Regional Campuses and Long Distance Relationships: Making Them Work

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Regional Campuses and Long Distance Relationships: Making Them Work

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Associate Dean for Educational Affairs, USF Morsani College of Medicine – Lehigh Valley
Chief Academic Officer, Lehigh Valley Health Network
Objectives

• Understand the reasons for and nature of several long distance relationships
• Discuss what makes them work
• Identify questions and find answers for issues raised this week
10 Reasons A Long-Distance Relationship Will Work

Source: http://www.lifehack.org/articles/communication/10-reasons-long-distance-relationship-will-work.html
Making long distance relationships work

- Maintain open lines of communication
- Embrace technological advancements
- Maintain a level head and work on resolving trust issues
- Remember the reason why you formed a relationship with your partner
- Make the most of any time together
- Understand your professional goals

Source: http://www.lifehack.org/articles/communication/10-reasons-long-distance-relationship-will-work.html
Panelists

Margaret A. Hadinger, EdD, MS
Director of Medical Education
USF Morsani College of Medicine – Lehigh Valley

M. Edwyn Harrison, MD
Associate Dean for Academic Affairs
Mayo Medical School in Arizona

Joseph M. Kaczmarczyk, DO, MPH
Assistant Dean of Clinical Education
Philadelphia College of Osteopathic Medicine

Panelists have nothing to disclose.
Who We Are

- 5 Campuses
- 1 Children’s Hospital
- 140+ Physician Practices
- 17 Community Clinics
- 13 Health Centers
- 11 ExpressCARE Locations
- 80 Testing and Imaging Locations
- 13,100 Employees
- 1,340 Physicians
- 582 Advanced Practice Clinicians
- 3,700 Registered Nurses
- 60,585 Admissions
- 208,700 ED visits
- 1,161 Acute Care Beds
SELECT Foundations

Leadership

Patient-Centered Care

Health Systems

Professional Development – Formal Coaching

Emotional Intelligence

Self Awareness

Self Management

Social Awareness

Relationship Management
Year 1 Curriculum (USF- Tampa)

August-April

SELECT Doctoring I
(Preceptorships, Physical Diagnosis, Communication, Ethics)

SELECT Professional Development 1
(Evidence-Based Clinical Reasoning 1 (Evid-Based Med, Problem-Based Learning))

SELECT Prologue 1

SELECT Summer Immersion Experience

SELECT Cancer Biology

SELECT Neurologic System

SELECT Cardiovascular & Pulmonary Systems

SELECT GI, Renal, Endocrine, & Reproductive Systems

SELECT Musculoskeletal System

Break

Break

Break
Year 2 Curriculum (USF-Tampa)

- **Course 5**: Pathology, Immunology, Microbiology, Rheumatology, Hematology
- **Course 6**: Cardiology, Pulmonary Med, Nephrology, Gastroenterology
- **Course 7**: Endocrinology, Neurology, Psychiatry, Men’s/Women’s Health, Synthesis

**SELECT Prologue 2**

**SELECT Professional Development 2**

**Evidence-Based Clinical Reasoning 2**

**July-February**

**Doctering 2**

**SELECT**

Experiences for a lifetime. A network for life.™
Year 3 Clerkships (USF-LV)

- In each clerkship, 3 wk. inpatient blocks alternate with 3 wk. outpatient blocks
- Outpatient blocks clerkship related outpatient experiences and contain yearlong continuity Primary Care experiences (Family Medicine, Internal Medicine, and Pediatrics)
Year 4 Curriculum (USF-LV)

SELECT Capstone

Prologue 4 (2 weeks) -> SELECT Professional Development Coaching/Modules -> Epilogue (1 week)

Free or Elective  
Acting Internship  
Selective  
Selective  
Elective  
Elective  
Elective  
Free or Elective

Specialty Tracks

- Anesthesia
- Dermatology
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Neurology
- Neurosurgery
- Ob/Gyn
- Orthopaedic Surgery
- Ophthalmology
- Pathology
- Pediatrics
- Physical Med and Rehabilitation
- Psychiatry
- Radiology
- Radiation Oncology
- Surgery (includes Plastics, ENT, Urology)
SELECT Foundations

Leadership

Patient-Centered Care

Health Systems

Professional Development – Formal Coaching

Emotional Intelligence

Self Awareness
Self Management
Social Awareness
Relationship Management
Regional Campuses and Long Distances Relationships: Making Them Work… the PCOM Way

Joseph M. Kaczmarczyk, DO, MPH, FACOOG (Dist.)
Assistant Dean of Clinical Education
Professor, OB/GYN
Immediate Challenge: Loss of Clerkships

"Most people do not listen with the intent to understand; they listen with the intent to reply."

-Stephen Covey
Short-Term Solution: Relieve Didactic Burden

- Posted OB/GYN material online for asynchronous learning
  - Resulted in blended learning when combined with experiential learning
- Incorporated APGO resources
  - Learners and community-based educators
- Standardized for comparability across multiple geographically diverse and disparate sites
- Aligned with publically available blueprint for NBOME COMAT exam
Long-Term Solution: Core Clinical Campus (CCC)

- Proposed 50% M-3s in CCC in 3-5 yrs
  - Achieved in 2 yrs
- Embedded in one hospital system or network for M-3 with emphasis on cores
  - Option for M-4 yr
  - 5-yr AAs
  - Compensation

- CCCs:
  - Geisinger Danville
  - Geisinger NEPA
  - Reading Health System
  - LVHN (only CCC with LIC)
  - Main Line Health System
  - Einstein Health Network
  - Mercy Health System
  - Atl anticare
### Year 3 Clerkships (LVHN): LIC vs. Block

#### Inpatient Clerkships
- Neurology & Psychiatry
- Adult Medicine (Internal and Family Medicine)
- Women’s Health & Pediatric Care (OB/GYN)
- Surgical Care (Surgery, Surg. Subspecialties, GYN)

#### Outpatient Clerkships
- Adult Medicine (Internal Medicine)
- Women’s Health & Pediatric Care
- Surgical Care

#### Intro to Clerkships
- Primary Care
- Family Medicine
- Internal Medicine
- Pediatrics

#### Clerkship Schedule
- In each clerkship, 3 wk. inpatient blocks alternate with 3 wk. outpatient blocks
- Outpatient blocks clerkship related outpatient experiences and contain yearlong continuity Primary Care experiences (Family Medicine, Internal Medicine, and Pediatrics)
Success of Integration:

- All MD and DO students Orient and On-Board concurrently
- Starting date key… but so is central role of medical student coordinators
- Same subsequent schedule including shelf exams
- SELECT/OMM Family Medicine Selective
- Still a work in progress…
"A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has."

Margaret Mead
Mayo Medical School
- a national medical school

M. Edwyn Harrison M.D.
Associate Dean for Academic Affairs, Mayo Medical School
Professor of Medicine, Gastroenterology and Hepatology
Mayo Medical School

A National Medical School

- Rochester, MN
- Phoenix/Scottsdale, AZ
- Jacksonville, FL

Mayo Clinic Locations
One School. Three Campuses. Single governance structure

- **Minnesota**: 4 Year Campus
- **Arizona**: 4 Year Branch Campus
- **Florida**: 2 Year Branch Campus
  *(Year 3 & 4 Clerkship Option)*
National Medical School

Student Distribution

- **Minnesota campus** (Current)
  - 184 MD
  - 24 MD-PhD
  - 8 MD-OMS

- **Arizona campus** (2017-21)
  - 200 MD

- **Florida campus** (2016-17)
  - 16 MD - Third and Fourth Year
Components of a National Medical School

Mayo Clinic Health System

Affiliated Practice Network

Arizona State University

Phoenix Children’s Hospital

Maricopa Medical Center

Mountain Park Health Center

University of Florida Health – (Shands)

Nemours Children’s Clinic

Wolfson Children’s Hospital

MCA

MCR

MCF
Mayo Clinic in Arizona: Clinic and Hospital Facilities
LEAD, TRANSFORM, HEAL

Educate Physicians and Physician Scientists who will transform the practice of medicine by healing both patients and the health care system.
Mayo Medical School Science of Healthcare Delivery

- Mayo value equation: quality/cost
  - Systems engineering, process improvement
  - Evidence based medicine
  - Patient safety

- Healthcare policy
- Clinical informatics
- Healthcare economics

- Health Policy, Economics, Technology

- Shared decision making
- Individualized care
- Community resources
- Patient advocacy

- Person-Centered Care

- Team-Based Care
  - Collaboration with interprofessional teams
  - Care transitions

- Leadership
  - Change management
  - Motivation
  - Strategic decision making

- High Value Care
  - Health disparities
  - Wellness/health promotion
  - Health determinants
  - Culturally sensitive care

- Population-Centered Care
Science of Healthcare Delivery (SHCD)

- Certificate for all students
- Master’s degree optional
Genetics Pilot - Online

Mechanisms of DNA Repair

- Normal Causes of DNA damage
  - Normal physiology
  - Ionizing radiation
  - Environment
- Single Strand Breaks
  - Nucleotide excision repair
  - Base excision repair
- Double Strand Breaks
  - Nonhomologous end joining
  - Homologous recombination
- BER, NER, HR

So what are the mechanisms of DNA damage repair, and how would something like a PARP inhibitor impact BRCA 1 or BRCA 2 depending variants in particular? So first of all, you need to understand this DNA damage is a part of normal physiology. So typical DNA replication, or even metabolism, can cause both single stranded breaks and double stranded breaks in DNA, and it is part of the normal error rates. And so cells have evolved a number of different pathways, and many of them are overlapping pathways, to repair these breaks in the DNA. There are also environmental effects, such as chemicals, ionizing radiation, and even specific types of viruses, that can contribute to breaks in DNA. And so these breaks need to be repaired. And so the normal cellular processes are different whether it's a single stranded break or a double stranded break. So if you look in particular at single stranded breaks, you have nucleotide excision repair that can repair this break. And in particular, we'll talk about basic...
Your Questions for Discussion

• What strategies do other RMCs have for remediating/supporting students with academic issues or learning disabilities?
• How are students assigned to your RMC?
• What videoconferencing strategies have other RMCs utilized?