

The OSU Family Physician

Volume 6, Number 2

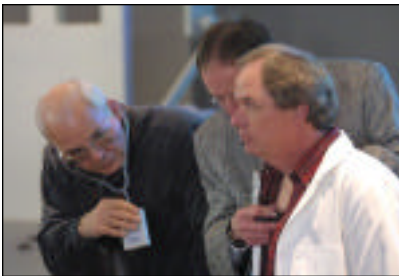
Oklahoma State University Center for Health Sciences • College of Osteopathic Medicine

Summer, 2003

...a newsletter published by the Department of Family Medicine for clinicians, teachers, and researchers in family medicine

Instructor Spotlight:

by JooHee Kim, M.P.H.



Dr. Studdard serves as patient during clinical skills. Dr Eddy places the stethoscope on Dr Studdard as Dr Golijan and the rest of the class listen with stethoscope-like headphones

A Life of Teaching

Daniel Studdard, D.O. was born with a heart condition that made him the subject of learning in medical colleges at an early age. In 1955, medical students were not afforded the convenience of technology like we have today. Learning heart sounds depended on the availability of patient models, other students or family members. As a young child, Dr. Studdard was paraded before a room full of medical students as each student listened to his heart and learned from him.

Becoming a physician was never an option for Dr. Studdard; it was his only goal. As a younger sibling of an M.D., Dr. Studdard would spend his summers with his older brother following him during rounds at a teaching hospital. He remembers distinctly, the attitude, interpersonal and professional mannerisms of osteopathic physicians in that hospital. There was no doubt that one-day he would follow the same path as those that influenced him.

He continues to set standards and teach medical students today as an instructor in the clinical skills labs where students consistently recognize him as an excellent example. This past year, he once again shared his body for the purpose of teaching. But this time, technology allowed our medical students to listen to his heart simultaneously with the SAM system (described inside).

Faculty Update

William Pettit, D.O. was elected as the Vice President of the Oklahoma Osteopathic Association (OOA) and will therefore serve on the OOA Executive Committee, 2003-2004. Contact: wjpettit@chs.okstate.edu. As Vice President, he will serve as a member on the Bureau of Finance and will serve as chair for the Bureau on Physician Grievance.

Thomas Pickard, D.O., past OOA President, attended the annual American Osteopathic Association (AOA) House of Delegates in Chicago this July. **William Pettit, D.O. & Ray Stowers, D.O.** also attended as Alternate Delegates.

The Archive of Pediatrics and Adolescent Medicine accepted for publication an article on Otitis Media and OMT by **Miriam Mills, M.D.** She presented the research at the Cranial Academy Annual conference in Virginia City, Virginia, in June, and will present the research at the American Osteopathic Association Convention in New Orleans in October.

The Board of Governors of the American Academy of Osteopathy (AAO) conferred the fellowship in the Academy upon **John Glover, D.O.**

Joan Stewart, D.O., M.P.H., was promoted to Interim Associate Dean of Clinical Education.

Charles E. Henley, Chairman of the Department of Family Medicine, attended the graduation and spoke at the graduation of residents and interns of the Durant Family Medicine Residency Program on July 18th. He also took part in Doctor's Week, an on-line medical chat at Channel 6 during the 6PM news on Tuesday, July 15th. He answered questions from viewers about a variety of general health questions (i.e., diabetes).

Ray Stowers, D.O., was reappointed to another 3-year term of the MedPAC commission, AOA Board of Trustees, and the AOA Counsel on Federal Health Programs. He was also appointed Vice Chair of the AOA Department of Education.

Sponsored by
OSU Center for Health Sciences
College of Osteopathic Medicine



Message from the Chairman

By Charles E. Henley, D.O., M.P.H.
Competency Based Education

According to Epstein and Hundert, competency in medical education is defined as “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection, in daily practice for the benefit of the individual and the community being served.” The movement in medical education toward competencies rather than the traditional time-based learning (where a student receives a grade after a certain amount of time spent on a subject, or rotation) is becoming a reality through efforts of Family Medicine (FM) faculty and staff at the College of Osteopathic Medicine.

In 2002, the American Osteopathic Association identified seven areas of core competency). These are, 1) Osteopathic Philosophy and Osteopathic Manipulative Medicine, 2) Medical Knowledge, 3) Patient Care, 4) Interpersonal and Communication skills, 5) Professionalism, 6) Practice-based learning and improvement, and 7) Systems-Based Practice. In response to this initiative, the faculty launched into discussions on how to incorporate competency-based education (CBE) into the learning process for our students and residents. Through a unanimous consensus, the family medicine faculty committed to initiate thought and ideas toward a competency-based curriculum. The faculty divided up into three learning groups: 1) Pre-competency: representing the First and Second Years (OMM, Clinical Skills and Clinical Problem Solving), 2) Clerkships: representing the Third and Fourth Years (Family Medicine Clinic, Family Medicine A, B and C, Community Hospital I & II), and, 3) Graduate Medical Education: which represents the Family Medicine Residency.

After an initial faculty development seminar on CBE, which was presented by me to the FM faculty, plans for implementation of a competency-based curriculum were begun with several initial meetings. This included a thorough literature search of CBE, and follow-up meetings to share information. Individual group meetings were then held to look at the curriculum for each learning level, and to discuss objectives and assessment methods needed to measure specific competencies. Through this process, we have created a plan consisting of competency objectives, and assessment elements / tools for each learning group as well as definition of pre-competency and competency level learning goals.

With the initial implementation of competency assessments, our future plans include research that will further identify and validate competency elements and assessment measures for each learning group and to use this data to help a college-wide movement toward competency-based education

Reference:

Epstein, R, Hundert, E. *Defining & Assessing Professional Competence* JAMA, January 9, 2002: 287(2), pp. 226-233.

Sources of Funding for Family Medicine

By Frances Wen, Ph.D.

Do you have a research idea or question in mind, or perhaps a service-oriented program, and are wondering whether you would be able to obtain funds to carry out a project? The answer is likely to be yes. There are many funding opportunities, which differ primarily along the following dimensions: source (i.e., private vs. public), subject area (e.g., diabetes, cancer, family practice, mental health), type of project (e.g., research vs. service; basic science, clinical, vs. educational), and complexity of project (e.g., exploratory vs. programmatic).

An important funding initiative for research in family medicine comes from the American Academy of Family Physicians Foundation (<http://www.aafpfoundation.org>). Support is available for small project grants, such as pilot projects or preliminary research efforts, under the Research Stimulation Grant Program, as well as for larger, more established projects under the Joint Grant Awards Program.

You can find out about other sources of funding by using websites that offer compilations of sources of funding for medical research, such as the ones offered by the National Institutes of Health (<http://grants1.nih.gov>) or the Community of Sciences Funding Opportunities page (<http://fundingopps.cos.com>).

Additionally, there are websites, which offer links to funding sources, not only for research, but also for program grants. The Catalog of Federal Assistance (<http://www.cfda.gov>) is one such comprehensive site. You can also use a web-based search engine, such as Google, and enter relevant search terms.

Once you have located a potential source of funding, the next step is to prepare a convincing and clearly written proposal. While there are books and websites (e.g., NIH and the Catalog of Federal Assistance) which offer assistance for grant writing, the Department of Family Medicine at OSU-COM is also available to you as a resource.

Please feel free to contact me at wenfk@chs.okstate.edu or at (918) 561-8289.

New Rural Environmental Health Elective

By Mary Williams, M.S. and Michelle Griffith, M.S.

Tar Creek, one of the largest superfund sites in the United States (Oklahoma, Kansas, and Missouri), has been in the news a lot recently. This site is a 40-square mile site that once produced 27 percent of the nation's lead & zinc products and helped support previous war efforts.

The lead mining that once brought economic prosperity to this area is now thought to be the source of many lead-related health problems prevalent in the communities that surround Tar Creek, including Miami, Oklahoma. Studies have shown high lead blood levels in children and lead in hair samples from adults in the surrounding communities.¹ Other health problems have also been identified in communities within and around the Tar Creek superfund site including high rates of lung cancer, Alzheimer's, Parkinson's, and kidney diseases. In addition, sinkholes from the abandoned, underground mines are common in the area including some large enough that upon collapsing they have engulfed houses.

Thanks to the Division of Rural Health and the Northeast Area Health Education Center, medical students at OSU-CHS now have a new Rural Environmental Health clinical elective rotation opportunity in the Tar Creek area. This exciting new opportunity will allow students to learn more about Environmental Health issues and specifically about the lead-related problems in this area.

An early clinical summer program is available for MSI students to participate at this site and third and fourth year students are able to complete this rotation as a primary care elective.

Applications for this opportunity are now open. For more information please contact Dianne Bostic, Clinical Coordinator, NE Area Health Education Center at 918-595-8403 or dbostic@tulsa.cc.ok.us, or Mary Williams, Clinical Training Coordinator, OSU-CHS Division of Rural Health at (918) 584-4332 or willimb@osu-com.okstate.edu.

Reference:

1Governor Frank Keating's Tar Creek Superfund Task Force Final Report, October 1, 2000.



C. Christopher Glendenning, D.O.



Christopher Thurman, D.O.

Welcome to the Family!

The Department of Family Medicine is pleased to welcome two new faculty members: C. Christopher Glendenning, D.O. and Christopher C. Thurman, D.O.

Dr. Glendenning is a 1997 graduate of OSU-COM. He practiced in Pocola, OK for 3 years and was also a preceptor for 4th year medical students.

Dr. Thurman is a 2000 graduate of OSU-COM and is a recent graduate of the OSU Family Medicine Residency program.

Community Service

This spring, Family Medicine faculty, Dr. Stephen Eddy gathered residents and students to lend a helping hand to the Girl and Boy Scouts of America. Each year, scout members receive a physical exam before beginning their recreational year. Dr. Eddy along with a few devoted residents and students volunteered their skills and time to ensuring that 160 boys and girls were in good physical health.



A volunteer medical student hones her physical exam skills on a girl scout.

Meet SAM

By JooHee Kim, M.P.H.

Teaching and learning are enhanced during the Osteopathic Clinical Skills course with the help of SAM, Student Auscultation Manikin. With a series of "plug-in" sound modules, SAM mimics 20 heart, 21 breath, 18 bowel sounds, a carotid pulse and carotid bruits. These sounds are all directed to the correct anatomical location on the chest, back, abdomen and neck.

Classroom instruction, using the SAM system, allows students to listen to sounds simultaneously using a stethoscope-like headphone. Additionally, the system is used to simultaneously project sounds from live patient models during instruction. Later, students can hone their skills by individually practicing on SAM using their own stethoscope.



A medical student concentrates as he listens to a heart sound as the patient case is discussed in class.



A representative from Cardionics provide a training session on SAM for clinical skills faculty and instructors.

The OSU Family Physician newsletter is published by the Department of Family Medicine at the Oklahoma State University College of Osteopathic Medicine. We welcome your ideas for articles and features.

(918) 561-8400
www.fammed.okstate.edu

Executive Editor

Charles Henley, D.O., M.P.H.
Professor and Chairman

Managing Editors

JooHee Kim, MPH
Kjoo@chs.okstate.edu
Frances Wen, Ph.D.
Wenf@chs.okstate.edu

Graphics and Design

Ellen Stockton
Mary Jane Nichols

Photography

Terry Drenner

Distribution

Barbara Newman

UPCOMING EVENTS...

Mark your calendars:

Twentieth Annual Family Practice Update

November 21-23, 2003

25 Hours AOA Category 1A

Downtown Doubletree Hotel

Tulsa, OK

For more information, call 800.274.1972 or 918.584.1469

CHECK OUT THESE SITES:

<http://www.fpnotebook.com/>

An ongoing compendium of the diagnosis and management of common medical problems seen in Family Practice

<http://www.aafpfoundation.org>

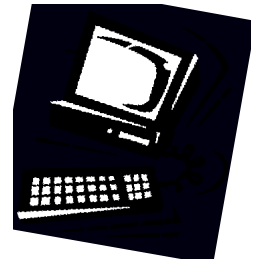
American Academy of Family Physicians Foundation

<http://fundingopps.cos.com>

Community of sciences funding opportunities

<http://www.cfda.gov>

Catalog of Federal Assistance



OSU Center for Health Sciences
College of Osteopathic Medicine
Department of Family Medicine
1111 West 17th Street
Tulsa, Oklahoma 74107-1898

First Class Mail
U.S. Postage
PAID
Mailed from
Zip Code 74107
Permit No. 1636