

## MESSAGE FROM THE VICE DEAN

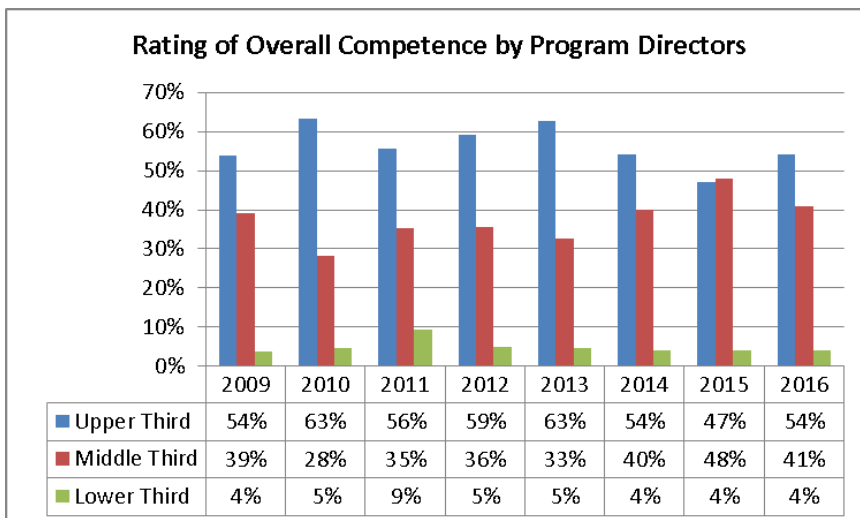


Imran Ali, M.D.

Dear Medical Students,

The Department of Medical Education and Office of Student Affairs are teaming up to enhance the career advising curriculum. We are cognizant of the pressures associated with residency placement and the OSA has developed and implemented plan to meet with all M3s to streamline the electives and residency placement processes. Additionally, clerkship and program directors are available for any of your queries early in your medical school curriculum (M1 or M2) or during the clinical years (M3 and M4). List of clerkship and program directors is available (see attached last page). Please feel free to reach out to them at your convenience for career advising and related questions. Additionally, earlier clinical experience is being built into the new curriculum allowing for early exposure to clinical faculty and related activities allowing for medical students to gain some experience in their discipline of interest. The following graphic shows that our graduates are rated in the top third by majority of PDs consistently!

We are also working on numerous curricular initiatives including refining the foundational science curriculum, enhancing the standardized patient related activities, as well as clinical experiences in the third year and greater integration of foundational science curriculum/simulation in a new course for current M2s at the end of their third year. More information to follow. Your success is our number one priority!



2019-2020 M4 dates will be published following review by the curriculum committees, in the next month or so.

## ACADEMIC AFFILIATION UPDATE



### OB/GYN Academic Offices Move to ProMedica Toledo Hospital

With the OBGYN medical student rotations primarily housed at Toledo Hospital, the UT Department of OBGYN academic offices have relocated from the Ruppert Center to the 3<sup>rd</sup> floor of the hospital. The goal is to allow for easier student access and availability to the educational leadership, faculty, and staff including Dr. James Van Hook (Chair) and Dr. Catherine Van Hook (Clerkship Director).

### New Anesthesiology Critical Care Fellowship Approved

The Accreditation Council for Graduate Medical Education (ACGME) has approved a new Anesthesia Critical Care fellowship at UTCOM. Dr. Tom Papadimos, Professor of Anesthesiology and Associate Dean for Interprofessional and Immersive Simulation, will serve as program director. Occurring at Toledo Hospital, this will also enhance elective rotations for our medical students interested in this field, and provide an excellent fellowship for them to consider for their eventual training.

### Student Rotation Transitions to ProMedica Toledo Hospital

In preparation for students to have clinical experiences at Toledo Hospital this academic year, teams with representatives from both UTCOM and ProMedica are hard at work planning and implementing new rotations at this site. This year's integration included continued student transitions in internal medicine and surgery, as well as new teaching teams established in neurology. We will continue to monitor the learning environment to ensure high quality rotations for our students!

## ACADEMIC AFFILIATION UPDATE (con't)

Students on Toledo Hospital rotations, please remember that scrubs should be returned at the end of your rotation for laundering; they should not be laundered at home. M4s who have completed rotations at Toledo Hospital will need to return any outstanding scrubs as soon as possible as all scrubs will need to be accounted for prior to graduation.



2 LT Nathan S. Mercer, M4

2LT (2nd Lieutenant) Nathan S. Mercer is a 4th year medical student in the US Army Health Professions Scholarship Program. On December 13, 2017 he successfully matched into the Internal Medicine Residency Program at the Madigan Army Medical Center on Joint Base Lewis-McChord in Tacoma, Washington.

Also, as a fun fact, this is the hospital that he was born at and will be returning to his birthplace for Residency!



2 LT Nathan S. Mercer, M4 being sworn in at his officer commission ceremony in 2014 by his mother, Lieutenant Colonel Peggy Woods, a retired army nurse.

## The Interprofessional Approach to Patient Care Program

The University of Toledo has been an innovative leader in addressing interprofessional education for health sciences students. Both faculty and students have presented information at national conferences based on UT's IPE activities. Interprofessional education is an accreditation requirement for medicine and for many of the health professions, so in 2014, based upon the results of a 2013 pilot and a mandate from the President and Health Sciences Deans, the University of Toledo implemented a large-scale required interprofessional education (IPE) program involving 8 health professions (with an additional 2 professions enrolling elective students). Professions involved include: medicine, nursing, occupational therapy, pharmacy, physical therapy, physician assistant studies, respiratory care, and speech language pathology; public health and social work students are electively enrolled.

The program is in its fourth year as a required course with 585 students enrolled and facilitated by an interprofessional (IP) team of faculty. Fall Friday afternoons are set aside for IPE across the campus with students being assigned to one of 48 small IP teams with 12 students/team. The course is experiential, case-based and includes simulations. Components of the course include: interprofessional (IP) team simulations, team communications, standardized patient interviews, IP care planning exercises, vital signs/assessment skills training, social determinants of health, roles and responsibilities, and a hands-on session focused on patient safety hazards.

In the Spring semester, a "passport/portfolio" approach is employed which tracks students' involvement in IPE activities and allows them time-flexible choices. Most professions require students to conduct one interprofessional simulation in which students work in an IP team to participate in a simulation with a high-fidelity simulator. Students manage one case and observe/critique another. Example scenarios include a patient with breathing problems, heart problems, or injuries from an accident.

In addition to the interprofessional simulation, students choose one other interprofessional activity from options such as: Writing Mentor Program with Rogers High School, Team Conferences at Rehabilitation Hospital of NOW, Multidisciplinary Trauma Care Conferences at UTMC, Team Conferences at Senior Behavioral Health, IPE Escape Room Challenge, Human Trafficking sessions, Cost of Poverty Experience (COPE), Impede the Bleed hands-on sessions, Save a Life! Naloxone Training sessions, and Health Behavior Change (online) module.

**So why is IPE important? Aside from fulfilling an accreditation requirement, the main reason is to enhance patient care and the patient care experience.** The goal of the program is for students to gain an understanding and appreciation of the roles and scope of practice of different professions; the impact of "team" on patient care and quality improvement; and the importance of the IPEC Core Competencies. Effective teams have been shown to improve patient care – so UT wants to prepare its students to be high functioning team members.



## Gross Anatomy Laboratory Is Alive and Well!

We have just completed the first laboratory experience for musculoskeletal system (MSK) of dissection laboratory (EXPERIENTIAL LEARNING) for the new curriculum. With this new curriculum, there has been a blending of the old with the new. We have maintained student led dissection with a few new wrinkles. We have made it our goal to ensure that the basic science material is linked to clinical concepts that will be of benefit in the student's longitudinal learning. This approach also assures that the information to be studied will be relevant to both the course material as well as the STEP 1 examination. It is our desire for the students to feel more engaged in the learning process and to value the time that is spent in the gross anatomy laboratory.

In order to achieve these goals, we have put much effort into providing quality prosected specimens that will be used in conjunction to the student dissection. We are grateful to the faculty and students that have contributed to this effort. We would especially like to thank all of the M2 students from this past summer's preceptorship program that produced many of the prosections that will be used in the new curriculum. We would also like to thank Dr. Carlos Baptista for his time and expertise in continuing to provide plastinated specimens through the Plastination Laboratory right here on the UTCOM&LS campus.

We would be remiss without acknowledging the efforts of Vipul Shukla, graduate assistant, for all of his time and dedication to the plastination laboratory - as well as to the gross anatomy program. We wish him well in his new career path.

We are also committed to providing other avenues for learning the gross anatomy material outside of the gross anatomy laboratory. Utilizing the state-of-the-art Simulation Center, we are utilizing 3-D imaging and computer programs to provide visual presentation of many key features of human body within the in-class sessions. In addition, we are beginning to utilize the BodyViz program to provide 3-D constructed CT and MRI images and videos of the human body to further aid in the learning modules, in the classroom, and in the laboratory.

The gross anatomy faculty and staff are extremely excited about the future of gross anatomy instruction at UTCOM&LS. We believe that we are at the "cutting edge" (no pun intended) of gross anatomy instruction that further promotes our position as a leader in medical education.

Sincerely,

Bill Frank, DC  
Assistant Professor  
Department of Medical Education/Neurosciences



## MULFORD LIBRARY NEWS



If you are preparing to do your first literature review or search, the process can seem overwhelming. Meeting with a library staff member can assist you in breaking down the steps of a literature review, determining keywords and MeSH terms, and also get the project moving forward.

Feel free to contact the library today and schedule a time to discuss your potential project and literature review: Margaret Hoogland (College of Medicine Library Liaison - 4th Floor of the Mulford Building)

**Phone:** 419.383.4214

**Email:** [margaret.hoogland@utoledo.edu](mailto:margaret.hoogland@utoledo.edu)

**Office Hours:** 8:30-5 pm Monday-Friday

Literature Searches or Literature Reviews: [http://libguides.utoledo.edu/medicine/literature\\_search](http://libguides.utoledo.edu/medicine/literature_search)

## UpToDate App at The University of Toledo

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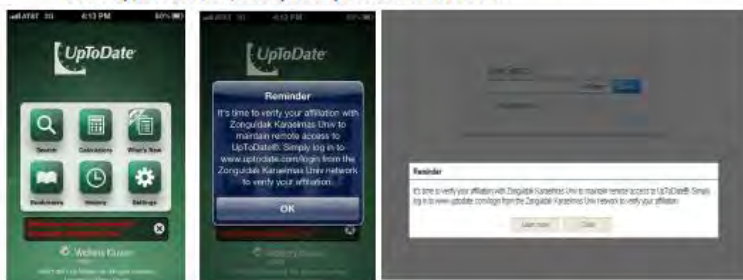
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5. Every 90 days renew access by signing into UpToDate via the Mulford library homepage (<https://www.utoledo.edu/library/mulford>) on your personal device.

### 90-Day Verification of Your Affiliation

Use UpToDate from the Mulford Library home page (signed in with your personal UpToDate account) at least once every 90-days for automatic verification of your affiliation with The University of Toledo. In-application & email messages will remind you to log into UpToDate from the Mulford Library, if you haven't done so in 90-days. You must log-in **every 90-days** to maintain access to the UpToDate app.



**Questions?** Contact UpToDate by emailing [customerservice@uptodate.com](mailto:customerservice@uptodate.com) using the subject line **UpToDate Anywhere**, or call 1-800-998-6374 or The University of Toledo IT on the Health Science Campus (419) 383-2400 or on Main Campus (419) 530-2400.

**The University of Toledo**  
**Residency/ Fellowship/ Clerkship Contact Information**

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|---|----------------------------|--|--------------------------------|--|
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