



Getting Ready for the LCME Site Visit

The LCME, or **Liaison Committee on Medical Education**, is the body, made up of representatives from the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA), that sends

ad-hoc teams of evaluators to conduct on-site surveys of all 125 U.S. schools and 17 Canadian medical schools. Accreditation is for a period of seven years (soon to be eight years). Prior to these on-site visits, each medical school engages in a yearlong process of self-study to ensure that it meets the standards set forth by the LCME and, most importantly, to promote institutional self-evaluation and continuous improvement in its medical education program.

Shirley P. Levine, M.D., Professor of Medicine and Co-Chair of the Division of Education (DOE), has accepted the position of LCME Self-Study Coordinator for the upcoming accreditation site visit to our campus on December 3-6, 2006. **Edward Burns, M.D.**, Senior Associate Dean, has been named to head Einstein's LCME Institutional Task Force, a

roster of department chairs, senior and junior faculty, students, deans, administrators and others, who will oversee the self-study process and be available to meet with the site visitors when they come next year. It is expected that a large number of AECOM faculty and students will play a role in the self-study, which is focusing on the 2004-2005 academic year just completed.

While it is important for us at Einstein to search out areas where improvements can be made, it is equally important to celebrate our successes. We approach this self-study with a number of strengths, the result of our last LCME site visit in 1999. These include the organizing of a successful Division of Education Retreat, held immediately after the last site visit, the subsequent reorganization of the DOE, the ongoing construction of a new research building, the leasing of space for a new Clinical Skills Center in the Van Etten building, and the renovations of the Riklis Auditorium, the Max & Sadie Lounge for study space, and the Gottesman Library. In addition, the intervening years have seen increased activity in faculty development and the recent appointments of **Nadine T. Katz, M.D.**, as Assistant Dean for Faculty Development, and **Christopher Cimino, M.D.**, as Assistant Dean for Educational Informatics.

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News about Medical Education from the Albert Einstein College of Medicine

Fall 2005

Volume 7, Number 2

Celebrating a Half-Century of Commitment to Diversity in Medical Education at AECOM

By Penny Grossman, Ed.D.



Nilda I. Soto, Assistant Dean for Diversity Enhancement, right, with the 23 minority students from the Class of 2009.

In mid-August of its 50th Anniversary year, the Albert Einstein College of Medicine welcomed the new Class of 2009. Echoing Albert Einstein's expressed wishes when he lent his name to the medical school, this class is indeed diverse, hailing from 19 different countries and ranging in age from 19 to 47. Among the class is a group of 23 minority students considered underrepresented in medicine. Throughout their course of study at the medical school, these students – and the larger AECOM community – will benefit from Einstein's long-term commitment to the recruitment and retention of minority students.

Support for Minority Students

The first of these efforts for the new minority students was the annual two-day Minority Student Retreat held after the first week of classes in nearby Tarrytown, New York, coordinated by the AECOM **Office of Diversity Enhancement**. The Retreat aims

to foster a sense of community among the minority students, to prepare them for the academic and personal stressors they will encounter in medical school, and to help them maximize the resources available to them at AECOM.

For the past 23 years, the Office of Diversity Enhancement (formerly called the Office of Minority Student Affairs) has played a major role in serving the needs of minority students enrolled in the medical school. Under the leadership of **Milton Gumbs, M.D.**, Associate Dean, and Assistant Dean **Nilda I. Soto, M.S.Ed.**, the office tracks the performance of minority students and provides a haven of support and advisement for them as they adjust to the medical school environment and progress through the curriculum. In addition, for many years, the office has provided after school and summer programs for minority high school students and summer mentorship programs for undergraduate college students at Fordham University and Lehman College and elsewhere. This investment in our community is designed to attract students to a career in medicine early in the course of their education.

Einstein's focus on creating a diverse student body is a longstanding one, dating back to the establishment of the **Martin Luther King, Jr. – Robert F. Kennedy Program for Special Studies** in 1968. Recognizing that many minority students lacked the proper preparation for medical school in their undergraduate institutions, the Einstein faculty planning the program recruited a small group of students for a yearlong immersion in organic chemistry, biochemistry,

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Having clinical experiences in community centers and hospitals that serve under-represented minorities has enabled Einstein students to identify health issues and disparities in health care they may not have witnessed in their home communities.

cell biology, mathematics, and even in the humanities – all designed to prepare them to compete for admission to medical school. The students were registered as undergraduates at Yeshiva University and received full-tuition, a stipend for living expenses, and all books and laboratory equipment essential to their studies. At the end of the first year of the program, all seven initial King – Kennedy scholars were offered places in the next class entering AECOM.

Soon after establishing the King – Kennedy Program, the AECOM Faculty Senate formed a **Minority Affairs Committee (MAC)** with responsibility for recruitment and retention of minority students. Recognizing that such programs require expert management and financial support, not to mention advocacy, MAC recommended that an office devoted specifically to these activities be developed within the Office of Education. Thus, the **Office of Special Education Programs (OSEP)** was established in 1981 with **Sylvia Ramos, M.D.** (AECOM Class of 1974), as director. Under her leadership, OSEP became the focal center for attracting highly qualified minority students to AECOM, developing an academic support system, and providing adequate guidance and counseling services. Dr. Ramos was succeeded by **Fernando Camacho, M.D.**, who continued and expanded the OSEP programs. It was during his tenure that the **Einstein Enrichment Program** for minority high school students was started with generous financial support provided by the Associated Medical Schools of New York, made possible with grants from New York State and the Macy Foundation.

In recognition of the fact that the range of activities under OSEP had enlarged considerably since its founding, and in order to give the office enhanced stature in the eyes of the AECOM community and

applicants, the name of the office was changed in 1988 to the **Office of Minority Student Affairs (OMSA)**, with Dr. Gumbs appointed as Assistant Dean (later Associate Dean). Soon after, with the appointment of Nilda I. Soto as director and greater financial resources allocated to program development and students, OMSA established itself firmly as the nerve center for all activities and programs benefiting minority students at all levels of their education.

Minority Student Organizations on Campus

Einstein's minority students have always been active in the many student organizations on campus. Chief among these are the **Student National Medical Association (SNMA)** and the **Boricua Latino Health Organization (BLHO)**. The two organizations are devoted to promoting medical education as a career among minority students, increasing enrollment and retention of minority students in medical school, and advocating for improved, culturally sensitive health care services for underserved populations. Together, the organizations host many events during the school year, including lectures, clothing drives, and a senior dinner for graduating medical students. Membership in the AECOM chapters of SNMA and BLHO

For many years, the Office of Diversity Enhancement has provided after school and summer programs for high school and college students in the Bronx, an investment in our community designed to attract students to a career in medicine.

promotes strong bonds among minority students at Einstein and strengthens ties with the local community. Such membership is often a springboard to national leadership positions: from 2001 to 2002, **Francine Garrett, M.D., Ph.D.**, Class of 2005, served as SNMA national Chairperson of the Board. Currently, **Esther Vivas**, Class of 2006, is Co-Chair of the BLHO national organization.

Developing Our Minority Faculty

Einstein's commitment to diversity does not end with programs for medical students. For the past three years, and under the co-sponsorship of the Education & Faculty Support Committee and its Faculty Mentoring Group, together with Bronx CREED and the AECOM Hispanic Center of Excellence – and with major financial support from the Office of the Dean – AECOM has mounted the highly successful **Minority & Women Faculty Career Development Day**. Chaired each year by **Dr. Nadine T. Katz**, the newly appointed Assistant Dean for Faculty Development, the event has attracted minority and women faculty from all AECOM affiliates and from clinical and basic science departments alike. Participants spend the morning engaged in energizing dialogue and reflection with a national leader in medical education, and attend afternoon workshops designed to give them concrete tools to advance their careers.

The 2003 Career Day featured a presentation by **Dr. Joan Y. Reede**, Associate Dean for Diversity and Community Partnership at Harvard Medical School; in 2004, the keynote speaker was **Dr. Diane M. Magrane**, Associate Vice President for Faculty Development and Leadership Programs at the AAMC. This year's featured speaker was **Dr. Carol Storey-Johnson**, Senior Associate Dean for Education at the Weill Medical College of Cornell University, who helped the participants focus on the power of well-developed negotiation skills.

Expanding Cross-Cultural Education Across the Curriculum

In a related development, the renewal application for the AECOM **Hispanic**

“DEWPOINT”: a Career Development Program for Minority Men and Women Physicians

The need for culturally competent and diverse physician leadership in a community as diverse as the Bronx led **Irwin R. Merkatz, M.D.**, Chair of Obstetrics & Gynecology and Women's Health at AECOM, to develop a new departmental division dedicated to enhancing the career advancement of women and minority physicians. The new division, called the Division of Equity in Women's Health and Perinatal Medicine, or **DEWPoint Program**, offers these physicians formalized clinical and research training opportunities, with the ultimate goal of broadening the scope of the health care they provide and establishing them as important leaders in their fields.

Since becoming chair of the department in 1982, Dr. Merkatz has consistently emphasized the importance of reducing disparities in health outcome for women of all racial and ethnic backgrounds in the Bronx. He is passionate about the idea that persistent inequities in health outcomes and health care delivery must be addressed, and believes that postgraduate education of culturally sensitive obstetricians and gynecologists can play a pivotal role in these efforts.

There are currently nine designated DEWPoint scholars on the Einstein faculty. Three are generalists in obstetrics/gynecology, and the others are subspecialists. The opportunities for these scholars go beyond patient care and research. Each scholar serves as a mentor to high school and college students who have shown an interest in medicine. “It's a great feeling to be able to give something back,” says **Genevieve Neal-Perry, M.D., Ph.D.**, DEWPoint scholar and Robert Wood Johnson award recipient, obstetrician/gynecologist, and neuroscientist. “I have the best of both worlds,” Dr. Neal-Perry says of her fellowship in reproductive medicine. “Within Einstein, there is a wonderful diversity of people, junior and senior faculty, who offer support, advice, and opportunities for collaboration.”



Genevieve Neal-Perry, M.D.

continued on page 4

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*News about Medical Education from the
Albert Einstein College of Medicine*
VOL. 7, No. 2
A publication of the
Education and Faculty Support Committee
of the Division of Education

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Printing: Westypo Printers, Inc.

Deadline for the next Issue:
February 1, 2006

Faculty wishing to contribute news items
should contact the committee chairs
or the editor.

Center of Excellence was awarded a very favorable score and has recently received funding for the next three-year period. Under the directorship of **Dr. Hal Strelnick** and co-directors **Dr. Elizabeth Lee-Rey** and **Maria Marzan, M.P.H.**, the Hispanic Center has as its major goals:

- Initiating training in cultural competency for faculty and students;
- Supporting research on Hispanic health care;
- Supporting the development of underrepresented minority faculty; and,
- Providing mentoring for college students with the aim of increasing the number of underrepresented minority applicants to medical school.

The work of the Hispanic Center will supplement the ongoing commitment by Associate Dean for Educational Affairs, **Dr. Albert Kuperman**, to providing programs for students abroad in Latin American countries, as well as establishing and supporting the inclusion of cultural

Thanks to efforts over the past decades to bring underrepresented minorities into the process of medical education at Einstein, the journey to becoming a doctor will be a much richer one for all students, their faculty and, ultimately, their patients.

competency throughout the curriculum. Providing expanded clinical experiences in community centers and hospitals that serve underrepresented minority patients is another of the center's goals. Historically, these experiences have enabled Einstein students to identify health issues and disparities in health care they may not have witnessed in their home communities.

In the **Introduction to Clinical Medicine Program**, cross-cultural medical education is currently integrated into two courses, Introduction to the Patient and the Clinical Experience. In the first course, medical students are offered this experience through a series of workshops on cultural diversity. Hispanic Center faculty have provided two new workshops, one on Latino Health Issues and another on Cultural Diversity and End-of-Life Care. In addition, **Maria Marzan**, Associate Director of ICM, has

created another selective for the Clinical Experience course called "Primary Care with a Focus in Urban and Latino Health Issues." This selective will allow students to shadow physicians within the community and gain some experience in eliciting a history in Spanish. These students also will discuss the major health issues that affect this population.

In addition, an expanded series of Medical Spanish classes, under the direction of Ms. Marzan, are offered to first- and second-year students. Classes in Medical Spanish have been available at Einstein for several decades and are very popular with the students. In a collaborative effort with the Hispanic Center, a list of Spanish-speaking providers has been generated to provide these students a clinical experience with predominately Spanish-speaking patients.

Thanks to the efforts of the many faculty, administrators and students who have actively sought over the past decades to bring underrepresented minorities into the process of medical education at Einstein, the journey to becoming a doctor will be a much richer one for all students, their faculty and, ultimately, their patients.



Building Cross-Cultural Medical Education at AECOM: An Interview with Maria Marzan, M.P.H.

by Penny Grossman, Ed.D.

Q. Maria, please describe your role in the cross-cultural education of Einstein students?

A. My role is to seek opportunities within the curriculum where cross-cultural issues can be integrated. In the ICM course, together with Mimi McEvoy, I develop the culture and spirituality workshops designed to give students a foundation in these issues. I'm also working to integrate cross-cultural communication skills into the interviews that students do in the first-year ICM course. These are skills that all students can learn – for example, how to elicit a patient's perspective on his or her illness, and how you ask about the use of alternative therapies or practitioners. In the second year, I helped develop a session that included an interpreter's workshop as part of the four-session Introduction to the Clerkships. The students really want to learn these skills because they know they will need to use them when they begin seeing patients.

Q. The emphasis in all your efforts in the first two years seems to be on building communication skills. What is the imperative behind your work?

A. The disparity in health care is the "big picture." In the context of medical education, cross-cultural communication skills are essential tools to address this issue. In

the second-year ICM course, we developed some "selectives" to address some of these issues right here in the Bronx. In the "Urban & Latino Health" selective, we place five students with providers who work with predominately Latino populations, in order to address the major issues they face, either in their research or their practice: care in the emergency room, preventive health issues, treatment of HIV, diabetes, and mental health.

Q. Maria, you are responsible for the expansion of Einstein's Medical Spanish Program. Can you talk about where it was and how it has grown?

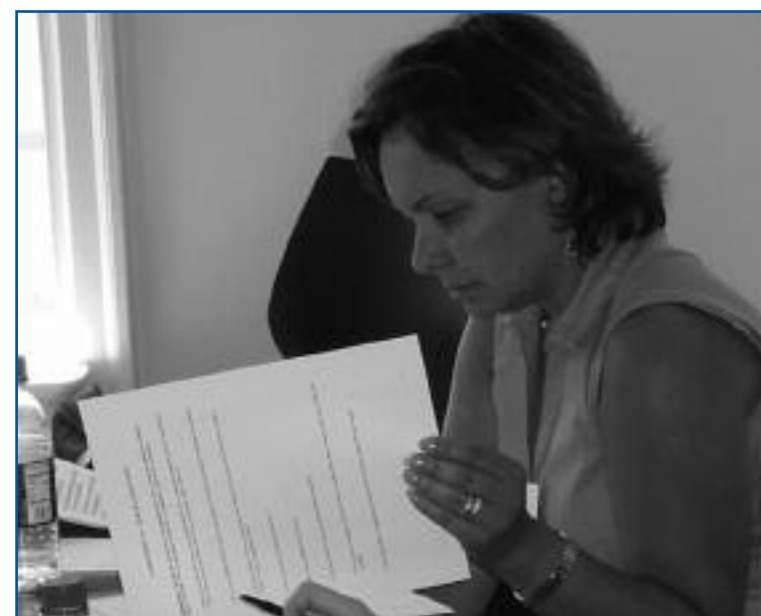
A. Einstein has had a Medical Spanish Program for 20 years. In the past, these classes were held over a six-week period in the second year. Now the program begins in the spring of the first year with six sessions built around the medical interview. Students begin by learning to use salutations in Spanish and progress to working with standardized patients (actors) and then with real patients. It's wonderful to watch the students as they begin to recognize differences among the kinds of Spanish spoken by patients from the many Spanish-speaking countries represented in the population of the Bronx.

Students begin to appreciate the cultural differences among these patients, as well. I always tell the students the story about the Puerto Rican patient with diabetes who goes for nutritional counseling and walks out with a Mexican diet. Of course, there is no improvement in the diabetes symptoms because the patient doesn't eat those particular foods!

Q. What is the overall impact of this program on the students? How many students are actually involved in the Medical Spanish Program?

A. Last year, over 120 first-year students signed up for this program, and we didn't have room for all of them. Knowing how much work the students have to do for their other courses, we try not to give homework. But we do have a text now, and there is some reading to be done. By the second week of the program, there is a core group of students who will stay with the program through the remaining sessions.

In the summer, 20 of those students will go to Spanish-speaking countries, under the sponsorship of Dr. Kuperman's Global Health Program. Students come back with great stories about their experiences,



Maria Marzan, M.P.H.

and many attend the sessions we hold at noontime for the second-year students until the middle of November. With the arrival of a course coordinator (to be funded by the Hispanic Center of Excellence), I hope to be able to develop the program further and work it around the students' needs. One of the things I'd like to do is to have Spanish-speaking providers go through the physical exam with the students in Spanish during the second-year ICM course.

Q. What do you anticipate that the Hispanic Center of Excellence will be able to do to support your efforts, not just in medical Spanish but also in cross-cultural medical education?

A. The Hispanic Center is working to identify faculty – and not just Spanish-speaking faculty – who are interested in cross-cultural medical education. With their help, we will begin to develop cases that students can use to discuss these issues. The Center is also working closely with Racheline Habousha at the AECOM library to set up a resource center that will collect books, films, and articles to support curricular enrichment.

The Hispanic Center also supports the Summer Mentorship Program, which allows a select group of minority college students to gain exposure to the field of medicine and biomedical research, in the hope that they will apply to medical or graduate school when they complete their undergraduate work.

Q. What events or experiences in your life started you along this path? What moves you to do what you do?

A. Growing up in the Fort Greene section of Brooklyn as the child of immigrants from Puerto Rico, I never had a private doctor until I was in college. My primary care was obtained in the ER of the local hospital, and I got all my immunizations from public health clinics. Being the oldest of seven children, I always served as translator during these “negotiations” with the health care system. I’m sure these experiences influenced me to become a health educator after my graduation from Hunter College, because I went to work immediately in Spanish Harlem and stayed for the next 18 years, even after earning my M.P.H. degree from Columbia. One of the programs I developed there was a walk-in immunization clinic; this grew out of a realization that there were poor families whose children could not attend school for the simple reason that they had not been immunized. There is so much work to be done; I’m passionate about it and I enjoy it.

Q. In the time that you’ve been here at Einstein, what changes have you seen in our students and in their awareness of the issues raised by health disparities?

A. I am very impressed with the social consciousness of the Einstein students and with the projects they have

generated themselves. Each year in the ICM groups in which I teach, I always find three or four students who are truly invested in community health. It makes me think that we are choosing students who see the big picture and are not just focused on interactions with individual patients but understand that the patient actually lives in a community.

Q. What experiences do you think will reinforce these students’ early interest in developing into culturally competent physicians?

A. Contact with the local community, for example when students work in the ECHO Clinic, can keep this early interest alive. There is a student who, even during second and third year, went into local schools and

“We need to keep talking about healthcare disparities to our faculty and students, because we can’t provide cross-cultural medical education and not discuss these issues.”

developed a nutrition program with the teachers. He was working to put a program in place, but at the same time he was serving as a role model for many local students, also African-American, who began to think that they, too, might be able to become doctors.

Q. What do you see as the major challenges to your work here in the next few years?

A. My biggest challenge will be finding all the opportunities to integrate cross-cultural training during the four years. I need to find others who have the experience and will work with me to put programs together. Faculty development is another challenge. Just because you speak Spanish or have traveled to other countries does not necessarily mean that you can teach cross-cultural communication skills. If practitioners come to the physician-patient interaction only with their own world-view, they may not reach the patient.

And another thing: we need to keep talking about healthcare disparities to our faculty and students, because we can’t provide cross-cultural medical education and not discuss these issues.

Einstein’s Third Annual Minority and Women Faculty Career Development Day Focuses on Negotiation Skills

RIGHT: Keynote speaker Carol Storey-Johnson, M.D., Senior Associate Dean for Education at Weill Medical College of Cornell University.



Edward Burns, M.D., Senior Associate Dean, left, and Philip O. Ozuah, M.D., Ph.D., Interim Chair of Pediatrics, lead a negotiating skills workshop.



ABOVE: Victor Schuster, M.D., Chair of Medicine, speaking on the topic “How to Ask Your Chair for a Raise.”



RIGHT: Participants Cynthia Chazotte, M.D., left, and Abdissa Negassa, Ph.D., engage in discussion.



ABOVE: Nadine T. Katz, M.D., Assistant Dean for Faculty Development and Career Day Chair, welcomes participants.



LEFT: Panel discussants, from left: Dr. Schuster, Irwin R. Merkatz, M.D., Chair of Ob/Gyn and Women’s Health, Dr. Burns, and Beverly Michael, M.S., Vice President for Clinical Services, Montefiore Medical Center.

Winning Grants for Excellence in Medical Education Announced

Several years ago, **Dr. Albert Kuperman**, Associate Dean for Educational Affairs, initiated a new program to stimulate faculty to undertake long-term projects with the potential to effect significant change and improvement in the education of medical students. This year, 15 applications were submitted and eight awards have been announced, each with a modest stipend. Together, these projects promise to enhance the education of our medical students in important areas. Grants are for a one- to three-year period and are to be used to support the purchase of computer hardware or software, books, travel to meetings, or statistical consultation. Congratulations to the winners!

Winning grants are listed in alphabetical order by principal investigator.

Innovative Use of the Electronic Medical Record: Teaching Medical Students Complementary and Alternative Medicine (CAM)

Andreas Cohrsen, M.D., Assistant Professor of Family & Social Medicine, AECOM/Beth Israel Medical Center

Utilizing electronic formats, Dr. Cohrsen proposes to assess the impact of CAM integration into medical education. Students rotating through Beth Israel for their Family Medicine Clerkship will be exposed to CAM tools and guidelines programmed into the electronic medical record (EMR), as well as CAM informational websites linked to trainee computers. This project will document the utility of the EMR and internet-based clinical resources for a component of medical education that has been challenging to integrate.

Tropical Medicine Curriculum Development Project

Christina M. Coyle, M.D., Associate Professor of Clinical Medicine, AECOM/Jacobi Medical Center

Overall goals for this project are to increase awareness in the AECOM community of diseases that affect immigrant populations and to integrate a focus on global health into the Parasitology course. Specifically, Dr. Coyle plans to create a web-based mini-course for students planning to travel to international sites; to integrate case material from the Tropical Medicine Clinic at Jacobi into the small group teaching sessions in the Parasitology course, and to develop a "Global Health" lecture series.

Anatomy Reports on the Internet (ARI): From Reports to Resource

Sherry Downie, Ph.D., Assistant Professor of Anatomy & Structural Biology, AECOM

This project is built upon the success of the ARI, a website designed to catalog text and images related to pathologies,

evidence of surgeries, prostheses, or variations from normal anatomy discovered by first-year students during the course of dissection. This proposal aims to enhance the accessibility of the ARI website, raise student awareness of the biomedical and clinical literature, and develop the website as a resource for students, faculty and clinicians in the AECOM community.

Use of Standardized Patients to Gain Additional Skills in Oral Communication during the Pre-clinical Years

Eric H. Green, M.D., M.Sc., Assistant Professor of Medicine, AECOM/Montefiore Medical Center

This project seeks to improve the confidence and enhance the skills of second-year medical students in the ICM-Clinical Examination course in making oral case presentations to precepting physicians in the clinical years. Standardized patients will be used to portray patients with a single medical problem, allowing faculty to assess each student's competency; a second and more complicated standardized patient interview later in the year will further test the students' skills. Students will receive immediate feedback and will view a videotape of the interview with their ICM preceptors.

Improving Faculty Lecturing Skills in the Obstetrics & Gynecology Clerkship

Nadine T. Katz, M.D., Associate Professor of Clinical Obstetrics & Gynecology and Women's Health, AECOM

This project seeks to improve the quality of the OB/GYN Clerkship lecture series by facilitating the development of a department-specific lecture evaluation tool to be administered to trained observers as well as students. The investigators will compare the use of this tool alone with the use of the tool plus direct feedback, and with use of the tool, videotaping, and direct feedback. Based on the success of this new tool, the investigators will make a recommendation about whether it could be adapted for use in pre-clerkship courses or other clerkship lecture series.

Enhancing Biopsychosocial Learning in the Psychiatry Clerkship

Ali Khadivi, Ph.D., Assistant Professor of Psychiatry and Behavioral Sciences, and Jeffrey Levine, M.D., Associate Clinical Professor of Psychiatry and Behavioral Sciences, AECOM/Bronx-Lebanon Hospital Center

This project aims to improve the capacity of medical students to integrated medical and behavioral health – including social and cultural perspectives – in caring for patients both during and after their psychiatry clerkship experience. Students will spend one afternoon per week performing physical examinations on adult psychiatric inpatients, and will be assigned at least one case with major medical and psychiatric co-morbidity. For the latter, each student will receive individual supervision and will research, discuss, and present the relevant literature and social and cultural contributions to the medical and psychiatric problems.

Cardiac Auscultatory Training during the Third Year of Medical School

Robert Ostfeld, M.D., M.S., Assistant Professor of Medicine, AECOM/Montefiore Medical Center

This project aims to improve the cardiac physical examination skills of third-year students on internal medicine rotations. After exposing groups of students to recorded heart sounds and testing them on their ability to identify these sounds (baseline), the investigator will arrange for students to examine patients in whom examples of these heart sounds are present. Subsequently, students will be tested on their ability to identify these sounds. A second testing session will be scheduled two weeks later to test recall.

Teaching Evidence-Based Medicine in the Third-Year Clerkship: Phrasing the Question and Finding the Answer

James Stulman, M.D., Assistant Professor of Medicine, AECOM/Montefiore Medical Center

This proposal aims to revise the curriculum of the Montefiore Medicine Clerkship's EBM mini-course to allow for more in-depth development and measurement of key EBM skills. In small groups, students on this clerkship will begin to define clinical questions and formulate strategies to answer them. Next, they will be exposed to the various types of clinical research methods and to a live LCD-projected literature search using PubMed, which they will perform themselves in the last session. Pre- and post-intervention questionnaires will be used to measure changes in knowledge, attitudes and comfort level with regard to EBM skills.

AECOM Awarded Major Teaching Grant from NIH

The National Institutes of Health (NIH) has launched a funding program to support innovative medical education programs, in response to a 2004 report from the Institute of Medicine, *Improving Medical Education: Enhancing the Behavioral and Social Science Content of Medical School Curricula*. Einstein's program, entitled "Becoming a Doctor at the Albert Einstein College of Medicine: A New Curriculum," was one of only 6 programs funded out of the 54 applications received. The principal investigator is **Paul Marantz, M.D., M.P.H.**, Professor of Clinical Epidemiology & Population Health and Professor of Clinical Medicine. More than 20 Einstein faculty are included in this project. The first step is the development of a new, longitudinal third-year course called "Patients, Doctors, and Communities: Learning the Practice of Medicine," which will begin in June 2006. More details about this developing curriculum will be provided in the next issue of this newsletter.

Hispanic Center of Excellence Receives Funding

This fall, AECOM received notice of the renewal of funding for its Hispanic Center of Excellence. The HCOE is a seven-part program concentrating on (1) improved student performance, (2) faculty development, (3) information resources, (4) faculty and student research, (5) student training, (6) building a competitive applicant pool and (7) integrating cultural competency into the medical school curriculum. In addition to an emphasis on recruiting Hispanics for careers in medicine, AECOM has created a curriculum addressing the unique needs of providing medical care to the Latino community. The Center received 85% of requested funding for the first year and 100% for the second and third years, totally just over \$2 million. Originally funded in 2001, this is the first and only Hispanic Center of Excellence in New York State.

The HCOE is directed by **Hal Strelnick, M.D.**, also Director of AECOM's Institute for Community and Collaborative Health; the co-directors are **Elizabeth Lee-Rey, M.D.**, and **Maria Marzan, M.P.H.** In Dr. Strelnick's words, "With the Bronx having a large Hispanic population, Einstein is now better able to serve its community by promoting research on Hispanic health and health disparities and by assuring that our students and faculty are culturally competent and our Hispanic students and faculty succeed. AECOM has demonstrated an extensive and longterm institutional commitment to diversity, including Medical Spanish instruction, health careers "pipeline" programs, unique faculty development programs, and health disparities research center.

New Personal Wellness Program Offered to Students

Beginning with the entering first-year class, AECOM students will have the opportunity to participate in the **Einstein Program for Personal Wellness (EPPW)**. The program has three components.

- Students will receive instruction in methods that have long been used to improve health and reduce stress. These methods, now viewed by an increasing number of physicians as complementary to the domain of conventional medicine, include Meditation, Yoga, Reiki, Tai Chi and Qigong.
- Creative Expression groups (in the planning stages) will help improve communication, support personal growth and cultivate empathy and compassion. In these groups, students will exchange and discuss poetry, music and/or other forms of creative expression inspired by themselves or others.
- We are also considering the most effective ways of providing students with information and advice on maintaining good health through good nutrition.

By experiencing the positive effects of these methods and activities on their health and ability to deal effectively with a demanding curriculum, students may become more interested in learning how to integrate them into their future medical practices. To help students towards

this goal, Web-based resources, printed literature, elective courses and research opportunities are available.

Although not originally developed as a program promoting wellness, in a larger sense Einstein's Healer's Art course may be viewed as part of the EPPW. Started in 1991 at the U.C. San Francisco School of Medicine, Healer's Art has now spread to about 20 schools across the country; this will be the fourth year that the program is offered at Einstein. As described by **Rachel Naomi Remen, M.D.**, the course's originator, Healer's Art "uses a ... discovery model of experiential learning to explore themes of service, calling and commitment, relationships, identity, and meaning in medicine." The course helps students reclaim the humanitarian spirit that prompted them to decide to become physicians in the first place.

The EPPW Program Planning Committee includes:

- **Ellen Tattelman, M.D., and Benjamin Kligler, M.D.**
Co-directors, Program in Complementary and Alternative Medicine
- **Mimi McEvoy, P.N.P., M.A.**
Co-director, Introduction to Clinical Medicine
- **Mildred M. Witt, Ph.D.**
Director, Office of Academic Support & Counseling

Office of Educational Resources Launches Its Website

It's finally here! After much anticipation, the **Office of Educational Resources (OER)** now has its very own website! Because several different hats are worn in the OER— by **Penny Steiner-Grossman, Ed.D.**, Assistant Dean and Director, and by **William Burton, Ph.D.**, Associate Director, not to mention by our excellent support staff— the website is designed to inform the AECOM community about the many roles we have and the various services we provide. These roles and services include:

- Designing an evaluation system and carrying out the evaluation of all courses, clerkships, and other educational programs offered at AECOM

- Sponsoring workshops (for CME credit) in conjunction with the Office of Computer-Based Education that are designed to enhance the computer skills of AECOM faculty
- Providing hands-on assistance to faculty preparing CVs and teaching portfolios for promotion
- Offering consultation for faculty who are developing educational research projects

To view the OER website, go to <http://www.aecom.yu.edu/oeo/oer/default.htm>.

Grants for Excellence in Medical Education

Einstein's Division of Education (DOE) is pleased to announce the fourth 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 transference of programs already developed at other medical schools.

The awards will be made in 2006 in amounts of up to \$7500, 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 for use to support the approved project, e.g., computer hardware or software, books, travel, or statistical consultation. Grant funds cannot be used for 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 proposal should consist of the following:

- Face page with name, title, academic department.
- 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.
- Attach a CV.
- Mail proposal by **April 15, 2006** to Albert S. Kuperman, Ph.D., 209-Belfer, Albert Einstein College of Medicine, 1300 Morris Park Avenue, Bronx, NY 10461.

Review Process and Notification of Award

Applications will be reviewed by an ad hoc committee of the DOE, and awards will be announced by **May 15, 2006**.

For additional information or clarification, contact Dr. Albert S. Kuperman via telephone (718-430-3371), telefax (718-430-8825) or E-mail (kuperman@aecom.yu.edu).