

Preceptor Pipeline

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SAVE THE DATE!

Dartmouth's First Annual Primary Care and Education Conference

September 12-13, 2008
DHMC in Lebanon

Mark your calendar for September 12-13 to attend Dartmouth's first **Primary Care and Education Conference**. The conference, sponsored in conjunction with the Dartmouth COOP, will feature highly interactive, mentored and simulated experiences. It will not be your grandmother's CME, so plan to use your vouchers for this exciting event!

Featured Conference Speaker: Elliott Fisher, MD, M.P.H.

Dr. Fisher is Professor of Medicine and Community and Family Medicine at Dartmouth Medical School and Director of the Center for Health Policy Research in the newly established Dartmouth Institute for Health Care Policy and Clinical Practice (TDI, formerly CECS). His topics will

include national health trends and the future of primary care.

More details about the conference will be available soon, so watch for future mailings. Contact Karen Schifferdecker for more information:

(Karen.E.Schifferdecker@Dartmouth.edu)

PRECEPTOR NEWS

Profile: Dr. Jan McGonagle

Dr. Jan McGonagle is a pediatrician in general practice with Just So Pediatrics in Brattleboro, Vermont. After she earned her MD from the University of New York, she continued at the University of Colorado, specializing in pediatrics. She always wanted student teaching to be part of her life, so when she accepted a job with Dartmouth's Clinic in Keene 12 years ago, she made sure that student teaching was part of the package.

Dr. McGonagle, who is highly rated by students, works with students three times a year. Each time she begins a session, she meets individually with the student and has him or her address personal strengths and weaknesses. The student then outlines personal goals for the pediatric clerkship. By facilitating a student-directed program, she finds that the student is more invested in learning. In addition, Dr. McGonagle doesn't waste time focusing on areas with which the student is already comfortable.

"Keeping your options open when dealing with individual students is very important," McGonagle stated. "If you find what

motivates that student, you'll be able to teach more effectively."

Working as a preceptor has allowed Dr. McGonagle to help students learn how to take complex medical subjects and make them understandable to patients. She also works to further their skills in listening to patients so they become better diagnosticians. She takes each student to Cedarcrest Center, a pediatric long-term care facility (LTCF) in Keene, and exposes them to children with complex medical issues, severe disabilities and chronic illnesses. She is able to teach the students ways to coordinate care for these patients, involving a number of disciplines. Students repeatedly comment positively about their experiences at the LTCF and the extent of their patient care familiarity.

While students learn a great deal from their preceptor, Dr. McGonagle also enjoys sharing in the learning experience. She finds that many of her patients have more tolerance and patience with student doctors than would be expected. Her patients are very interested in helping student doctors become *better* doctors.

When she's not caring for patients or teaching students, Dr. McGonagle and her husband of 20 years, Dean Dorman, spend time with their three children: Anna (15), Maxwell (12) and Jonathan (10). In the winter you might find them on the slopes, while in summer months you will find them near water. Year-round, however, music fills their home. Dr. McGonagle plays the flute and piano, among other instruments.

OCER NEWS

CPEB Welcomes New Members

The Community Preceptor Education Board (CPEB) welcomes two long-term preceptors to the board: Dr. John Glick from Brattleboro, VT and Dr. Ken Dolkart, formerly from Nashua, NH and now serving at DHMC in Lebanon, NH. For more information about the CPEB, see <http://dms.dartmouth.edu/ocer/education/cpeb/>

Article Review

In the January 23, 2008 (Vol 299, No. 3) issue of the JAMA, David C. Goodman, MD, MS (Professor in the Dartmouth Institute for Health Policy and Clinical Practice) and Kevin Grumbach, MD ask the question: **Does Having More Physicians Lead to Better Health System Performance?**

Goodman's and Grumbach's findings discuss the differences in physicians per capita vs. patient needs and how there is a pattern of "inverse care law," whereby regions with greater need actually have lower per capita physicians.

"...research shows a weak link between patient outcomes and physicians per capita, with the exception of studies of primary care physician supply...One of the most durable findings from studies of physician supply is that populations tend to do better in regions and health care systems emphasizing primary care."

The research suggests that lower-cost care with better outcomes is achievable in health systems where the foundation of care is primary care.

"In these primary care-oriented systems and regions, Medicare beneficiaries have fewer specialists involved in an episode of care and more visits with primary care physicians, spend fewer hospital days in intensive care, and have lower health care costs."

For more information about the Goodman/Grumbach article, you may view the article in its entirety at <http://jama.ama-assn.org/>.

Kudos to CLIPP

The Computer-assisted Learning in Pediatrics Program developed by Norm Berman, MD and Leslie Fall, MD at DMS has been awarded the 2008 Academic Pediatrics Association Outstanding Teaching Award. For more information about CLIPP, see <http://www.clippcases.org/>

TEACHING TIPS

Five-step Method for Teaching Clinical Skills

In their article, A Simple Five-step Method for Teaching Clinical Skills (Family Medicine 2001, 33:577-8), John H. George, PhD and Frank X. Doto, MS, suggest taking the following steps:

1. Provide an overview of the need for the skill and how it is used in patient care.
2. Demonstrate exactly how the skill is performed without commentary.
3. Repeat that procedure, but describe each step.
4. Have student "talk through the skill" by detailing each step.
5. Observe and provide feedback to the student as he/she performs the skill.

For more Teaching Tips, be sure to log onto our site to review Teaching Tools & Resources:

(<http://dms.dartmouth.edu/ocer/education/tools/>)

You may also want to review the News page:

(<http://dms.dartmouth.edu/ocer/news/>)

There you will find presentation materials that include valuable information, such as the materials developed by Leslie Fall, MD and Kimberly Gifford, MD: **Teaching Physical Exam Skills to Medical Students**. This presentation, which will be

presented at a national meeting, outlines a systematic approach to teaching clinical skills, including the importance of common vocabulary; breaking complex skills into component parts; an iterative approach involving demonstration, modeling and practice; and physical exam concepts such as observation, palpation and instrument use.

GOING GREEN

The OCER would like to invite you to **OPT-IN** to the electronic form of this newsletter. If you would like to receive future newsletters and OCER announcements via e-mail in place of paper, simply send an e-mail to:

(Karen.E.Schifferdecker@Dartmouth.edu)

The Subject line should read:

OCER Email

Please include your name in the body of the email if it is not obvious from your email address. We will then put you on our electronic notification list. If we receive any "non-deliverable" messages to your e-mail address, we will remove your listing and will return to paper mailings.

UPCOMING EVENTS

For a complete listing of upcoming CME events, please log onto: (<http://ccehs.dartmouth-hitchcock.org/eventschedule.html>)

OCER Mission

The Office of Community-based Research and Education works collaboratively to produce excellence in community-based education and research through partnering with educators locally and nationally.

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