

The OSU Family Physician

Volume 2, Number 1

Oklahoma State University College of Osteopathic Medicine

December, 1999

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

SPOTLIGHT ON...

OKAHEC: Working with Primary Care Educators and Providers to Develop Community- Campus Partnerships for Health Training

By Richard Perry, M.A.,
Director, Oklahoma Area
Health Education Center
Program

One of the goals of the **Oklahoma Area Health Education Center Program (AHEC)** is to ensure that health professional students understand and appreciate the merits and opportunities of living and serving in rural and under-served areas of Oklahoma. Our role is to assist students, universities, and communities in the design and implementation of meaningful and mutually beneficial community-based training experiences — partnerships called Community Campuses for Health Training.



Richard Perry, M.A.

AHEC “bridges” the gap between the university and the community which helps create a “virtual” Community Campus. This “campus” has students (from various training programs), teachers (preceptors), dorms (housing of some sort), facilities (libraries, computers), and adjunct faculty (community service and project sites). AHEC organizes this campus, coordinating the arrival of students with preceptors, housing arrangements and the community agencies. AHEC may also serve as “house mother,” solving problems if they arise, and encouraging students of different disciplines and universities to “mix” with each other.

As more training programs see the value of community-based training, a community can be overwhelmed with students. AHEC works with various universities and communities to coordinate schedules and to create the infrastructure to absorb the students. This requires flexibility, creativity, advocacy, persistence, persuasion, and tact. It is not always easy, but is always rewarding when achieved.

Is community-based training worth all the trouble? In a recent document published by the national *Community-Campus Partnerships for Health Organization*, several “plusses” were listed about Community Campuses. Among the most important are:

For the Community

- Empowerment
- Education – viewing the university as a resource
- Increased citizen participation and volunteerism

For the University

- Increased respect and trust from the community
- Education – learning to view the community as a resource for support and advocacy
- Increased community-focused research opportunities
- Increased sites for student training

For the Student

- Direct contact with patients, providers, staff, and systems
- Appreciation of community strengths and constraints
- Enhancement of civic responsibility
- Better communication skills
- Increased future employment opportunities with an improved resume and “contacts”

Certain communities in Oklahoma are natural “campuses-in-the-making” by virtue of the number of health professional students already rotating there. Not many are formally organized yet, but partnerships are forming. The College is a “Charter Member” with its **Rural Family Medicine B/RACE rotation**. Oklahoma State’s Department of Dietary Sciences, the University of Oklahoma’s Physician Assistant Program, the University of Tulsa, Oral Roberts University and University of Oklahoma-Tulsa Nursing programs, and a number of other training programs in the state are participating at varying levels. AHEC’s goal is to organize all of Oklahoma as a Community Campus, and with the support of the universities, communities, and students, health professional training in Oklahoma will be second to none.

For further information, please
contact Richard Perry, M.A.,
Director, Oklahoma Area Health
Education Center Program
(918) 582-1989

Message from the Chairman



Charles Henley, D.O., M.P.H.

I would like to talk briefly about the relationship between the College and the community of physicians regarding support for the teaching activities within the College. I believe that most would agree that one reason this College has, and continues to be, successful is the support provided by our part-time clinical faculty.

When I was a student here in the 70s, I benefited directly from Oklahoma osteopathic physicians' unselfish sharing of their skills, experience and training. All of us owe a debt of gratitude to the clinicians that provided time and opportunities in their offices, or participated at the College as lecturers, Clinical Problem Solving (CPS) facilitators or lab instructors. We do offer reimbursement for time spent with students, but we know it isn't enough to make the positions attractive by themselves.

So why would someone take time from practice or personal life to participate in part-time teaching? Though employing part-time faculty is not unique to osteopathic medicine, I believe that our profession significantly values their contributions. I believe that we as osteopathic physicians have a great sense of our heritage, and because osteopathic physicians educated us, we now feel obligated to prepare the next generation. As well, teaching is fun and is a good way to earn CME credit. It is challenging, intellectually stimulating, but rarely boring. Students usually ask great questions, and are open to suggestions and instruction. If any of you have ever thought about teaching part-time at the College, or would just like to know more, several faculty are ready to talk with you about opportunities as OMT instructors, clinical skills preceptors, and CPS facilitators. Please call Joan Stewart, D. O., at (918) 561-8288; John Glover, D. O., at (918) 561-8364; or Charles Henley, D. O., MPH, at (918) 561-8400.

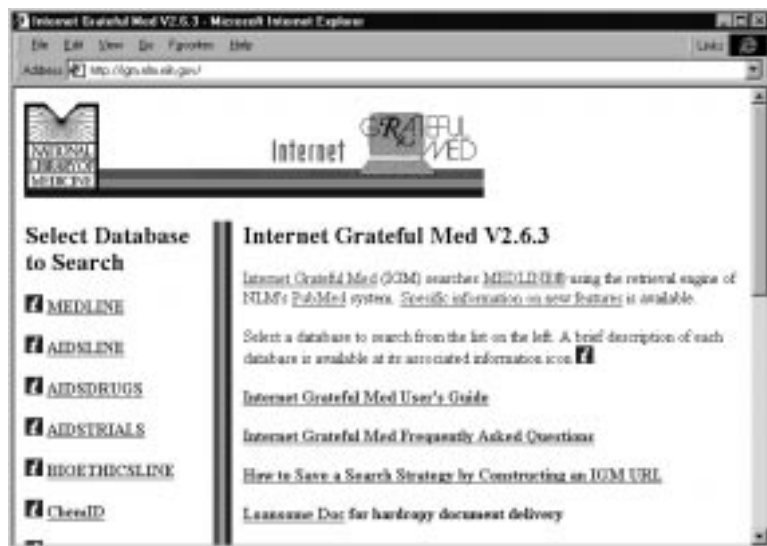
WHAT'S NEW IN Research and Evidence-Based Medicine...

Rules of the Road for Surfing MEDLINE: Internet Grateful Med (IGM)

By Ursula Scott, Director of
Medical Libraries

Internet Grateful Med (IGM) is one of two free programs provided by the National Library of Medicine (NLM) for searching Medline. In addition to Medline, IGM also enables you to search a number of other NLM databases. These additional databases deal with AIDS, bioethics, the history of medicine, toxicology, health services research, and other topics. (More about the different databases in the next article). The point to remember is that IGM is more than MEDLINE. Use any web browser (Netscape Navigator, Internet Explorer, etc.) to locate IGM at <http://igm.nlm.nih.gov/>

The initial screen for IGM is shown below.



From this screen, the first step is to click on a database to search. (As the screen explains, you can click on the *i* icon next to the database for a description of what that database covers). Once you select a database, the main search screen appears as shown on the next page.

Rules of the Road for Surfing MEDLINE: Internet Grateful Med (IGM) *continued*



This screen may look a bit busy, but it's used for most of your input. IGM helps you find the appropriate subject heading and allows you to limit your search by language, age group, human or animal study groups, and years. Using these limiters, you can create your own custom-tailored subject bibliography. With practice, you can get the more relevant citations (and not have to weed through as many useless ones). After all, that's the purpose of a search—to find quality research articles that answer a clinical or research question.

A couple of editions ago, I encouraged you to define your question carefully. **What you ask for is what you get!** Refine your question to two or three major concepts under which you may want to search. Then limit your search by such elements as language, age group, et cetera. Use the suggestions below to get the most accurate results when using IGM to search.

1. Find the Correct Subject Heading.

Type a **single term** or concept into the input box under the words: *Search for*.

Go to the top of the screen and click the box with the words: **Find MeSH/Meta Terms**. This will take you to a list of possible subject headings. **Pick the best choice**. It is better to select only one. Place a check in the box to the left of the term.

2. Select the Pre-coordinated Subheading.

After selecting the appropriate subject heading, click on the Box: *Continue formulating search* at the top of the screen. A screen with several choices appears. Choose: *Select qualifiers to focus search*. Next, a screen of subheadings that apply to your subject is displayed. Here are some of the subheadings you may see:

Diagnostic Concepts	Therapeutic Concepts
Blood	Diet therapy
Cerebrospinal fluid	Drug therapy
Diagnosis	Prevention & control
Epidemiology	Radiotherapy
Pathology	Rehabilitation
Radiography	Surgery
Ultrasonography	Therapy

Tip: Do not think that by selecting Diagnosis or Therapy you have selected all the concepts that logically cover that area. MEDLINE indexes to the specific. If the article discusses diet therapy for a disease, it will be indexed only under diet therapy. **Thus, you have to select ALL subheadings that apply.**

I hope these tips on subject headings and subheadings help you conduct more effective literature searches. The more you learn about how a database is constructed, the more you'll be able to control the results of a search and the more relevant articles you'll locate. Next time, this column will provide a few more hints and a description of some of the additional databases in IGM.

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.

Executive Editor

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

Managing Editor

*Shannon Turner, Ph.D.
Smturne@osu-com.okstate.edu*

Graphics and Design

*Ellen Stockton
Carolyn Sparks*

Photography

Kevin Stephens

Distribution

Leigh Ann Osborn

UPCOMING EVENTS...

January 27-30, 2000

Predoctoral Education Conference
Hyatt Regency
San Antonio, TX

March 1-5, 2000

20th Anniversary Conference on Families and Health
Paradise Point Resort
San Diego, CA

Check out these ON-LINE RESOURCES...

<http://www.cdnetwork.org/> :

The Clinical Directors Network — primary care clinicians working together to train, educate and develop new models of practice integrating patient care with research and teaching, and advocating for clinicians serving underserved populations.



<http://www.cnf.org/> :

The Clinicians National Forum (CNF) — Providing health care to underserved populations and furnishing clinicians with the tools, systems and resources needed to do this valuable work.



OSU 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