Cedar Point event planned for August 9th

The last event in our Summer Preceptor Appreciation series is a day at Cedar Point. Join your peers, faculty, and staff from the College of Medicine August 9th in Sandusky. Hours for Ohio's number one theme park on Lake Erie are 10am - 11pm. We expect a group of about 200 preceptors and family members for the rides, shows, and all the fun things Cedar Point has to offer.

At 2:30 a picnic lunch will be provided in the Coral Courtyard at Cedar Point. At that time, brief comments will be given by members of the College of Medicine administration.

Preceptors can request their complimentary tickets to Cedar Point until July 21. For this family fun event, we are offering up to 4 tickets and lunch.

For additional information and to RSVP, please call Diana Bahner, (614) 292-2998. For complete Cedar Point information, go to http://www.cedarpoint.com/

New CEO brings wealth of experience to OSUMC

Steven Gabbe, M.D., earned his medical degree with Alpha Omega Alpha honors from Cornell University Medical College. He was a medical intern at New York Hospital, a research fellow in reproductive medicine at Boston Hospital for Women and a research fellow in biological chemistry at Harvard Medical School before completing his residency in obstetrics and gynecology at Boston Hospital for Women and a clinical fellowship in obstetrics and gynecology at Harvard Medical School.

Dr. Gabbe served on the obstetrics and gynecology faculties of the University of Southern California, University of Colorado School of Medicine and University of Pennsylvania School of Medicine before joining The Ohio State University College of Medicine in 1987 as professor and chair of Obstetrics and Gynecology. He was named chair of Ob/Gyn at the University of Washington Medical Center in 1996 and dean of the Vanderbilt University School of Medicine in 2001.

At Vanderbilt, Dr. Gabbe increased National Institutes of Health grant funding by 77 percent, and he increased the number of faculty by 66 percent, to more than 1,800.

Dr. Gabbe is one of the world's leading experts on the complications of diabetes and pregnancy, the author of more than 160 peer-reviewed papers and senior editor of the leading textbook in his field, Obstetrics: Normal and Problem Pregnancies. He has held leadership positions with the Association of American Medical Colleges and National Institutes of Health, is co-chair of the Liaison Committee for Medical Education and is a member of the Institute of Medicine.

Dr. Gabbe arrives at Ohio State's Medical Center as plans are progressing for the largest physical expansion project in its history. The $1 billion project, with planned completion in 2016, will position Ohio State to become a top-20 academic medical center in research, education and patient care.
Time Efficient Teaching Strategies

The key to teaching students in the ambulatory setting is effective time management. Here are some strategies that have worked for me and others.

**Orientation**
Take a few minutes on the first day of the rotation to orient the student to the flow in your practice – where the schedule is, how you know a patient is ready to be seen, how much time is available for typical visit types, etc. Clearly state if and when a student can step in and help with flow.

**Focus/Time Limits**
Students often do not yet know how and when to focus their histories or exams. Tell the student exactly how to focus and give her explicit time limits. The ability to appropriately focus is key to managing time in the ambulatory setting.

**Time to Think**
Third-year and even fourth-year students need time to think. But you do not need to slow to their pace. Try picking out three or four patients each half day from whom the student can best learn. Have him complete specific tasks related to patients he sees. You can see additional patients without him while he completes these tasks.

Use prompts as another way to ensure that students efficiently learn key aspects of their patients. Some examples of prompts to focus the student's thought process follow.

- **Mr. W is here with a back injury. You have ten minutes to obtain a detailed history of his complaint. Make certain you cover the mechanism of injury, associated symptoms – especially neurological, occupational, and functional. You do not need a full review of systems or family history. We will do the exam together.”**
- **I want you to read about common side effects of beta-blockers and tell me how you would counsel patients starting this medication.”**
- **The patient asked about prevention of osteoporosis. I want you to look over the patient education material that we gave her and tell me what key points you would emphasize.”**
- **Before we see this patient, I want you to review how to do a diabetic foot exam.”**

There are a number of ways to incorporate teaching in the office setting without upsetting the office flow, while also preserving learning opportunities for the students. No doubt our readers have developed other strategies as well. We'd love to hear about them.

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**Allison Macerollo, M.D. recognized as Preceptor All Star**

Allison Macerollo, a family physician at OSU East is the most recent addition to the Preceptor All Star list.

The All Star distinction is driven by student evaluations. One of her students described Dr. Macerollo as a very caring, compassionate physician who was “very concerned with my experience as a student, providing opportunities for growth.”

The pessimist complains about the wind; the optimist expects it to change; the realist adjusts the sails.

-William Arthur Ward

**Student Voices**

I enjoyed not just being told the answer, but given the opportunity to try to find it out myself.

As a third-year student it is difficult to recognize brand names of drugs, as they were not emphasized during med 1 and med 2. My only suggestion is explaining what the drug’s action/class is so that future students do not spend too much time looking up drug names/actions and instead are able to focus on the patient management.

I would suggest that my preceptor continue to assign students “homework” articles to read and report on.