



GRMERC: Teaching This Noble Art

Peter Coggan, MD, MS Ed



The Hippocratic Oath embodies the ethical values of the medical profession. It is widely believed to have been written by Hippocrates himself, the father of modern medicine, in the 4th century BC. It is still used at many medical school graduations although the original translation has been largely abandoned in favor of more contemporary versions that express, in up to date language, the principles of the original oath. In one passage that remains remarkably consistent with the ancient Greek version, graduates swear to honor their teachers and in turn teach others their noble art:

“TO RECKON all who have taught me this art equally dear to me as my parents and in the same spirit and dedication to impart a knowledge of the art of medicine to others.”

Thus, newly initiated members of the medical profession commit to perpetuating the profession by teaching those who follow. Indeed the word “doctor” is derived from the Latin verb *docere*, “to teach”. We teach our patients and we teach our students and colleagues. It is one of the basic values of our profession.

I was very fortunate, when I was a medical student, to work with an intern who had a passion for teaching. I remember his name to this day. Dr. David Johnson is a famous neurosurgeon now, and I am sure he is still a great teacher. He inspired me to teach when I became a resident, and set me on a course that has woven teaching into every phase of my professional life.

So it is with our clinical faculty teachers. Ask them and they will tell you about the teachers who inspired them. They will tell you, with reverence, how grateful they are for the knowledge and skills they gained and, perhaps more significantly, for the professional values they learned. For many physicians in this community the sense of needing to give back brings them to our door seeking the opportunity to teach our students and residents. We often do not pay them for their efforts and when we do it is never enough to replace the clinical income that they lose when they teach. In spite of this, we have been overwhelmed with requests from physicians who want to participate in our teaching programs. It is a great example of one of our basic professional values in action.

The second annual “Excellence in Clinical Teaching” faculty awards dinner on October 22 at Egypt Valley Country Club gave us an opportunity to recognize many of our wonderful community teachers and to thank them for all they do. Many, many more deserve our recognition and gratitude than could be honored at this event. Please make it a practice to tell our faculty, when you see them, how much their “*dedication to impart a knowledge of the art of medicine to others*” is needed and valued.

MSU/CHM: Block II Pioneers

Peggy Thompson, MD

With the addition of 50 second year (Block II) students to the Grand Rapids campus, we have almost doubled the MSU College of Human Medicine (CHM) student population in this city. We currently have 24 fourth year students and 34 third year students in addition to the new second year students.

By all accounts, our Grand Rapids Block II students are successful pioneers in expanding the preclinical curriculum out of the College and into a community. In turn, the community has embraced these students, inviting them to pizza parties, receptions, journal clubs and lectures. The students participate in most of their experiences in the leased facility at 234 Division North, with some clinical skills exercises taking place at GRMERC or our partner hospitals. We have a very strong technological services team that coordinates with their East Lansing counterparts to videoconference all lectures from one campus to the other.

Fall 2008

Event Calendar

IHI Conference

Broadcast date:
December 10-11, 2008

[Conference Brochure](#)

GRMERC Research Day

April 22, 2009

[Submit an Abstract](#)

Match Day

March 19, 2009

Risk Management For Residents

January 22, 2009

For more CME info click: [Conferences](#)

Overcoming Barriers to Clinical Research Part 3: Interdisciplinary Support and Collaboration

Jeff Jones MD

"Teamwork is essential. It allows you to blame someone else."
- Arthur Bloch (2003)

You know what they say about research by committee: a committee is a cul-de-sac down which ideas are lured and then quietly strangled. A committee is the only life-form with twelve stomachs and no brain. Or finally, a committee is six investigators doing the work of one.

However, as medical science lunges forward, dragging us along kicking and screaming, it is no surprise that interdisciplinary collaboration in research has become the rule, rather than the exception. Research conducted in the hospital may require the input from radiology, laboratory, or admitting service personnel. Statisticians can help with determining the required sample size and planning the final data analysis. Community research may require approval from city, county, or state agencies, or nursing personnel may be necessary for patient enrollment or drug administration.

Collaborating with investigators from other specialties brings a wealth of interactive information to the table, and can help avoid methodologic pitfalls. Widely collaborative efforts may increase the opportunity for funding and publication. Also, many of the well-established disciplines have seasoned investigators and significant resources at their disposal, which are often not available to young investigators. Finally, the most important reason why collaboration should be encouraged – it allows you to blame someone else!

So where do these potential collaborators reside? They may be found lurking at research conferences, or identified through the hospital research department, faculty directories, or simply by word of mouth. [Continued on page 5](#)

GRMERC Research Department Update

Alan T. Davis, PhD

GRMERC Research Day: This event is coming round the bend at high speed, scheduled to arrive on Wednesday, April 22, 2009. It will again be held at the DeVos Place on the banks of the serene Grand River. Our [online submission](#) form is eagerly awaiting your abstract. We do get questions from time to time, asking who can present at this prestigious event. We accept abstracts from residents, students, physicians, nurses, health care administrators, veterinarians, pharmacists, health department workers, EMTs, educators, simulation gurus, basic science researchers and everyone in between. The subject topics are generally clinical in nature, but can cover basic and clinical research, case reports, community health, medical education, hospital cost analyses and outcomes data, just to name a few. So what are you waiting for? The deadline for sending in your abstract is Friday, January 23, at 5 PM, so get moving, fire up the prose engine and send your abstract over!

GRMERC Research Fellowship Program: This program is being run with the generous support of Dr. Tony Senagore, the VP for Research and Education at Spectrum Health. The Fellows are full time researchers who are working with clinicians in the community on a variety of subjects. The Fellows also receive training in evidence based medicine, research design, and applied statistics. We currently have two Fellows. Dr. Marlon Coulibaly is working with Dr. Cliff Jones on research topics in orthopedic surgery, while Dr. Khaled El-Badawi is working with Dr. Senagore on research related to colon and rectal surgery. A third Fellow is scheduled to begin work with Dr. Donald Bohay in January.

GRMERC-Van Andel Research Institute Medical Student Summer Research Program: Now in its second year, the program is designed to provide undergraduate medical education students (between their first and second year) the opportunity to work closely with a research mentor on a project while attending educational research conferences/classes. The goal of this program is to introduce medical students to the basic concepts of the design, implementation, interpretation and presentation of clinical and/or basic science research. This program is competitive, based on grades, recommendations and previous experience. We will soon be accepting [online applications](#) for 2009.

Want to be more involved?

Call or email us!

**MSU/CHM Block II
(2nd year)**
odonnell5@msu.edu
616.732.6208

Research
research@grmerc.net
616.732.6223

**MSU/CHM Clinical
Experiences**
andrea_berry@grmerc.net
616.732.6205

GME
gme@grmerc.net
616.732.6204

Do you know how to give tough feedback?
Excellence in Clinical Teaching Event 2008
Andrea Berry

The 2nd annual Excellence in Clinical Teaching event was another tremendous success for GRMERC . With an expanded schedule of events, there were: small group meetings with Grand Rapids based MSU Clerkship Directors, GRMERC Pediatric Residency faculty and GVSU’s Physician Assistant Program; a well attended City-Wide Grand Rounds; and the Excellence in Clinical Teaching Faculty Recognition and Keynote dinner.



We were delighted by our distinguished guest speaker, Dr. Franklin Medio, and his presentation, “Effective Evaluation: The Cornerstone of Good Teaching” at the awards dinner October 22. Dr. Medio focused on the principles of effective feedback, guidelines for instructive feedback and traps in the evaluation process. Extremely positive comments on the program included: “excellent take home,” “definitely will change my way of doing things,” “fabulous topic that’s pertinent to us as we transition into an even more academic model,” and “very clear message to all of us as educators.”

The October 23 City-Wide Grand Rounds, “Difficult Feedback Made Easy”, expanded on the previous evening’s keynote address and provided attendees with more tools to address difficult conversations. Dr. Medio described the elements of professionalism and the process for giving critical feedback for unprofessional behavior.

For more information about the *Excellence in Clinical Teaching* event, including notes from the speaker and pictures, please visit www.grmerc.net/education/ect.html.

GRMERC 2008 Faculty Teaching Award Recipients

Outstanding Undergraduate Medical Educator Award

Core Faculty:

Frances Chames, MD

Community Faculty:

Vicente Gracias, MD

Outstanding Graduate Medical Educator Award

Core Faculty:

Mimi Emig, MD

Dominic Sanfilippo, MD

Mathew Chung, MD

Community Faculty:

Dale Mead, MD

Eric VanDePol, MD

Outstanding Faculty/Staff Award

Alan T. Davis, PhD

Housestaff Council Outstanding Generalist Educator Award

David Duffey, DO

Housestaff Council Outstanding Subspecialist Educator Award

David Rispler, MD

GRMERC Community Award

John H. Beernink, MD

Outstanding PA Clinical Educator Award

Charlotte Worpel, DO

Alissa Matthews, PA-C

Outstanding PA Clinical Educator Team Award

Steven Verkaik, MD

Amy Mulder, PA-C

ACGME Core Competencies

PATIENT CARE

What we do

MEDICAL KNOWLEDGE

What we know

PRACTICE BASED LEARNING & IMPROVEMENT

How we get better

INTERPERSONAL & COMMUNICATION SKILLS

How we interact

PROFESSIONALISM

How we behave

SYSTEMS BASED PRACTICE

How we work in the healthcare system

MSU/CHM: Block II Pioneers (continued)

Our partners have graciously accommodated the new students, who enjoy using the Spectrum and Saint Mary's libraries as well as the GRMERC facility on Monroe for study. A highlight of the fall semester has been working with Grand Rapids Community College to use their facilities for a microbiology laboratory as part of the Block II Problem Based Learning (PBL) curriculum. Assistant PBL Director Pat Senagore, MD arranged for training in East Lansing for instructors from GRCC, Spectrum Health and Aquinas College to be able to teach this class in Grand Rapids. GRMERC and GRCC also helped provide distance learning and classroom space when we were unable to use our own facility.

Many of the extracurricular activities of the Block II students are student-driven. Several specialty interest groups have formed, with Grand Rapids faculty and residents serving as sponsors. Ideally, the groups will extend to include more of our Block III students, who have less free time to organize events but are interested in participating. Block II students will also be looking for clinical shadowing opportunities. Currently, these students shadow their assigned faculty mentors, but many students are also interested in shadowing as a form of specialty exploration.

Grand Rapids faculty participation in curriculum design and delivery is very strong. Almost 20 percent of the lectures to the Block II student body originate in Grand Rapids. There are Grand Rapids faculty members on each of the PBL domain Curriculum Design Groups, and we have more faculty members than we can accommodate who want to teach in the small group settings afforded by our PBL, Social Context of Clinical Decisions and Epidemiology courses.

We are very lucky to have willing partners in Grand Rapids to help us with the College's expansion. The two campuses' course directors, faculty, administrations and support staff have worked collegially and almost seamlessly in the first phase of the CHM expansion to achieve something we all can celebrate.

Top Ten Pearls For Planning a CME Program

Margaret Crummel

When you first envision a CME program, spend time answering the following 10 critical "planning" questions to assure a smooth application and approval process. ***If you cannot answer these questions, reconsider the need for your educational intervention!***

1. Is the content based on evidence that constitutes "best practices" for physicians?
2. What general core competencies will the activity address?
3. Does a gap exist between current and best practices (tailor your objectives to address the gap)?
4. What are the desired results of the activity?
5. What is the activity designed to change?
6. What is the physician target audience?
7. What are the potential or real barriers facing physicians if this need (gap is not addressed)?
8. How will freedom from commercial bias be ensured?
9. Is there a plan to measure change in physician behavior and patient outcomes?
10. What documentation can I provide to demonstrate educational need, intervention and outcome for the CME activity?

The CME office at GRMERC can provide assistance during initial CME program planning stages.

Contact us - we'll be happy to help!

Email: CME@grmerc.net

Phone: 616.732.6246

Click the following for helpful planning and general information about CME:

[*Alliance for CME*](#)

[*Accreditation Council for Continuing Medical Education*](#)

[*License Renewal CME Requirements*](#)

[*AMA Guidelines for CME*](#)

Overcoming Barriers to Clinical Research (continued)

Internet discussion lists and the list of award recipients at the grants and contracts office may also be useful. Offer to help with hospital, university, or departmental committee work that involves research implementation. For example, if you need the support of the pharmacy to mix your study drugs, offer to serve on the Pharmacy and Therapeutics committee of your hospital. Provide didactic lectures on research topics to outside departments who are frequently looking for speakers to fill out their own residency curricula. Spread this source of information to nearby training programs who may be interested in collaborative research.

Initiate mutually beneficial projects. If you consider research questions in which investigators outside of the department share an interest, you are more likely to get their support. Hospital administrators are interested in research questions that affect costs and reimbursement. You may be able to enlist the help of hospital personnel if an administrator backs the project. Finally, the Research Department at GRMERC serves a wide range of constituents: medical students, nursing students, allied health students, pharmacy students, medical residents, faculty members and various community members. Contact the office to locate a possible collaborator or research assistant. They are loitering in the hallways, just waiting for a suitable project.

Working with residents and medical students should follow the same guidelines as other collaborative relationships. What is their interest in the proposed project? What skills do they have to offer? How much time can they contribute to the project? Who will be responsible for the data? If these things are not clear from the start, they are unlikely to become clearer with time. However, there is another compelling concern when collaborating with students and residents. As senior investigators, we must maintain and communicate the highest ethical standards in our research, including honesty, respect for others, scholarly competence, and stewardship of resources.

It is worth mentioning here the fear that many have for sharing research ideas. There are unscrupulous individuals sufficiently driven to poach research any way along the road to completion. They are usually readily identified and avoided. There is much more to be gained from collaboration than isolation in research. However, it is important to remain central to the conduct of your project and take responsibility for its progress. Successful research is going to demand imagination, creativity, judgment, teamwork, tenacity, communication skills, and confidence. Interestingly these are also good qualities for the many other areas of endeavor in medicine.

Click the following to link to useful web-based tools provided by the GRMERC Research Department:

[Research Department Help Request Forms](#)

[Survival Guide to GRMERC Research for Mentors and Learners](#)

[Poster Templates](#)

[Oral Presentations](#)

[GRMERC Research Day Abstract Submission](#)

Residency Recruitment Recognition

As the recruitment season progresses, we would like to thank the faculty, residents and staff from each of our programs for their dedicated time and energy. Celebrating a successful March Match will be due to your efforts!

Newsworthy Note

Michael Brown, MD, MSC has been promoted from Consulting Editor to the Editorial Board of the **Annals of Emergency Medicine**, the official journal of the American College of Emergency Physicians.

.doc Editorial & Design Team

Michelle Brainard

Margaret Crummel

Tracy Frieswyk

Linda Youmans

To remove or add your name to our mailing list, please [click here](#).
Questions or comments? E-mail us at newsletter@grmerc.net or call 616.732.6249