

Member Report

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Association for the Behavioral Sciences and Medical Education

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Damn the Torpedoes, Full Speed Ahead

President's Message - José L. Calderón, M.D.



What of torpedoes and speed from this famous nautical phrase that embraces bravery? First let us consider speed then torpedoes. Speed: last fall ABSAME received the equivalent of a dual overhead cam installed in its now 360 horse-power engine upgraded with a nitro booster capable of propelling the ABSAME machine from 0-60 in record time and the potential to max at 186 thousand miles per second. Take the square of the product of the latter number and ABSAME's intellectual mass and violá! Energy! Trust me, Albert Einstein, reputed to be an ABSAME member in absentia, once explained something akin to this formula in a surrealistic yet seemingly real dream I had after watching a Star Trek movie; the one where Spock tells Captain Kirk with his last dying breath that 'the good of the one does not out way the good of the many.' Now, back to speed.

Last year the Institute of Medicine (IOM) published a document that essentially mandates the inclusion of social and behavioral science courses into medical education curricula. From my computer medical education translates into undergraduate medical, graduate medical, allied health and continuing education. Indeed, the IOM mandate is in keeping with what ABSAME has known for more than a third of a century: medical schools, residency programs, schools of allied health and continuing education programs have suffered from an academic discipline culture gap: social and behavioral sciences were simply not considered as important as basic sciences,

pathophysiology and clinical clerkships in the training of healthcare professionals.

They were, at best distant cousins to their biomedical relatives not usually invited to the party. IOM saw the light (thanks to efforts like those from the esteemed Bud Baldwin) and provided ABSAME's mission with nitro boosters. ABSAME is in an incredible position to be the vanguard in facilitating the inclusion of social and behavioral science curricula in medical education and to disseminate best practices in this regard. We are poised for explosive growth. Energy will therefore emanate! After all, what other organization has focused on behavioral sciences and medical education specifically for so long? You guessed it, ABSAME!

It should be noted that the American Association of Family Practice's guideline for post-graduate education requires teaching and training by behavioral science educators in residency: kudos for them. Having trained in Family Medicine more than 20 years ago, I recall how much of a blessing it was to have a clinical social worker on our faculty. A different perspective that helped provide complete healthcare to my patients. More importantly, having a non-biomedicalist I could complain to about the medical institution not perceiving patients in the context of who they were -- a whole person -- not just an international diagnostic code to be used in calculating a diagnostic related groups (DRG's). Now all will benefit, not just the one! You go Spock!

Speed! Before our past president passed the torch on to me I saw the need, as did others, to shift the ABSAME machine into overdrive so as to ride the wave. Looking for the ultimate rush: a tube ride. Right downtown into the heart of healthcare as a whole. With this in mind the

See: **President's Message**; Page 7



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Executive Director
Mark Vogel, Ph.D.

Meet the New Board Members

James Graham, MD

Member-at-Large

James Graham, M.D. received his Bachelor of Science degree from the University of Arkansas in 1981 and his medical degree from the University of Arkansas for Medical Sciences in 1985. Dr. Graham completed a residency in general pediatrics at the University of Arkansas in 1988 and a fellowship in pediatric emergency medicine at the University of Oklahoma in 1990. He has been on the faculty of the University of Arkansas College of Medicine since 1990 where he is an associate professor of pediatrics. He has served the last 12 years as associate medical director of the emergency department at Arkansas Children's Hospital. He is board certified in general pediatrics and pediatric emergency medicine.

Dr. Graham's primary interest in medical education is the teaching of basic clinical skills to medical students. He has served as the course director for the Introduction to Clinical Medicine (ICM) 1 course at UAMS for the past 7 years. In the ICM course, students learn history taking and physical examination skills. Dr. Graham has particular interest in the teaching of doctor-patient communication skills and the promotion of attributes of professionalism. His research in medical education has involved examining methods of teaching the various clinical skills and enhancing physician patient communication. He has

added several new curricular elements to the ICM course, including modules on cultural competency, death and dying, awareness of disabilities, and trying to get students to see illness from the patient's point of view. Dr. Graham has been selected as educator of the year in his clinical department in 1999, 2001, and 2003. He recently served

as a visiting professor in medical education at Kaohsiung Medical University in Taiwan.

Patrick Hardigan, Ph.D.

Member-at-Large



Patrick C. Hardigan, Ph.D., earned both his master's and doctorate degrees at the University of Wyoming where he studied psychometrics and adult learning. Dr. Hardigan is the Executive Director for Assessment, Evaluation, and Faculty

Development and Director of the Statistical Consulting Center at Nova Southeastern University's Health Profession Division. Dr. Hardigan holds faculty rank as professor at Nova Southeastern University in the colleges of medicine, dental medicine, optometry, allied health and nursing, and pharmacy. He teaches research design and statistics, measurement, and publication skills to students across all the health professions.

Dr. Hardigan's primary research interests are in the areas of learning styles and cognitive styles and their effect on learning and behavior; education equity, social support, and building learning communities among distance-education students. He has published 45 articles and abstracts in peer-reviewed journals, presented 80 scientific papers, generated extramural grant funding, and served as a statistical consultant to professional and educational organizations. In addition to his teaching duties, as executive director Dr. Hardigan provides academic leadership to all faculty within the Health Professions. Recent accomplishments include the founding of the Center for Health Professions Research which incorporates a statistical consulting center, establishing systematic assessment efforts to improve teaching and learning within the health professions, and incorporating technology within academic assessment and evaluation.

Association for the
Behavioral Sciences
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Publisher's Note

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Joao Nunes, M.D.

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Albert Eaton, Ph.D.

Treasurer



Albert H. Eaton, Ph.D. (Al) is a native of Oregon. He completed a Bachelor of Science in Psychology at Oregon College of Education (Western Oregon University) and received a Master of Divinity from Bethel Theological Seminary-West in San Diego, CA. He holds a Ph.D. in Clinical Psychology from Fuller Theological Seminary in Pasadena, CA. Al's psychology internship was at the National Naval Medical Center in Bethesda, Maryland and he practiced as a psychologist in the Navy. Since 1997 he has been the Director of Behavioral Science at the Family Practice Residency of the Medical Center in Columbus, GA. He is also an Assistant Professor of Family and Community Medicine at the Medical School of Mercer University, and teaches Family Practice Residents and Medical Students. Al has been involved in ABSAME since 1998 and has spearheaded site selection for the annual meetings since 2002. In 2004 he added the role of ABSAME treasurer. He continues to have a personal and professional commitment to the training of complete practitioners and the development of excellence in the teaching of the behavioral sciences in all areas of medical education.

Patricia Lenahan, MA, LCSW, MFT

Member-at-Large



Patricia Lenahan, is associate clinical professor and director of behavioral medicine for the Department of Family Medicine, University of California, Irvine, School of Medicine. Ms. Lenahan directs the medical school's curriculum in diversity, human sexuality, and family violence. She received the excellence in clinical teaching award from the medical students in 2004. In addition, Ms. Lenahan teaches gerontology classes at California State University, Fullerton.

Ms. Lenahan is chairperson of the STFM group on violence education and prevention. She is a state-certified domestic violence counselor and developed a very successful ride along program for medical students and residents with the Santa Ana Police Department. An article about this program appeared in the most recent ABSAME journal.

Ms. Lenahan has written in the areas of cultural competency, sexuality, and family violence. She is an editor (along with Matthew Alexander, PhD and Anna Pavlov, PhD) of the recently published book, *Cinemeducation: A Guide to the Use of Film in Medical Education*.

New Members

ABSAME welcomes the following new members who have joined the Association in the past year (including those from the 2004 annual meeting).

Geoffrey Barnes BS - Ann Arbor, MI
Jack Bodden Ph.D. - College Station, TX
Nicole Borges PhD - Rootstown, OH
Zakaria Boshra M.D. - Los Angeles, CA
Erin A. Boyd - Ann Arbor, MI
Dana Brazdziunas MD - Maywood, IL
Elizabeth Eaman - Ann Arbor, MI
Mark Ellis M.D. - Springfield, MO
Lance Evans Ph.D. - Lubbock, TX
Ryan Fink - Ann Arbor, MI
Annette Friend MD, JD - Fort Lauderdale, FL

Kimberly Hoffman Ph.D. - Columbia, MO
Arno K. Kumagai M.D. - Ann Arbor, MI
Maria Marzan MPH - Bronx, NY
Maureen Mickus PhD - East Lansing, MI
Nancy A. Myers Ph.D. - Rootstown, OH
Dennis H. Novack MD - Philadelphia, PA
Philip Prewett - El Dorado, AK
Daniel Rohe PhD - Rochester, MN
Seth Rubin MD MSCP - Pittsburgh, PA
Margaret Schweri PhD - Breckenridge, CO
Ana Stadler MSW - Texarkana, AR
Julie Wood-Warner PhD - Kansas City, MO

Please consider extending an invitation to a colleague to join ABSAME. Most new members learned about the association through the encouragement and suggestion of an exiting member.

Member Report
Vol 35 Number 1

Now More Than Ever

Kenneth Wolf, Ph.D. – Immediate Past President



Within the past year, academic medicine has again raised the discussion of the value of teaching the behavioral and social sciences across the continuum of medical education. In March, 2004, the Institute of Medicine released its report of the behavioral and social

sciences in medical school education <<http://www.absame.org/info/iomreport.htm>>. The report included, among other topics of notice, a review of how medical schools incorporated the behavioral and social sciences in their curricula, a prioritized list of behavioral and social science topics for future consideration in the curriculum, and ways to overcome barriers to inclusion of the behavioral and social sciences into the curriculum. The report summarized: (1) The relationship of behavioral and social science factors in health and disease; (2) Why physicians need education and training in the behavioral and social sciences; (3) Current state of the behavioral

and social sciences in curricula of U.S. medical schools; (4) Conclusions and recommendations. The IOM committee that worked on, wrote, and released the report found that there was inadequate information on behavioral and social sciences curricu-

lar content, teaching techniques and assessment methods. The committee made the following five recommendations regarding medical school curricula on the behavioral and social sciences.

1. That a national database on behavioral and social science content, teaching techniques, and assessment methodologies be developed and maintained
2. That an integrated, 4-year curriculum in the behavioral and social sciences be provided
3. That a career development award strategy be established

4. That curriculum development demonstration project awards be established

5. That behavioral and social sciences content on the *U.S. Medical Licensing Examination* be increased

ABSAME maintains its founding focus on strengthening behavioral science teaching in medical schools, residency training programs, faculty development and continuing medical education, and remains committed to a model of interdisciplinary teaching and collegiality in the education of health professionals. As a national organization with a long-standing focus in the enormous relevance of the behavioral and social sciences to all levels of medical education ABSAME knows that the needs identified in the IOM report are continually reinforced and always contemporary. And indeed, as a professional association, we have remained—and plan to continue as we should—in the forefront of the discussion.

o Last year, Bud Baldwin and Steve Daugherty, led the ABSAME session at the AAMC in Washington, DC on the same topic. Over 30 attendees participated in the lively and informative session.

o This year marks the first full year of wide distribution of the *The Behavioral Sciences and Health Care*. It is truly the ABSAME textbook as it reflects the wide scope of the behavioral and social sciences in medical education and the logistic and theoretical organization of topics, the able editorial job of O.J. Sahler and Jack Carr, with section editors and chapter writers represented among and beyond ABSAME membership. You should get it at <<http://www.absame.org/pubs/books/textbook.htm>>. The text book is also supported by electronic discussion board on our website <http://www.absame.org/pubs/books/instructors_manual.htm>.

o The discussion and exchange on the foregoing continued during our 2004 ABSAME Annual Meeting in Vail, Colorado, this fall, titled *Teaching the Behavioral Sciences: Meeting the Demands of Today's Students and Tomorrow's Patients*.

The discussion of the behavioral sciences in the medical education curriculum is far from over. Questions, debates, and discussion about how to

Association for the
Behavioral Sciences
and Medical Education

Editor's Note

Ken Wolf, ABSAME immediate past president, wrote the following piece prior to the ABSAME 2004 Annual Meeting. Therefore, the piece was editorially adapted for publication in this issue of ABSAME Member Report, while painstakingly preserving its original content.

address these challenges will continue as medical educators address questions such as:

1. Is there general agreement with the findings in the IOM Report?
2. Are the recommendations of the IOM Report feasible and realistic for medical schools to fully implement?
3. What are some experiences in trying to implement curricular changes in medical education related to the behavioral and social sciences?
4. What are some strategies for implanting the recommendations of the IOM Report?
5. What resources are available to those who wish to implement the IOM recommendations?

These questions, challenges, and debates are precisely why ABSAME was founded and why it has been sustained. The release of the IOM report provides yet another opportunity for us, ABSAME members, as professionals, and for ABSAME, as an association to take center-stage. The time is now for us to lead the discussion through participation in professional activities, presentations, and publications. I can think of no better place for us to be.

I completed my term as president. Thank you all for the opportunity to serve this wonderful organization. In the 2004 ABSAME meeting, I turned over the leadership of the organization to José Calderón. I know that he will continue to keep ABSAME's place among the leading medical education organizations. He will safeguard our advocacy for teaching the behavioral sciences throughout the medical education continuum. But he can not do it alone, like I, and all who served before me, could not. ABSAME succeeds because of its members' hard work and commitment. ABSAME needs each of us to be active, spreading the word about the excellent work of the association, and the benefits of membership.

Lastly, on behalf of all the members of ABSAME, I would like to extend a huge THANK YOU to Mark Vogel, ABSAME Executive Director. Mark and his staff (Cyndee) are the breath and pulse of the association. They do the incredible work that keeps us going. Without Mark, the task of being president would be nearly insurmountable. ■