



Albert Einstein College of Medicine  
OF YESHIVA UNIVERSITY

Science at the heart of medicine

# MED ED

News about Medical Education at Albert Einstein College of Medicine

## EDITOR'S NOTE:

At the beginning of the academic year, Einstein students like those pictured here began using the Ruth L. Gottesman Clinical Skills Center to learn and refine their physical examination and interviewing skills. Dr. Christopher Cimino, Assistant Dean for Educational Informatics, below right, worked closely with project manager William Holland and staff from the Engineering Department to ensure that the facility was built to serve the needs of the faculty and students who would use it — and that it would be ready on schedule. The center opened in September 2009.



## From Drawing Board to Reality: Building a Clinical Skills Center at Einstein

Since the Division of Education's 1999 Education Retreat, faculty and administrators have been dreaming about and planning for the day when a clinical skills center would become a reality at Einstein. Now, thanks to a generous educational grant from Ruth L. Gottesman, chair of Einstein's Board of Overseers, that dream has become reality. The renovation of leased space in the Van Etten Building on the Jacobi Medical Center campus has transformed two wings of its second floor into the much-needed multi-use Ruth L. Gottesman Clinical Skills Center that opened its doors to Einstein students in September.

Remarkably, demolition at the Van Etten construction site began during the economic downturn in the fall of 2008, and this additional work for Einstein's in-house engineering

staff was instrumental in avoiding layoffs. According to Christopher Cimino, M.D., chair since 2005 of the committee responsible for coordinating faculty input with the architectural planning of the center, its creation "represents the first large-scale renovation in the Van Etten Building, and the first major project since the completion of the Campus Master Plan."

### What Is a Clinical Skills Center?

Simply put, a clinical skills center is a space that is configured specifically for teaching and assessing medical students (or other learners) in the acquisition of the critical skills they will need to examine and interact with patients. Many medical schools have built such centers in response to the increasing emphasis on the testing of these skills on licensing examinations. Quite apart

(continued on page 2)



A spacious and light-filled classroom occupying the end of one wing of the center seats up to 45 students. A similar room for faculty meetings is located in the opposite wing.

from its importance in responding to the needs of students preparing for licensing exams, a clinical skills center offers many opportunities for faculty to help students practice, strengthen, and refine their clinical skills during all four years.

### Strengthening Einstein's ICM Curriculum

The Ruth L. Gottesman Clinical Skills Center is designed to meet the needs of Einstein's medical school curriculum, and specifically those of the Introduction to Clinical Medicine program (ICM), directed by Felise B. Milan, M.D., also recently named as the center's new director. ICM is a comprehensive two-year program designed to help students learn the skills of both interviewing patients and performing the complete physical examination. It is in teaching the physical examination where ICM's need for a clinical skills center was most acute.

The second-year Clinical Examination course, under the leadership of Mimi McEvoy, M.A., R.N., offers Peer

Practice Sessions, which involve the simultaneous teaching of physical examination skills to approximately 180 students in 24 groups of 7-8 each with one faculty member. Before the center was built, classrooms in the Belfer Educational Center were converted to serve as "examining rooms," and students practiced their newly learned skills on each other using conference tables. In contrast, our clinical skills center has multiple fully equipped "exam stations," complete with exam tables, medical instruments and supplies, and with enough room for faculty to teach and observe students. All 23 exam rooms have four stations and are equipped with sinks for hand washing, white boards, and computers.

The center also is utilized by the first-year students in the Introduction to the Patient course, led by Dr. Milan and Daniel C. Myers, A.C.S.W. Students meet weekly from September through March in small groups, each led by two faculty facilitators. The focus of this course is on building medical interviewing skills, and students use the rooms to conduct group interview practice sessions with simulated patients (actors portraying patients) and actual patients



Dr. Felise Milan, director of the ICM program and director of the center, leads a group of students in the first-year class.

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Penny Grossman, Ed.D., M.P.H., Editor  
penny.grossman@einstein.yu.edu

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Faculty wishing to contribute news items should contact the editor.

## Upcoming Faculty Development Workshop



### Creating Effective Online Modules in Medical Education

Faculty: Christopher Cimino, M.D.  
Pablo Joo, M.D.

Date: April 8, 2010

Time: 8:30 –11:30 a.m.

from the community. As in the Clinical Examination course, the use of videotaping is an important component of the teaching of clinical skills in the first-year course. Students are videotaped doing a patient interview three times during the course, with the last assessment serving as part of the final course examination.



Dina Astorino, administrative staff member of the ICM program, positions one of the cameras before a videotaping session.

### Videotaping as a Teaching Tool

The videotaping capability now available at the Ruth L. Gottesman Clinical Skills Center will greatly facilitate the assessment of our students' clinical skills across the four years of medical school. Video cameras are built into the ceiling space in 10 of the examining rooms so that students will be less aware of them. Dr. Cimino and his staff are charged with testing and operating the assessment system, as well as training faculty and staff in its use. This capability greatly expands the use of the center, both in the ICM course and in other situations where students' clinical skills are observed and assessed. Chief among these is the Clinical Skills Assessment (CSA) exercise.

In order to receive valuable feedback on their history-taking and physical exam skills, all our third-year students spend a full day interviewing and examining eight standardized patients and writing notes summarizing their findings. The sessions are videotaped and scored, and students review their tapes in group sessions with faculty in an effort to assess their strengths and areas for improvement. Although the CSA is formative in nature, it is required of all students before graduation, and remediation is available to those few students whose performance does not meet established standards. In addition to helping students refine their skills through observation and feedback, the CSA has a secondary benefit: it helps them prepare for the full-day USMLE Step 2-CS (Clinical Skills) licensing exam, also required for graduation.

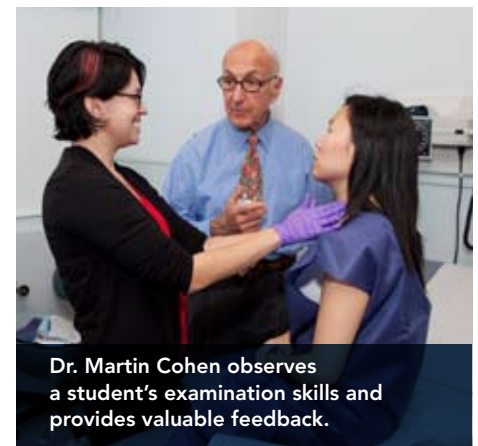
The first use of the clinical skills center for conducting the CSA occurred in October, when a remediation session was held for students who had taken the CSA in the spring. After the installation of a fiber-optic Internet connection, a group of M.D./Ph.D. students completed their CSA requirement at the center in December.

### Expanded Uses for the Center

According to Dr. Milan, the Ruth L. Gottesman Clinical Skills Center will be a very busy place in the coming months. On the heels of the CSA examination for the entire Einstein third-year class this spring, students from SUNY-Downstate and New York Medical College will use the center for their schools' clinical skills exams. Our own clerkship directors in Surgery and Family and Social Medicine have already approached

*According to Dr. Felise Milan, the Ruth L. Gottesman Clinical Skills Center will be a very busy place in the coming months: "I think it won't be long before we are operating at full capacity."*

Dr. Milan about developing OSCEs (Observed Structured Clinical Examinations) for their students. In March, the Department of Obstetrics & Gynecology and Women's Health will conduct a training session for residents and faculty in high-risk procedures. The Department of Medicine wants to use the facility to certify the competence of its residents in performing specific procedures, and hopes to team up with other residency programs to share the facility's resources. Says Dr. Milan, "I think it won't be long before the Ruth L. Gottesman Clinical Skills Center is operating at full capacity."



Dr. Martin Cohen observes a student's examination skills and provides valuable feedback.

ops For details and registration information, contact the Office of Faculty Development. Telephone: 718.430.3525 or E-mail: ofd@einstein.yu.edu

#### Davidoff Education Day: Innovations in Medical Education

**Faculty:** Paul Haidet, M.D., M.P.H. and other faculty

**Date:** April 14, 2010

**Time:** 8:30 a.m.– 4:00 p.m.

#### Basics of PowerPoint PowerPoint Advanced I: Images

**Faculty:** William Burton, Ph.D.

**Date:** April 22 & April 28, 2010

**Time:** 9:00 –10:30 a.m.

#### Anatomy of a Teaching Portfolio: What You Need to Know to Get Started

**Faculty:** Penny Grossman, Ed.D.

**Date:** May 21, 2010

**Time:** 8:30 –10:00 a.m.



At the Seventh Annual Women and Minority Faculty Career Development Day on December 2, 2009, Dr. Debbie Salas-Lopez, chair, Department of Medicine at the Lehigh Valley Health Network, upper left, spoke to participants about her struggle to attain leadership status in medicine. Upper right, attendees Dr. Eva Metalios and Dr. Rita Louard listen intently. Career Day 2009 featured several interactive workshops conducted by Einstein faculty, center. Dr. Griffin P. Rodgers, director of the National Institute of Diabetes, Digestive and Kidney Diseases, lower left, gave an informative keynote presentation on the status of funding from the NIH. Below and lower right, faculty take time to network with colleagues.





Dr. Ana E. Nunez, director, National Center of Excellence in Women's Health at Drexel University College of Medicine, upper left, before her afternoon presentation on negotiating skills. Upper right, Dr. Nunez with Dr. Salas-Lopez and Dr. Elizabeth Lee-Rey, co-director of the Hispanic Center of Excellence. Dr. Allen M. Spiegel, the Marilyn and Stanley M. Katz Dean, with Dr. Griffin Rodgers, who succeeded him as director of the NIDDK, center. Lower right, Nilda Soto, Assistant Dean for Diversity Enhancement, speaks with Dr. John Paul Sanchez, resident in the Department of Emergency Medicine.



## Grants for Excellence in Medical Education Announced

The Grants for Excellence in Medical Education (GEME) program was established in 2002 to stimulate faculty to undertake long-term projects that have the potential to effect significant change and improvement in the education of medical students. Since then, the 43 grant-supported projects have dealt with virtually all aspects of medical education. The winning GEME projects for 2009 are listed below.

For more information about this program, please contact Dr. Penny Grossman at 718. 430. 2693, or penny.grossman@einstein.yu.edu

### Funding over Three Years

#### 1. Online Cases in Microbiology and Infectious Diseases

The objective of this project is to develop electronic case vignettes for the Einstein Microbiology and Infectious Diseases course. The investigators will assess the impact of these cases on both student learning and student satisfaction with the course.

##### Joshua D. Nosanchuk, M.D.

Associate Professor, Division of Infectious Diseases, Department of Medicine

##### Liise-anne Pirofski, M.D.

Professor and Chief, Division of Infectious Diseases, Department of Medicine, Selma and Dr. Jacques Mitrani Professor in Biomedical Research

#### 2. Global Health Initiatives in Uganda

This project aims to enhance the collaboration of Einstein students with village health workers in Ugandan communities. Our students will serve as both teachers and curriculum developers for these health workers, partner with them to assess local health needs, and teach about health topics chosen for their importance to the communities.

##### Gerald Paccione, M.D.

Professor, Department of Medicine  
Director, Global Health Education

#### 3. Comfort with Uncertainty in Clinical Decision Making in Fourth-Year Medical Students

This project will assess and describe the reactions of fourth-year medical students to uncertainty, and will examine how they deal with clinical situations where diagnosis and/or treatment are ambiguous. The investigators plan to develop curricula and teaching strategies to help learners balance uncertainty in clinical practice with evidence-based medicine.

##### Ellen Tattelman, M.D.

Assistant Professor, Department of Family and Social Medicine

##### Marji Gold, M.D.

Professor, Department of Family and Social Medicine

### Funding over Two Years

#### 4. Forming Small Groups in Basic Science Conferences: Teaching Science and Enhancing Team Interaction

This project will test whether forming small groups within the case conferences of two basic science courses will result in increased student interaction in the groups, more advance preparation for conferences, the use of higher-order questions by students, and higher grades on exam questions related to conference material. The investigators hope to foster the kind of teamwork in the basic science years that will prepare students for interactions with colleagues during clinical practice.

##### Howard M. Steinman, Ph.D.

Professor, Department of Biochemistry  
Assistant Dean for Biomedical Science Education

##### Barbara K. Birshtein, Ph.D.

Professor, Department of Cell Biology

##### William B. Burton, Ph.D.

Assistant Professor  
Department of Family and Social Medicine, Associate Director, Office of Educational Resources

##### Lawrence Dyche, M.S.W.

Assistant Professor  
Department of Family and Social Medicine

### Innovative Projects in the Clerkships

#### 5. Incorporating Simulation-Based Medical Education into Third-Year Medical Student Rotations in Pediatrics

The goal of this program is to incorporate simulation-based education into the third-year Pediatrics Clerkship at the Schneider Children's Hospital, North Shore–LIJ Health System. The sessions, based on the six ACGME core competencies, are designed to prepare students with the skills and medical knowledge required during the first year of a pediatric residency program.

##### Michael P. Miller, M.D.

Assistant Professor  
Department of Pediatrics

#### 6. Simulation Education during the Medical Student Surgical Clerkship

This project will develop a simulation education program specifically tailored for third- and fourth-year Einstein students rotating through the surgical service at Jacobi Medical Center. This curriculum will coordinate with existing clerkship experiences; an Observed Structured Clinical Examination (OSCE) will incorporate basic postoperative complications.

##### Salman Ahmad, M.D.

Assistant Professor  
Department of Surgery

## Grants for Excellence in Medical Education

Einstein's Division of Education (DOE) is pleased to announce the ninth year of its Grants for Excellence in Medical Education program. The purpose of this program is to stimulate faculty to undertake long-term projects that have the potential to effect significant change and improvement in the education of medical students. Grant-supported projects may deal with virtually any aspect of medical education, including instructional strategies, educational applications of information technology, integration of new topics/disciplines into the curriculum, performance/knowledge assessment or extracurricular student activities such as research, community service and international health. Projects may involve modifications of existing courses and clerkships, the planning and development of new ones, or the transference of programs already developed at other medical schools.

The awards will be made in 2010 in amounts of up to \$7,500 each, with starting dates of July 1 to September 1. The award may be used by the grantee for a minimum period of one year from the start date to a maximum period of three years. The grant funds are intended to support the approved project, e.g., for computer hardware or software, books, travel, or statistical consultation. Grant funds cannot be used for a grantee's salary support.

The grantee will be expected to submit a written progress report to the DOE at the conclusion of each project year.

### Application Procedure

The applicant should do the following:

- Prepare a cover page with name, title, academic department, and contact information
- Describe (in 3-4 typewritten pages) the aims and objectives, rationale, plans and methods, and expected educational outcome
- Construct a timetable for each phase of the project, keeping in mind that the project may span a period of 1-3 years
- Describe how you will evaluate the success of the project and the degree of achievement of the expected outcome
- Provide a detailed budget
- Attach a CV
- Submit the proposal by May 15, 2010, to:

#### **Penny Grossman, Ed.D.**

Assistant Dean for Educational Resources  
 Albert Einstein College of Medicine  
 1300 Morris Park Avenue, Belfer 507  
 Bronx, NY 10461  
 E-mail: penny.grossman@einstein.yu.edu

### Review Process and Notification of Award

Applications will be reviewed by an ad hoc committee of the DOE, and awards will be announced by June 15, 2010.

For additional information or clarification, contact Dr. Penny Grossman:  
 Phone: 718.430.2693, Fax: 718.430.8825, or  
 E-mail: penny.grossman@einstein.yu.edu

## In the Next Issue: An Interview with Dr. Martha S. Grayson, Einstein's New Senior Associate Dean for Medical Education



### Einstein Welcomes New Faculty

In September 2009, Einstein officially welcomed nearly 100 new faculty members to the campus at the annual New Faculty Orientation. Sponsored by the Office of Faculty Development and the Graduate Division of Biomedical Sciences, the orientation featured welcomes by Dean Allen M. Spiegel, M.D., and by Edward R. Burns, M.D., Executive Dean, followed by a series of informational sessions designed to help new faculty learn about opportunities for teaching, developing research collaborations, applying for grants, and navigating Einstein's appointments and promotions process. According to one participant, the day provided "excellent coverage of different important topics and a good overview of what your faculty appointment means and what can be done with it."

Coordinators of the event were Christina M. Coyle, M.D., Assistant Dean for Faculty Development, and Victoria H. Freedman, Ph.D., Assistant Dean for Graduate Studies, in the Graduate Division of Biomedical Sciences.



Dr. Christina Coyle, upper left, welcomes new faculty to the orientation. Upper right, Dr. Howard Steinman, Mimi McEvoy, and Daniel Myers describe teaching opportunities available to faculty. Dean Allen Spiegel, center, extends a greeting to new faculty. Lower left, Drs. Christina Coyle and Victoria Freedman, and Executive Dean Edward R. Burns with Dr. Andrew Gutwein, Assistant Professor in the Department of Medicine at Jacobi Medical Center. Dr. Freedman, lower right, with Dr. Dongsheng Cai, Associate Professor, Department of Molecular Pharmacology.