Curriculum Change Impacts Community Preceptors

In July 2006, the Ambulatory Clerkship will change from the present 12-week block to an 8-week block that includes Family Medicine and an elective. The 4-week Internal Medicine ambulatory rotation will move to the fourth year.

The effect of the curriculum change for our General Internal Medicine preceptors is a one-year hiatus from taking OSU students. In July ‘07, the Internal Medicine rotation resumes as a fourth-year required month. Family Medicine preceptors will continue to work with third-year students.

During the transition year all preceptors will continue to receive communications from the College of Medicine including the new electronic newsletter, PDQ, news about recognition events, preceptor faculty development programs, and a Fall 2006 CME program. We will also continue to arrange brief site visits as another means of keeping you updated and saying thanks for your involvement in teaching.

Golf, Casino, and Dinner: The Spring Recognition Program Set for May 19

This annual Buckeye-inspired event has quickly become a tradition for community preceptors around the state. This year’s event takes place Friday, May 19 at the beautiful Darby Dan Farms, the John W. Galbreath family estate, located a few miles west of Columbus.

Since 1999, the Spring Recognition Program has been a day-long opportunity for the College of Medicine to say thanks for the enormous contributions community preceptors make to medical education. If your schedules permit, preceptors and their guests are welcome to join us at 2 pm on the Darby Dan golf course. Otherwise, the event will begin at 5:30 pm in the main house on the property with Casino night activities. At 7 pm there will be a brief awards ceremony followed by dinner. A drawing for a number of great prizes, including a weekend package to any one of Ohio’s state park resorts, will end the evening.

Invitations were sent to our active preceptors and other supporters of community-based teaching. RSVPs are due May 5. We hope to see you there. Dress for the evening is casual. For questions about the event, please contact Diana Bahner, at (614) 292-2998.
Preceptor All Stars

Monique Boezi, Columbus
Joseph Caldwell, Chillicothe
Steven Connolly, Massillon
Maria Conroy, Reynoldsburg
Lynn Chismer, Lorain
Steven Deavers, Columbus
Brian Donelan, Akron
G. Scott Drew, Marion
Pat Eckler, Columbus
Robert Ecker, Columbus
John Eyre, Westlake
Vida Farhangi, Miamisburg
Ron Frazier, Bucyrus
Ralph Gebhart, Washington CH
Bill Gegas, Columbus
Gregory Gerschutz, Findlay
Paul Grandinetti, Columbus
Roy Harris, Bucyrus
Joseph Herson, III, Columbus
Ted Herwig, Westerville
Mark Hodges, Washington CH
Nishit Jhaveri, Columbus
Jerry Kunz, Jr., Chillicothe
Kenneth Leopold, Marietta
Joseph Linscott, Marysville
Randy Longenecker, Bellefontaine
Scott Merryman, Worthington
Richard Oberlander, Columbus
David Parrett, Zanesville
Anil Paul, Mansfield
Robert Morrison, Xenia
Mark Piacentini, Prospect
Douglas Pope, Lancaster
Elizabeth Prosser, Louisville
Neil Richard, Westerville
Mark Roth, Bedford
Paul Ruff, Lancaster
Jeff Satchwell, Wilmington
David Scooggins, Lancaster
Rustum Shahzad, Chillicothe
James Soldano, Columbus
Frederick Specht, Akron
Alan Steginsky, Columbus
David Subich, Mansfield
Suellywn Stewart, Columbus
John Surso, Medina
Jay Wallin, Columbus
Walt Wielkiewicz, Zanesville
Glen Williams, Worthington

*based on student evaluations submitted 1/05-3/06

The hardest conviction to get into the mind of a beginner is that the education upon which he is engaged is not a college course, not a medical course, but a life course, for which the work of a few years under teachers is but a preparation.

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P4P/EHR Program Coming in September

The Community Preceptor Advisory Committee is planning a free CME program on the closely related topics of pay for performance and electronic health records. The program will utilize OSU’s MedNet 21 technology, making it available both live online and via video on demand. The live program will take place Wednesday, September 20, 12-2pm. After that date, the content will be available for viewing at the convenience of our community preceptors. Additional details will be provided in the months to come.

Q&A With Brian Donelan, MD, Akron

Brian Donelan has been precepting OSU third-year students since 1999. Last Spring he was recognized as the 2005 Ambulatory Clerkship Preceptor of the Year. We spoke with Dr. Donelan recently about his thoughts on teaching medical students.

Q: What does it take to be an effective preceptor?
A: For me, the most important quality is patience. My natural tendency is to jump in when I see a student fumbling with an aspect of patient care. However, my students learn far more if they have to work through problems themselves. Giving student room to learn and grow throughout the day can mean more hours at the office each day, but seeing their progress makes investing the extra time worthwhile.

Q: Why did you become a preceptor?
A: It is the duty of each and every physician to provide education and guidance to physicians-in-training. We must take the time to share our knowledge and experience with students if we hope for them to become excellent practitioners of medicine. As practicing physicians, it is imperative that we stay up to date on the latest information. Students keep me on my toes so I am continually learning as well.

Q: What are the rewards of teaching?
A: Students are enthusiastic, eager to learn and idealistic. It is too easy to lose these qualities as we become older. Working with students on a daily basis keeps me young academically and acts as a buffer against becoming jaded and cynical. Students brighten my day and remind me why I chose to become a physician.

Student Voices

“Dr. [ ] expects the medical student to think critically and logically about the physical findings and come up with an idea of what is going on, not solely relying upon labs or further testing to diagnose disease.”

“Dr. [ ] was an excellent teacher. He allowed me the freedom to develop my own treatment plans and then he would clearly explain why he did or did not agree. This technique allowed me to develop the knowledge and confidence that I will need as I continue my medical career.”

“She taught clinical knowledge and skills in a very constructive manner, and allowed me to have many opportunities to work one-on-one with patients to develop history taking skills, physical exam skills, as well as diagnostic reasoning. Her methods of teaching are not intimidating; rather, she inspires the student to learn.”