of the preceptors for the third year class in June 2011.



Carmel Bourgojn joined SCP in October 2010 as the Program Coordinator for SCP. A native of Canada, Carmel has been a UCONN employee for five years. She is an extremely warm and helpful person. She looks forward to meeting all of the incoming students in the class of 2015.



Teaching awards are presented each year to one PCM 1 preceptor and one PCM 2 preceptor based on the following criteria: minimum of 3 years teaching in the course; consistently good evaluations by students; substantive contribution to curriculum; evidence of commitment to improving his/her teaching skills and/or sharing innovations in teaching. The 2010-2011 awardees were **Ms. Terry Roberts**, PCM 1 and **Dr. Anton Alerte**, PCM 2.



The Urban Service Track

The University of Connecticut's Urban Service Track (UST) was developed as a response to the changing climate and landscape in Connecticut. Its architects envisioned it as a program designed to produce a cadre of well-qualified healthcare professionals committed to serving Connecticut's urban underserved populations. Drawing on the interest and strength of the CT Area Health Education Center Program (AHEC) and four health professions schools at the University of Connecticut, the UST Program is truly a collaborative effort engaging multiple organizations all dedicated to a strong academic-community partnership. Utilizing a model of interprofessional education and service learning, UST promotes teamwork across health professions, cultural competence as a critical component of patient-centered care, and public service.



Office of Student Affairs
860-679-7599
Room: AG-062
Henderson@uchc.edu



Office of Student Affairs

One of the traditions of our medical school is the reading of the poem *Ithaka* each year during graduation weekend. The poem is generally read by the student who is the recipient of the Dean's Award, the highest honor bestowed on a graduate. The poem is a reflection of sorts on the voyage of the archetypal hero Ulysses. The basic message of the poem aligns with the cliché: 'it is about the journey, not the destination.' However, the poem offers a bit more wisdom than that.

The poem begins:

When you set out for Ithaka
ask that the way be long.

And it continues:

Have Ithaka always in your mind.
Your arrival there is what you are destined for.
But don't in the least hurry the journey.
Better it last for years,
so that when you reach the island you are old,
rich with all you have gained on the way,
not expecting Ithaka to give you wealth.
Ithaka gave you a splendid journey.

Finally it ends:

And if you find her poor, Ithaka hasn't deceived you.
So wise you have become, of such experience,
that already you'll have understood what these Ithakas mean.

So as we begin a new academic year, and welcome a new class, this seems a good opportunity to reflect on the fact that within us all there are potentially many journeys and many Ithaka's; each valuable unto itself. The task before those of you who are on this journey as students is the same challenge faced by those of us who started on this path long ago; simply to be worthy of the journey, wherever it takes us. I look forward to the coming year with you all.

David Henderson, MD
Assoc. Dean Student Affairs

Reflections:

Over time one accumulates many “firsts” and these “beginnings” provide an opportunity for reflection. The start of a new school year is something that most of us have experienced over 20 times (some of us over 50 times!), and yet, despite being a repeating ritual, each new academic year brings with it an air of excitement, anticipation and an evocation of a familiar circadian-like rhythm.



Some of us have developed rituals as we re-start school: perhaps purchasing a new item of clothing. In the “old days” we used to buy new pencils and pens--perhaps replaced nowadays by a new thumb drive or computer software program. My mother always sent me off to school or to new experiences with one of the following phrases: “Always put your right foot forward” or “Walk in with your right foot forward.” As a child I took this literally and would be sure to step into a new space with my right foot. And a few years ago, as we took our youngest to college, I heard my 80-year-old mother say her familiar phrase to her: “Make sure you walk in - right foot forward.” Now that my Mom is 83, it did not stop her from saying the same thing to me a few weeks ago. I have to confess that when I started my first day here at UConn on June 29, I consciously took a step through the door with my right foot. I think I always knew that there was more than just a literal connotation to this expression, but I have given it more thought this week as we welcome the class of 2015, as I meet with students starting to return from summer experiences from the class of 2014, with the class of 2013 beginning a total immersion in the clinical arena and the class of 2012 beginning the serious and exciting phase of residency planning.

The expression, “right foot,” really means your “best” foot forward. I did a little research and learned that the origin of the phrase is thought to be attributed to Sir Thomas Overbury who said: “Hee is still setting the best foot forward.” Random House dates the phrase to 1495, but this is not “evidence-based.” One comment I came across said that the phrase is odd because it may imply you have more than 2 feet. It might be appropriate for a dog or horse, but for a human, the expression would be more properly phrased: put your better foot forward. Apparently Shakespeare adopted this “better” phrase in King John.

All of this research was fun but the most important thing that I can share with you is that the expression reminds us that beginnings are a fresh start with a clean slate, and a time to do our very best.

That’s all we can expect of ourselves, our colleagues, our teachers, our family and our friends. So, as you begin this new school year, go forward with your better or best foot and strive to do your very best.

"Always put your right foot forward."

Dr. Ryda D. Rose

Lots of good wishes,

Suzi Rose, MD

Senior Associate Dean for Education



Many thanks for their contributions to this edition go to...

Linda Abrahamson
Christine Bennett
Carmel Bourgoïn
Petra Clark-Dufner
Shannon McClure

The medical school supports all students and encourages students to pursue opportunities and activities that will enrich and enhance their medical education. Many of these experiences are tailor made to the individual student and often require additional resources. The Office for Education is able to support these meaningful experiences through generous gifts from a variety of philanthropic donors. If you would like to help support our varied programs and contribute to the development our students please send a check or money order made payable to **University of Connecticut Foundation and note on that your gift is to support the School of Medicine.**

Thank you for your generosity.

Bridget Schulz
Office for Education, University of Connecticut School of Medicine
Room AG087, MC 1920
263 Farmington Ave.
Farmington, CT 06030
860.679.2385

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860-679-8077
dplapler@foundation.uconn.edu