

InSight

CCLCM's Portfolio System Serves as Model



***Elaine Dannefer, Ph.D.**, (left) and **Margaret McKenzie, M.D.**, (right) represented CCLCM at the landmark *Invitational Conference on Portfolios and Physician Learning Systems* and contributed the school's experience with learning and assessment portfolios.*

Portfolios are being used increasingly in medical education with CCLCM's portfolio system for competency-based assessment serving as a model at the national level.

Elaine Dannefer, Ph.D., was part of the small working group convened by the Association of American Medical Colleges (AAMC) and the National Board of Medical Examiners (NBME) to explore the application of portfolios across the education continuum. Dr. Dannefer was asked to demonstrate the CCLCM portfolio assessment system to provide an example of how portfolios can be used to support learning and assessment.

As an outcome of the working group, a White Paper was developed and used as a starting point for the October *Invitational Conference on Portfolios and Physician Learning Systems* co-convened by the AAMC, Accreditation Council for Graduate Medical Education (ACGME), The Federation of State Medical Boards, and the NBME. These professional organizations aim to develop an electronic portfolio (eFolio) infrastructure to document learner experiences across the continuum—beginning in medical school and continuing into medical practice. **Dr. Dannefer** and **Margaret McKenzie, M.D.**, represented CCLCM at this landmark conference.

The proposed eFolio would be designed to have two components:

1. the *Public View* to allow physicians to authorize access to data related licensure, certification, credentialing, and privileging
2. the *Private Learning Environment* to provide a range of data for use in self-assessment and self-improvement activities.

Thanks to the efforts of **Dr. Dannefer** and **Dr. McKenzie** the national spotlight shines once again on CCLCM for innovation in medical education.

Our Students

Cummings Awarded Key Foundation Scholarship

Congratulations to **Donelle Cummings** (Class of 2012), the inaugural recipient of the Key Foundation Scholarship. In 2005 KeyCorp pledged to endow a minority student scholarship to support full tuition at Cleveland Clinic Lerner College of Medicine. Recently, KeyCorp Chairman and CEO **Henry L. Meyer III** presented the final installment of their \$1 million pledge. Meyer joined Cleveland Clinic CEO and President **Delos M. Cosgrove, M.D.**, and other community members in honoring Donelle as the first minority scholarship recipient. Our thanks to KeyCorp for their generous support of this program.



Donelle Cummings
Class of 2012

Student Representatives Appointed to Curriculum Steering Council for 2007-08

Congratulations to **Mahmoud (Michael) Khair** (Class of 2009) and **Samir Thaker** (Class of 2011) who were appointed to the Curriculum Steering Council (CSC) for 2007-08. The CSC is charged with oversight of all aspects of the CCLCM curriculum and assessment system. The committee meets twice a month to review and revise curriculum and assessment policy, and review the activities and recommendations of the Basic Science, Clinical, Research Education, and Student Assessment Committees. The committee receives regular reports from each of the courses and clinical rotations offered by CCLCM. The committee is chaired by **Andrew J. Fishleder, M.D.**, Executive Dean.



Mahmoud (Michael) Khair
Class of 2009



Samir Thaker
Class of 2011

Students Honored at Winter Recognition Reception



On Thursday, December 6, 2007, the faculty of Cleveland Clinic Lerner College of Medicine held the fourth annual Winter Recognition Reception to honor students for their achievements. Good food, good fellowship, and congratulations were enjoyed by all!

Our Faculty Education “Consult Service” Goes High Tech

Teaching faculty will soon have a new, electronic way to share and discuss best practices in teaching. The new electronic **Cleveland Clinic Educators’ Consult Service: A Web-Based Best Practice Exchange** will provide an outlet for posting and sharing ideas about common teaching and assessment dilemmas. This “Consult Service” or “Teachers’ blog” will create a virtual community of teaching scholars who are able to provide support and advice to one another regularly without requiring attendance at an educational retreat. The potential of this resource is unlimited.

Inspiration for this service arose from last year’s “Best Practice in Teaching and Assessment” events where it became evident that the teaching faculty value the opinions of their colleagues and often model their approach to teaching on that of an “admired teacher or colleague.” Although teaching faculty have a number of opportunities to discuss and analyze clinical practice and research, they have few opportunities to discuss “best practices” in teaching. Formal sessions that serve that purpose have been well attended, but in practice they occur only two to three times per year.

An initial invitation to participate in this Consult Service was sent out recently to all faculty who have attended at least one of the Faculty Retreats or any of the “Essentials Series” programs over the past three years. Additional staff will be welcomed as we “roll out” this dynamic and invigorating discussion forum. To be sure that you receive the initial e-mail invitation, contact **Christine Taylor, Ph.D.**, at taylorc2@ccf.org.

Distinguished Faculty Award

Congratulations to **Richard L. Drake, Ph.D.**, the winner of this year’s Distinguished Faculty Award. Each year the Administrative staff of the College of Medicine nominates and votes for the faculty member that has been most supportive and available to the employees. Other nominees were **Marjan Attaran, M.D.**; **Peter Imrey, Ph.D.**; **J. Harry Isaacson, M.D.**; **Margaret McKenzie, M.D.**; **Neil Mehta, M.D.**; and **Richard Prayson, M.D.** Previous winners have been **Alan Hull, M.D., Ph.D.** and **Kathleen Franco, M.D.**



Faculty Retreat and Appreciation Reception—June 25, 2008

Make plans now to attend the Fifth Annual CCLCM Faculty Retreat on June 25, 2008 from 1:00 p.m. – 5:00 p.m. at the InterContinental Hotel followed by the CCLCM Annual Faculty Appreciation Reception from 5:00 p.m.–7:00 p.m.

The focus of the retreat will be on the upcoming Liaison Committee on Medical Education (LCME) review of the CCLCM and CWRU School of Medicine curriculum review. Before the LCME’s site visit in March 2009, faculty and students need to assemble a comprehensive set of data describing all aspects of the CCLCM curriculum, faculty, student,

organizational structure, and resources and then conduct a systematic, thorough self-study review of the CCLCM program to identify strengths and weaknesses and develop plans for improving the program. **James Young, M.D.**, will chair the self-study committee.

At the June 25 retreat, faculty will review and provide feedback about the findings of the self-study and discuss ideas for program improvement.

Please mark your calendar today to save time for this retreat on Wednesday, June 25, 2008.

2007 Winners of the Scholarship in Teaching Awards

The CWRU School of Medicine Scholarship in Teaching Awards program is designed to recognize faculty contributions to education and promote teaching as a scholarly activity. Teaching approaches considered scholarly are characterized by purposeful planning, systematic implementation, and reflection and assessment for improvement. The result should be an academic product that is actively shared and that will support the development of a community of teaching scholars.

CONGRATULATIONS to the Cleveland Clinic staff who won these awards in 2007!

1. **S. Beth Bierer, Ph.D.**
Education Institute
“A Systemic Process for Applying Reflective Practice Principles to Curricular Improvement”
2. **Susan Cymbor, M.D.**
Anesthesiology Institute
“Task-oriented Multi-disciplinary Anesthesiology Fourth Year Medical Student Anesthesiology Elective”
3. **Elaine Dannefer, Ph.D.**
Education Institute
Neil Mehta, M.D., FACP
Education Institute
Andrew Fishleder, M.D.
Education Institute
J. Harry Isaacson, M.D.
Education Institute
Alan Hull, M.D., Ph.D.
Education Institute
Terry Wolpaw, M.D.
(Non-Cleveland Clinic Faculty)
CWRU Medical School Office of Curricular Affairs
Daniel Wolpaw, M.D.
(Non-Cleveland Clinic Faculty)
CWRU Medical School Foundations of Clinical Medicine
“Online Clinical Assessment System (CAS)”
4. **D. John Doyle, M.D., Ph.D. FRCPC**
Anesthesiology Institute
“Development of an Educational Web Site to Assist in Learning Clinical Airway Management”
5. **Raed Dweik, M.D.**
Pulmonary Institute
“Medical Resident Education in the Medical Intensive Care Unit”
6. **Amir Jaffer, M.D.**
University of Miami School Of Medicine
(Formerly Cleveland Clinic Department of Hospital Medicine – Medicine Institute)
Samuel Ireffin, M.D.
Anesthesiology Institute
“Perioperative Medicine and Pain Curriculum for 3rd Year Medical Students at the Cleveland Clinic”
7. **Stuart Morrison, M.B., Ch.B., FRCP**
Pediatric Institute & Children’s Hospital
“Imaging – Anatomy Through a Different Window”
8. **Richard Prayson, M.D.**
Pathology & Laboratory Medicine Institute
“Creation of a Writing Development Program at the CCLCM”
9. **Camille Sabella, M.D.**
Pediatric Institute & Children’s Hospital
“A Pediatric Curriculum for First and Second Year Medical Students”
10. **Richard Schlenk M.D.**
Neurological Institute
“The Evolving Neurosurgery Resident Portfolio: Setting Standards, Optimizing Self Reflection, and Planning for National Beta-Testing”
11. **John Tetzlaff, M.D.**
Anesthesiology Institute
“Fully Integrated 48 Month Anesthesiology Residency Curriculum-Cumulative Competency Assessment”

New Director of Development Appointed

The Department of Institutional Relations and Development (IRD) has hired **Lois Sumegi** as the new Director of Development for Cleveland Clinic Lerner College of Medicine. Lois started with the College on January 21, replacing Bob Quatroche, and her office is located in the Education Institute Administration area.

A life-long resident of Cleveland, Lois came from Kent State University where she was the Associate Director for Corporate and Foundation and then became Director of Development for the College of Communication and Information (where the School of Journalism resides). Previously, she was the Director of Corporate Relations for BF Goodrich and was the Director of the Company's Foundation. She can be reached at (216) 444-6534 or e-mail: sumegil@ccf.org.



Welcome to CCLCM, Lois.

Faculty Publications

Bierer, SB and Hull, AL. Examination of a Clinical Teaching Effectiveness Instrument used for Summative Faculty Assessment. Evaluation and the Health Professions. December, 2007; 30(4): 339-361.

Bierer, SB, Taylor, C, Dannefer, EF, and Hull, AL. Evaluation of Essay Questions Used to Assess Students' Application of Basic Science and Clinical Knowledge. Paper and Presentation: American Educational Research Association. New York, NY. March, 2008.

Sabella, C and Kalady, S. A Learner-Centered Model for Core Clinical Clerkship Curriculum.

Presentation: Harvard Macy Scholars Program for Educators in the Health Professions. Boston, MA. May 21, 2007.

Suh, TT. The Development of a Multidisciplinary Geriatrics Rotation for Medical Students. Abstract and Poster: 2007 American Geriatrics Society (AGS) Meeting. Seattle, WA. May, 2007. Later published in *J Amer Geriatr Soc* 2007; 55(4):S137-8.

"Going Green"

To save money, time and most importantly trees, effective January 1, the College of Medicine has "**gone green.**" This means that there will be fewer paper copies at meetings. Participants will be asked to print your own copies from electronic files and bring them to meetings. And you will see more of this message on e-mails:



Please consider the environment before printing this e-mail

New Curriculum Leaders

CCLCM welcomes our new Curriculum Leaders for the 2007-2008 academic year.



Constance Jennings, M.D.
Co-Director of Foundations of Clinical Medicine Seminar Series



Bernard Silver, M.D.
Director of Year 2 Hematology Course



Mayur Pandya, D.O.
Associate Discipline Leader of Psychiatry

Curricular Update

Getting Ready for the LCME Reaccreditation Review

Case Western Reserve University School of Medicine will undergo reaccreditation review of its medical education programs (including CCLCM) in the Spring of 2009 by the Liaison Committee on Medical Education (LCME). The LCME is responsible for accrediting all United States medical education programs that lead to an M.D. degree. The LCME is jointly sponsored by the Association of American Medical Colleges and the Council on Medical Education of the American Medical Association.

The LCME is comprised of medical educators and administrators, practicing physicians, public members, and medical students responsible for setting minimal standards and criteria for medical education programs. The LCME conducted a limited review of the CCLCM as a new Program at Case Western Reserve University School of Medicine when the Program began in 2004. The result was a very positive report regarding the organization and implementation of the Program.

The preparation for the March 2009 LCME visit is extensive, requiring compilation of a detailed database of information about the institutional setting, educational programs, medical students,

faculty, and educational resources by March 2008 followed by a self-study of these data to identify Program strengths and areas for improvement. CCLCM students will also be asked to plan and conduct a separate review of the curriculum which is then incorporated into the self-study. A final report to LCME integrating the CCLCM and University Programs is due in December 2008. A successful outcome depends on participation by a broad group of people; you will be hearing more about this as we get started and will probably be asked to participate in some aspect of this process over the next 12-14 months.

Students Help Prepare for the LCME Review

As part of the LCME review, students are asked to design and implement a student survey and conduct a review of the curriculum independent of the faculty effort. **Brad Gill** (Class of 2012), **Rebecca Ganetzky** (Class of 2010) and **Ben Larson** (Class of 2009) will represent the CCLCM students in a Case Western Reserve School of Medicine LCME Student Oversight Committee that will be responsible for organizing these efforts.

Snapshot of Faculty Perceptions of the CCLCM

All 611 Cleveland Clinic faculty and staff who participated in teaching/assessment activities at CCLCM were surveyed in the summer of 2007 (342 responded, 56% response rate) using a confidential, Web-based questionnaire. The faculty at-large had very favorable perceptions of the CCLCM program as indicated by these key findings:

- Of the 342 respondents, most were M.D./D.O.'s (65%) or Ph.D.'s (26%) who said that they planned to either increase (19%) or maintain (69%) their level of involvement in the CCLCM program during the next academic year.
- Over 90% of the respondents agreed that CCLCM enhances the reputation of Cleveland Clinic and helps with the recruitment of staff (71%) and residents/fellows (66%).
- Over 80% of respondents said they had a sense of pride in CCLCM and felt intellectually

stimulated by their participation in the CCLCM program.

- Most agreed (75%) that their department chairs valued their participation in the CCLCM program.
- The majority of those responding indicated that they used teaching and assessment strategies they learned from the CCLCM program when interacting with residents and fellows.
- Finally, 67 respondents said that they used their CCLCM activities to produce scholarly work (for example, posters, presentations, and publications) which was a great way to let others know about CCLCM.

We appreciate receiving feedback from our faculty about the CCLCM program. This input helps us improve the educational program and monitor important institutional outcomes.

Do You Need Help to Turn Educational Efforts into Scholarly Products?

If you are interested in engaging in an educational research project, the Medical Education Research Committee (MERC) may be able to provide you with the assistance and support you need.

The MERC consists of CCLCM educators, **Alan Hull, M.D., Ph.D.**; **S. Beth Bierer, Ph.D.**; **Elaine Dannefer, Ph.D.**; **Laura Holmes, M.D.**; **Klara Papp, Ph.D.**; **Richard Prayson, M.D.**; and **Christine Taylor, Ph.D.**, who oversee educational scholarship within CCLCM, maintain a data registry of CCLCM's outcomes and achievements, and serve as a resource for those interested in educational research. With MERC approval, individuals who want to engage in any research project involving CCLCM students or faculty may obtain access to program evaluation data for their scholarly research projects (such as papers, presentations, or posters). Some examples of these data include students' ratings of courses, scores on external measures, measures of teaching/advising effectiveness, perceptions of CCLCM program, among others.

The MERC can help with scholarly work in several ways:

- Offer assistance with the design of educational projects.

- Grant access to CCLCM's data collected for program evaluation, which will quickly give faculty access to IRB approved data for their projects.
- Provide opportunities for faculty to collaborate with other medical educators.

To obtain MERC approval for any educational research project involving CCLCM students or faculty, you need to follow a few simple steps:

- Contact **Debbie Schuster** (e-mail: schustd@ccf.org; phone: 216-444-0667) for instructions and a brief application.
- Seek assistance from MERC for project design if desired. **Alan Hull, M.D., Ph.D.**, can assist with the referral process.
- Send your project application to Dr. Hull for MERC review.

The MERC considers proposals at its monthly meeting; urgent reviews are handled by request. Once approved, individuals may proceed with their research projects and will receive requested data if applicable. Feel free to contact **Dr. Bierer** (phone: 216-444-3283 or e-mail: bierer@ccf.org) if you have any questions about the MERC.

Courses Assist Students in Improving Communication Skills

Communication skills training is a core component of the Foundations of Clinical Medicine course that primarily occurs in Years 1 and 2 of the curriculum. In their first year, students are taught basic patient-centered communication and interviewing skills, such as establishing rapport, setting the agenda, taking a comprehensive history, and eliciting the patient's perspective. In the second year, students learn more advanced interviewing techniques, including time management, sexual history taking, and motivational interviewing.

A curriculum planning committee has developed behavior skill checklists and standardized patient cases for each communication skills session. Students practice their skills by interviewing standardized patients. This practice occurs in small groups of four students and two preceptors (one physician and one behaviorist). Small group interactions emphasize peer review and student self-reflection to enable students to identify specific

areas of strength and targeted areas for improvement for their own communication style. These small-group "learning laboratories" provide students with hands-on experience with specific skills before using them with real patients in their longitudinal clinic. The groups review videos of students practicing communication skills in outpatient settings. Regular preceptor meetings and preceptor guides also provide ongoing communication of best practices.

Student evaluations have revealed a significant sense of clinical preparedness and confidence upon entering their third-year Basic Cores. Faculty evaluations reveal high satisfaction with preceptorship opportunities and with faculty development availability. The combination of faculty who are passionate about teaching patient-centered interviewing and students who are eager to learn have contributed to the program's success.

CCLCM Brightens Holiday for Families in the Community

For the second consecutive year, the Administration group of Cleveland Clinic Lerner College of Medicine participated in the Adopt-a-Family holiday giving program sponsored by the Pastoral Care Department. Through this program volunteers from departments at Cleveland Clinic purchased gifts for an entire family, thus reaching out to families in need in the community. Each volunteer drew the name of a family member for his or her “Secret Santa” and then purchased and wrapped gifts for all family members.

Volunteers provided enthusiastic support and said that they truly enjoyed contributing to the program. They look forward to repeating this event in the 2008 holiday season.



Volunteers Lend a Hand at University Settlement

On November 13, **Martha Weber**, Course Evaluation Coordinator, and **Veronica Hardy**, Coordinator, Research Courses, from CCLCM volunteered at the University Settlement Neighborhood Center.

University Settlement (US) is a non-profit social service United Way agency that serves the changing needs of the community with a variety of urgently needed social programs to enhance the quality of life for children, families, and seniors. Headquartered at 4800 Broadway Avenue, the agency operates three facilities in the Broadway / Slavic Village neighborhood.

Martha and Veronica’s visit consisted of packaging groceries in bags containing a variety of foods from each of the food groups. They also toured the Settlement and were amazed to see the marvelous work the Settlement provides within that community. They are looking forward to volunteering again very soon, potentially with their co-workers who are interested in such an experience as well. To learn about University Settlement, visit www.universitysettlement.net.



Martha Weber
Course Evaluation
Coordinator



Veronica Hardy
Coordinator
Research Courses

Upcoming Events—Mark Your Calendars



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| June 25, 2008 | CCLCM Annual Faculty Retreat |
| June 25, 2008 | CCLCM Annual Faculty Appreciation Reception |
| July 10, 2008 | Class of 2013 Begins |

Cleveland Clinic Lerner College of Medicine
9500 Euclid Avenue/NA24
Cleveland, OH 44195
(Phone) 216.445.7435 or 800.745.7438
(Fax) 216.445.7442
Email: cclcm@ccf.org
Contact: Debbie Schuster, schustd@ccf.org
<http://www.clevelandclinic.org/cclcm>