Words From The Executive Associate Dean
Kenneth E Olive, MD FACP

The Liaison Committee for Medical Education (LCME) is the accrediting body for medical schools in the U.S. and Canada. Quillen is a fully accredited medical school and at the end of a seven year cycle we are being re-evaluated in 2011. The reevaluation to determine our compliance with the accreditation standards is a very involved process.

The LCME accreditation standards are grouped into five major categories: institutional setting (standards IS-1 through IS-16), educational program for the MD degree (standards ED-1 through ED-47), medical students (standards MS-1 through MS-37), faculty (standards FA-1 through FA-14), and educational resources (ER-1 through ER-12). These 126 standards are the basis on which our accreditation is determined. Since the LCME is primarily concerned with medical student education it is no surprise that two-thirds of the standards are related to the educational program for the MD degree and medical students. The complete list of standards can be found at: http://www.lcme.org/functions2010jun.pdf. I would encourage you to review them at some point to help you better understand what the LCME expects.

This reevaluation begins with our performing a detailed self-study in which we look at our own institution and make an assessment of how well we think we meet the standards. Part of this is assembling a complex database describing all aspects of our institution. Preparing the database and participating in self-study committees will be an activity in which many of us participate. Our medical students will also perform an independent student analysis. The database preparation and self-study will take almost a year to complete and comprise over 1000 pages.

Once the database and the self-study are prepared and submitted a team composed of five members makes a site visit to our institution. The team consists of a member of the LCME Secretariat, and senior administrators/faculty from other medical schools. The typical site visit begins Sunday evening when the visiting team meets with the dean and concludes Wednesday afternoon with an exit conference with the dean and university president.

Many people meet with the site visitors, usually in small groups. Groups will include junior faculty, senior faculty, course directors, chairs, pre-clinical students, and clinical students. Students will be involved in leading tours of classrooms, labs, study areas, library, and hospitals. Meeting with learning resources staff, student affairs staff, academic affairs staff, admissions and financial aid staff, and finance and administration staff will

Continued on page 2
Words From The Executive Associate Dean cont’d

also be part of the visit. Issues related to student health and student counseling will be addressed. Graduate student education and research are addressed including funding, scholarly productivity, and health of the research enterprise. Finally institutional faculty issues such as promotion and tenure policies, faculty development, and faculty governance will be addressed.

As you can see this process will require a concerted institutional effort with a role for many people from throughout the Quillen community.

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Our success in accomplishing our primary educational mission has been highlighted in two recent independent publications. The April 2010 issue of Academic Medicine published an article entitled “Which Medical Schools Produce Rural Physicians? A 15-Year Update”. The authors performing the analysis are from the University of Washington. They identified 23% of Quillen graduates practicing in rural areas in 2005. This placed us at number 12 on the list of all allopathic and osteopathic schools nationally and number 9 among allopathic schools.

A separate publication in the June 15, 2010 issue of Annals of Internal Medicine is entitled “The Social Mission of Medical Education: Ranking the Schools”. With 53.5% of our graduates practicing primary care, we were highest in the nation. 32.7% of our graduates practice in health professions shortage areas placing us at number 12. This is discussed in greater detail in the article on page 3.

These two independent data sources indicate that we are a leader in the nation in fulfilling our mission of producing primary care physicians who practice in rural and underserved areas!

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“Medical Mystery of the Week” is now CME accredited. Participating physicians can receive up to 1.0 hours of credit.

**Medical Mystery of the Week**

J. Kelly Smith M.D.

The Office of Academic Affairs is pleased to announce that their web site “Medical Mystery of the Week” is now CME accredited. Participating physicians can receive up to 1.0 hours of credit depending on the amount of time spent in researching the cases.

For the past year, medical students participating in the Medical Mystery site have the opportunity to compete for an Osler Award, which is issued at the end of the academic year to the student in each class that has accumulated the most credits. One or two credits are given depending on the accuracy of the student's diagnosis. The award includes a one year subscription to the New England Journal of Medicine.

Since April 2009, there have been 52 new Mystery cases, many accompanied by videos and sound. The site is unique in that it emphasizes bedside clinical skills, particularly the pathophysiological basis of the Medical Mystery Case's physical findings.

In keeping with the realities of medical practice, it does not provide a multiple choice list; participants must use their own knowledge base (which may require expansion via a literature research) to conclude the correct diagnosis and decide which treatment and/or further diagnostic testing is warranted.

Over the past year, the site has had 4,054 visits (averaging 312 a month). An average of 55% of the visits came from direct traffic, 38% from referral traffic, and 7% from search engines. Visits came from five countries (USA, Canada, Belgium, Lebanon, and Vietnam).

Site traffic is expected to increase significantly with the advent of CME accreditation.

Further information about the site (http://www.etsu.edu/com/medicalmystery) is available from the Medical Mystery site editor smithj@etsu.edu.
**WELCOME TO ACADEMIC AFFAIRS**

**Quillen First in Producing Primary Care Physicians**

A new study by a renowned professor of health policy ranks East Tennessee State University's James H. Quillen College of Medicine as the top school in the nation for producing primary care physicians and 12th among U.S. medical schools on a “social mission” scale.

Dr. Fitzhugh Mullan, the study’s lead author, is a professor of health policy at George Washington University’s School of Public Health and Health Services and the author of several books on medical practice and U.S. health policy. Formerly the U.S. assistant surgeon general, Mullan and researchers at George Washington examined the record of 141 medical schools in the United States and Puerto Rico in graduating physicians who will be able to meet the primary health care needs of an expected influx of newly insured patients.

The study, which is published in the June 15 edition of the journal *Annals of Internal Medicine*, assigned a score to all medical schools based on their ability to meet a “social mission” defined by these criteria: producing physicians who practice primary care, who work in underserved areas, and are minorities.

The study showed that 53.5 percent of Quillen graduates went into primary care practice. ETSU and East Carolina University were the only two medical schools with more than half of graduates practicing primary care.

The findings bring attention to the role that medical schools play in determining the makeup of the U.S. physician workforce, Mullan said.

"Where doctors choose to work, and what specialty they select, are heavily influenced by medical school," said Mullan, a pediatrician who is also a professor of medicine at George Washington’s medical school. “By recruiting minority students and prioritizing the training of primary care physicians and promoting practice in underserved areas, medical schools will help deliver the health care that Americans desperately need.”

The Quillen College of Medicine is consistently ranked high among medical schools for producing primary care physicians and for its rural medicine programs. Last month and for the second consecutive year, the American Academy of Family Physicians recognized Quillen as one of the top 10 schools in the nation for producing family medicine physicians. In April, *U.S. News & World Report* listed ETSU as sixth in the nation for rural medicine training.

“It’s exciting when Quillen is recognized for staying true to its roots,” said Dr. Philip C. Bagnell, dean of the College of Medicine. “A physician can experience a high degree of professional self-satisfaction practicing medicine in a rural community, and our curriculum is designed to illustrate that to our students.”

Key findings from the study include:
- Public medical schools graduate higher proportions of primary care physicians than their private counterparts.
- Historically black schools have the highest social mission rankings.
- Meharry Medical College, located in Nashville and one of the nation’s leading schools in producing African American physicians, had the second highest social mission score, making it and Quillen the only two Tennessee schools in the top 20.

**Faculty Awards**

Dr. Jill McCarley received the Leonard Tow 2010 Humanism in Medicine Award. McCarley is an assistant professor with the ETSU Department of Psychiatry and Behavioral Sciences.

The Dean’s Distinguished Teaching Award in the Basic Sciences was presented to Dr. David A. Johnson, professor and deputy chair of the Department of Biochemistry and Molecular Biology.

Drs. Mary A. Hooks and Fred E. Hossler each received two awards. Both received the Lamp of Learner Award as faculty hoods for the Convocation Ceremony. Hooks received the Faculty Gender Equity Award for Clinical Sciences, and Hossler received the Faculty Gender Equity Award for Basic Sciences. Hooks is a professor of surgery and Hossler is a professor of anatomy and cell biology.
The Academic

LCME Visit
The site visit for our accreditation survey has been tentatively schedule for September 18-21, 2011.

Faculty Focus

“It was truly an honor to receive the Dean’s Basic Science Teaching Award at the May 2010 Medical Student Convocation” notes Dr. David Johnson. Dr. Johnson came to ETSU in 1978 to help found the COM. Because he taught about proteins, he presented the first lecture when medical classes started in August.

“My expectations when I came here were to establish an independent research program and to teach well. That was before the personal computer was invented and lectures were written on the chalk board. Grants had to be written in longhand, typed, reviewed and edited before submission.”

Things have changed. In 1985 Dr Johnson took a three month sabbatical at Strangeways Laboratory in Cambridge, England. This trip resulted in Dr. Johnson giving invited seminars in Cambridge, Cardiff, and Basel.

“I have almost always been rated by the medical students as a good teacher and I consider medical student teaching very important. My notes and Power Points are updated every year and many of my exam questions include clinical vignettes.”

Dr. Johnson revealed that at one point in his career, a change occurred in his teaching attire. When he turned 60 he began wearing bow ties for three reasons.

1. He liked their look.
2. He had heard that the readers of the news on BBC radio used to wear tuxedos because they did a better job if they looked like professional performers.
3. He liked comic strips and several of his favorite characters wore bowties; Dagwood, The Born Loser, Garfield’s John and Mickey Mouse.

To receive the Dean’s Distinguished Teaching Award, a faculty member must have excelled in their chosen field. Equally important, they have been generous with their time and expertise, have been an outstanding colleague for fellow faculty members and have served as a wonderful role model for our students. Their daily activities serve as a reminder why each of us elected to pursue academic careers.

Congratulations, Dr. Johnson! Your award was well deserved.

Faculty Development Sessions

JULY

• July 1 Photoshop II 2:00—3:30 Stanton Gerber Hall Computer Lab. Limited seating. Registration required.

• July 8 Photoshop III 2:00—3:30 Stanton Gerber Hall Computer Lab. Limited seating. Registration required.

• July 12 — 15 PowerPoint 9:30 — 11:00 or 2:00 — 3:30 Academic Affairs Computer Lab. The first class July 12 will be PowerPoint I. All other sessions will be PowerPoint II. Limited seating. Please call to register.

• July 26 Depression in Medical Students at 1:00 presented by Ramsey McGowen, PhD. Stanton Gerber Hall Room C002.

AUGUST

• August 3 — Special Simulator Session for Faculty hired within the last 2 years 9:00 — 10:00. Presented by Dr Martin Eason.

SEPTEMBER

LEARNING RESOURCES (Medical Library). Presented by Biddanda (Suresh) Ponnappa. Academic Affairs Conference Room

• September 1 — Intro to Library Services 2:00 — 3:30

• September 8 — Ref Works 2:00 — 3:30

• September 22 — PubMed 2:00 — 3:30

To register or for more information please call Sandy Greene in the Office of Faculty Development at 439-8002.
Faculty Education Publications and Presentations

Publication:


Oral research presentation:

Ali J, Dunn JA, Eason MP, Drumm JL. Comparing the Simulator with a Live Patient Model in the ATLS Initial Assessment Station. 5th Annual Academic Surgical Congress, Quick-Shot Mini-Oral presentation, San Antonio, TX, February 3-5, 2010.

Research Posters:


Educational workshops:


Stockwell GF, Fox B, Eason M. Using the Human Patient Simulator to Address the ACGME Core Competency Requirements. 42nd Society of Teachers of Family Medicine Annual Spring Conference, Denver, CO, April 29-May 3, 2009.

If you have received educational awards or have presented or published educational research, please let us know for recognition in future issues of The Academic.

Did you know:

Laughing lowers levels of stress hormones and strengthens the immune system.