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What's up.doc

From the Desk of the Regional Dean...

The newest FAU College is hard at work with fulfilling its dual mission of medical and graduate education, and biomedical research. In addition, the various administrative structures of The Charles E. Schmidt College of Biomedical Science continue being developed, ranging for policy-making to recruitment of faculty. Recruitment efforts are aimed at identifying a candidate to assume the leadership of the Department of Basic Science, in addition to faculty for supporting the teaching required by the four-year medical program of the University of Miami Miller School of Medicine. Two events this Spring highlight the growing presence of the new College within the FAU community. First, a Director for Development has been recruited to assist me with building a fundraising and donor relations program specifically for the Charles E. Schmidt College of Biomedical Science. Second, the College is featured in the week-long Research Week 2007 organized by the Division of Research with the assistance of Dr. John Wu, Associate Dean for Research.

In addition, Dr. Harry Philips will be joining our group in May as an executive dean for clinical affairs at the Regional Campus: we will be working together in the development of the clinical education curriculum and the residency training of our expanded program. Dr. Philips will also lead the establishment of academic medical practices of the University of Miami Medical Group in Palm Beach County.

Michael L. Friedland

Curriculum development update

The plans to create a 4-year program with a specific identity that allows students to pursue their education in Boca Raton are continuing, in anticipation of the start of the 2007-8 academic year on August 13.

An aspect of the overall identity involves an emphasis on core competencies and critical curricular content in a comprehensive chronic disease model in a multidisciplinary health care environment. For the clinical skills training, three courses are planned that are closely linked in objectives (the 'why' are we teaching this?) and outcome (the skills, attitude and knowledge of the students).

The "Introduction to the Medical Profession" course, is a 3-week focus that starts in August. During this time, students work on the specific communication skills needed for patients and colleague interactions, learn about systems-based care and population health, and how chronic illness/continuity of care impact these domains.

The second course is "Physicianship Skills", which starts in September of year 1 and continues into year 2, during which students learn and practice clinical examination skills. In addition, they are introduced to core themes in the practice of medicine: professionalism, communication, systems-base care, public health and the special focus area of the Regional Campus, chronic illness and care.

In the "Integrated Patient Care" course which parallels and complements "Physicianship Skills", continuity of care will be emphasized by having students meet almost weekly with an assigned community preceptors. The preceptor and student will work together on the practice of clinical skills and reasoning through interaction with patients. The preceptor will be asked to identify patients that the student can see repeatedly over the course of the 2 years. To add broad exposure to the community preceptor visit, the students will make a weekly visit to a clinic of the Palm Beach County Department of Health (in Delray Beach or West Palm Beach), accompanied by a clinical faculty member.

- Questions? contact Stephanie Wragg at 561-297-4342

What's up.doc is an electronic newsletter distributed to the faculty, Affiliated faculty, UMMSM faculty and Regional Campus medical students. It seeks to inform about events and developments at the Regional Campus.

Literature Corner: Gardasil-A Hot Topic for Debate

*contributed by Ms. Dahlia Ditsworth
Class of 2009*

How should the new human papillomavirus (HPV) vaccine be introduced to American society? That is the question that health care workers, state officials, family groups, and others have been debating since the Food and Drug Administration approved Gardasil on June 8, 2006.

HPV is the most common sexually transmitted disease in the United States with 6.2 million new cases each year. HPV types 6 and 11 cause 90% of genital wart cases, while types 16 and 18 cause 70% of HPV-related cervical cancer cases. Gardasil, an inactivated viral particle vaccine, provides protection against HPV types 6, 11, 16 and 18. The vaccine is marketed for girls and young women ages 9 to 26 years, and given as 3 injections over 6 months. The vaccine would decrease rates of cervical intraepithelial neoplasia, a complication that increases risks of preterm delivery, low birth weight, and perinatal death. It also may prevent 70% of the nearly 10,000 new cases of cervical cancer and 3,700 annual cervical cancer deaths.

While Gardasil clearly represents a medical breakthrough, controversy over its

implementation remains heated. Debate arose even before the product was licensed, when religious conservatives expressed concern that the availability of a vaccine against an STD would undermine abstinence-based prevention messages.

The most recent dispute stems from whether Gardasil should be mandatory. Legislation has been introduced in Michigan to make it compulsory. In addition, Texas Governor Rick Perry issued an executive order on February 2, 2007 mandating that the vaccine be given to all school girls entering sixth grade. The Texas Legislature later rescinded Perry's executive order. On February 20, Merck announced that it would suspend its own campaign urging states to implement mandatory vaccination programs for pre-teen girls.

Opponents of making the intervention mandatory cite that it may be irreconcilable with family religious values and encourage promiscuity. Since girls as young as 9 years old may receive Gardasil, their parents or guardians are the primary decision-makers. But parents are still adjusting to the idea of a vaccination against a STD, wondering what kind of message that sends to their children. Routine vaccination against

Save the date!
MedEd Journal Club
every 3rd Wednesday
of the month!

another STD, hepatitis B, has been standard care for infants and children for more than 20 years.

Government funding and health care coverage is inadequate for the expensive vaccine. Prices vary from state to state, but it is \$360 (\$120 per dose) in Texas. This cost may be worth it though. The current economic burden of HPV is higher than that of all STDs except HIV, with about \$4 billion spent annually on sequelae such as cervical neoplasia.

Although both the American College of Obstetrics and Gynecology and the Advisory Committee on Immunization Practices recommend Gardasil, state health officials worry that mandatory vaccinations may be premature because of insufficient safety data. Like other vaccines, Gardasil may induce limited local reactions at the injection site such as pain, swelling, redness, and itching. Less often, it can cause fever, nausea, diarrhea, and dizziness. Rare serious adverse events (<1%) include appendicitis, asthma, bronchospasm, gastroenteritis, headache, and pelvic inflammatory disease. Data on vaccination during pregnancy are limited. Moreover, the precise level of antibody needed for protection against infection is unknown. Protective antibodies persist for at least four years, but the exact duration of immunity is not known. Duration of protection is important in determining whether booster vaccines will be needed.

Because of the numerous ethical, political, parental, financial, and medical concerns regarding Gardasil, it may be best to wait a few years before making it mandatory. The public needs time to consider the vaccine's safety. Careful surveillance of rare adverse effects will facilitate greater acceptance over time.

All UMMSM at FAU students are eligible for a discount. The cost of the vaccine is \$146 per dose (compared to \$250+ per dose in the private sector). The Student Health Service is located in the Breezeway. Call (561) 297-2276 for an appointment. The choice is up to you.

References

<http://www.cdc.gov/nip/publications/pink/hpv.pdf>
<http://www.cdc.gov/mmwr/PDF/rr/rr5602.pdf>

Harper, D., "Human papillomavirus vaccines." www.uptodate.com 2007

The Yankton Integrated Clerkship - a closer look

The Regional Campus was pleased to welcome Dr. Lori Hansen, M.D., last March 22. Dr. Hansen is Professor of Medicine and the Avera Sacred Heart Dean of the University of South Dakota at Yankton. She has been associated with the Integrated Clerkship Program from the beginning and during her visit to Boca Raton, presented the successful program to the Regional Campus faculty and hospital clinical partners.

At the Sanford School of Medicine of the USD, students spend the pre-clinical years at the Vermillion campus before selecting a clerkship experience for the 3rd year at either the Rapid City, Sioux Falls or Yankton campus.

The Integrated Clerkship is unique to the Yankton regional campus, while the traditional clerkships are offered at the other sites. The Yankton experience is the prototype established in 1991 to offer 3rd year students an ambulatory-based continuity care experience. The program has been adapted successfully at other institutions, such

as Harvard Medical School, specifically at the Harvard-Cambridge Alliance.

Up to 14 students per year are assigned a preceptor in Family Medicine, Internal Medicine, Pediatrics, OB/Gyn, Surgery and Psychiatry in the unique environment of the Yankton Medical Clinic, a private multi-specialty clinic. Students can see patients in the acute care setting of the adjacent Avera Sacred Heart Hospital. The absence of residency programs is considered an asset by the medical students, who welcome the closer interaction with both physicians and patients.



Student satisfaction and performance are very high. For the 4th year, students engage in various required clerkships and electives required for graduation.

Tracking our Hurricanes...

Mr. Tim Love was awarded a William J. von Liebig Summer Research Fellowship in Vascular Surgery at Harvard University.

The program is designed to provide medical students with an initial exposure to vascular surgery research.

Tim will be working on a research project under the guidance of a faculty advisor from June until September, 2007.



Mr. Ryan Aycock has won the Hoffman Bioethics Student Writing Competition.

The essay topic could reflect any aspect of bioethics arising specifically within the health care arena in the 21st century.

Ryan spoke at the American College of Legal Medicine Annual Meeting, March 2 - 4, 2007 in Orlando, Florida on "A Comparison of Religious and Secular Ethical Reactions to Medical Engineering."



Ms. Rachel Bardowell and **Mr. Marcus Friedrich** submitted an abstract that was accepted for presentation at the Southern Group on Educational Affairs (SGEA) annual meeting in Louisville, Kentucky, April 19-21, 2007.

Both will travel to the meeting to present: "Is the teaching of cultural awareness and competence affected by the preceptor environment at the University of Miami Miller School of Medicine Regional Campus? A student report."



(Photos provided by Armando Zea)

Welcome to New Faculty

The Department of Clinical Science and Medical Education is pleased to welcome Dr. Gauri Agarwal and Dr. Julie Servoss, effective February 2007.

Dr. Agarwal is a graduate of UMMSM and now holds a primary appointment in the Department of Medicine at UMMSM. Dr. Agarwal is an internist and trained at Northwestern University and the University of Pittsburgh. After training, she was part of the clinical faculty as an academic hospitalist at the University of Pittsburgh and Harvard Medical School. Dr. Agarwal has close ties to FAU where her father has been a professor in the engineering department since 1984. She grew up in Boca Raton and "is thrilled to be back home in a tropical climate". Her role at the Regional Campus will center on planning the adult teaching and experiences for the Year 1 and 2 students in the new curriculum. She is also teaching in the Clinical Skills component of the Doctoring course, a two-year course of the current UMMSM program.

Dr. Servoss holds a primary appointment in the Department of Medicine at UMMSM. She is a graduate of Harvard Medical School where she also received her Master of Public Health at the Harvard School of Public Health. She trained in internal medicine, gastroenterology and hepatology at Massachusetts General Hospital. While there, Dr. Servoss was involved in clinical research focusing on antiretroviral hepatotoxicity, HIV-HCV coinfection and cost-effectiveness of HCV treatment in HIV-HCV coinfecting patients. At the Regional Campus, Dr. Servoss is currently involved in the planning of the teaching and experiences for the Year 1 and 2 students in the new curriculum. She adds her skills to the other members of the FAU Department of Clinical Science and Medical Education in the teaching of the Doctoring course of the current program.

Residency Match Update

March 15 2007

- ◆ U.S. medical school seniors participated in "Match Day" to learn where they will spend their years of residency training following graduation. The record number of seniors applied for residencies reflects recent increases in medical school enrollment, with nearly 200 seniors more in 2007 than in 2006,
- ◆ In addition to more applicants, the number of available residency positions was the highest in Match history: 27,944 applicants vied for one of the 21,845 first-year residency positions available; 15,206 were U.S. medical school seniors. Other applicants included previous graduates of U.S. medical schools, U.S. citizen and non-U.S. citizen international medical graduates, and D.O. degree graduates.
- ◆ More than 98 percent of available internal medicine residency positions were filled this year, continuing a three-year increase. 56 percent of those positions were filled by U.S. medical school seniors. *(Source: www.aamc.org)*

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Faculty Development Corner: Tips on....Questioning learners effectively

Good questioning techniques allow you to gauge what your learners have grasped . Organize the questions in the “IRF cycle”:

Initiation (teacher) —Response (learner)—Feedback (teacher)

Initiation

- Ask successive questions in a logical manner to guide learners towards a better understanding
- Focus on reasoning rather than recall of facts
- Build on what they already know. Good questions should attract relevant responses from your learners
- Avoid "yes/no" questions as you cannot work out from the answers how they are arrived at

Response

- Give the learner adequate time to respond. Pay attention to body language
- Give hints or break down the question further if the learner cannot give a response
- Work out the learners' underlying thought processes. Do not simply compare it with your "model answer"

Feedback

- Be positive
- For responses that can be improved, either
 - explain where the misunderstanding lies
 - ask a further question to help clarify misconception, or
 - direct the original question to another learner
- Use the response as a springboard to illustrate the next concept

Vary your style: Use different questioning styles depending on the subject matter and your familiarity with the learners

General open questions are useful for developing reflective attitude (e.g. in ethics)

Specific closed questions may be useful for testing understanding of principles (e.g. statistics)

Familiarity with learners At the early stages when you are still gauging your learners' levels, start on safe ground and direct the question to the whole group, especially when you are still learning their names

Edited from Wai-Ching Leung, BMJ 325:S79. (2002)

Did you know...

Dr. Mark Libow has been appointed as the Director of Professional Education at the Florida Atlantic University Simulation Center.

In this role, Dr. Libow will provide a high quality educational experience for our students and other health professionals that the Simulation Center serves. A graduate of the University of Miami School of Medicine, Dr. Libow practiced for many years as a cardiologist in South Florida before joining FAU. A reception was held in his honor on April 13 at the Simulation Center.

Ms. Vicki Katz is the Director for Development for the Charles E. Schmidt College of Biomedical Science at FAU.

This newly created position will see Ms. Katz working with Dean Friedland, faculty and staff and in collaboration with the FAU Advancement Office to build a fundraising and donor relations program for the College. Ms. Katz holds a BS Degree from Nova Southeastern University, and is a Certified Fund Raising Executive. She brings to us an extensive background in non-profit fundraising and administration, community relations, sales and marketing and looks “forward to the being a part of the growth of the biomedical science program here at FAU and in helping to build awareness and support from the community.”