



Division of Family Medicine
Center for Education in Family & Community Medicine
Stanford University School of Medicine



Newsletter

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On Camera: Video Review to Improve Students' Professional Skills



Drs. [Schillinger](#), [Rydel](#), [Weinlander](#) and [Bajra](#) are pioneering group video review to develop medical students' professionalism and interpersonal skills. To teach the key concepts of professionalism and interpersonal communication both efficiently and effectively, within the constraints of limited faculty time, we bring small groups of students together to review parts of video recordings of each other's simulated patient clinical encounters. In designing our curriculum, we are cognizant of the fact that a process that is respectful, eases fear, increases self-esteem and contributes to personal growth has higher buy-in and acceptability. Faculty members make an effort to be student-centered as well as non-threatening. Our goal for the video

review is to have students participate in frank discussion about their skills and to consider ways that they and their peers can improve their professional interactions.

All students participating in their 4 week required Family Medicine clerkship are individually videotaped during a 20 minute simulated clinical encounter of a patient presenting with the same, scripted scenario. The students are instructed to elicit a full history, do the examination appropriate to the presenting complaint, and wrap up the encounter with their assessment and management plan. They then debrief the exercise in a small group setting, including video review. This is a formative assessment, with the multiple goals of identifying behaviors that should be reinforced, as well as those needing improvement. Our faculty observe in real time, taking notes and bookmarking the video recordings for reference during the debrief that follows immediately after all students complete the simulated encounter. Faculty observers create a video montage of best practices through splicing of multiple students' encounters - building a composite encounter.

After the encounter, students convene in groups of 4 or 5 with the faculty member who observed them to review their performance. The faculty guide their groups of students through the encounter, weaving together pieces of video from all group participants, highlighting "best practices" from each of the students. After viewing a video segment, the student who was "on camera" shares his own assessment of his performance with the group. The whole group then takes part, seeking to provide balanced feedback, focusing on what was done particularly well and what the student might work on to improve. The students are encouraged to give one another feedback, stretching all of them to be the best doctors each of them can

be.

Gearing Up for a Health Tsunami

As Washington is heading up to months of intense debate on the interpretation and application of the ongoing health care reform in the US, a group of health care professionals, researchers and academics gathered at Stanford University on May 6 and 7th for the conference, "[Health Care & the Elderly: A Challenge for Western Countries.](#)" The purpose of the event was to discuss some of the great challenges we will be facing in caring for our growing elderly population. During two days of talks and workshops sponsored by the [Catalan Observatory at Stanford](#) and the [Council on Aging, Silicon Valley](#), experts from Catalonia (an autonomous region in the



north-east of Spain whose capital is Barcelona) joined colleagues from several California universities and institutions to learn from each other's experiences and preparedness to face the challenges. Dr. [Joseph Hopkins](#), Division Chief of Family Medicine at Stanford, welcomed participants to the School of Medicine, and [Stanford Geriatric Education Center \(SGEC\)](#) faculty chaired educational and discussion panels.

"From the rising tides to tsunamis," as [Dr. Gomez-Batiste](#) (Director of the award winner WHO Collaborating Centre for Public Health Palliative Care Program in Catalonia) likes to define our common challenges, could actually be tamed with advanced planning. It was refreshing to learn that with a focus on equity and equal access, Catalan health care is one of the most successful and cost-effective programs in Europe due to its efficient use of resources, coordination, emphasis on prevention, patient empowerment, and team work. The Catalan system provides universal coverage funded through taxes, and has room for the private sector through delivery contracts and private insurance options which around 20% of the population opts to add to their public insurance.

Over the two days of the conference, integration models surfaced as a promising approach to which Catalonia can contribute its experience, and in which California also has developed successful and cost-effective models, including [On Lok](#), [Sutter VNA & Hospice](#), and other VA initiatives. The good news for financially strapped states is that the most expensive approaches are not always the best. It was reassuring to learn that California will have a new voice at the table, as UCLA Professor and expert on aging policy [Fernando Torres-Gil](#), PhD, is heading to Washington D.C. as Vice Chair of the [National Council on Disability](#) (NCD). The rapid growth of the elderly population in California goes hand in hand with increasing diversity due to immigration and minority groups, which present additional challenges and opportunities to be considered. The workshops were most helpful in facilitating networks and future collaborations to tackle common challenges in different contexts.

(The conference was organized by [Eunice Rodriguez, DrPH](#), and the Stanford Geriatric Education Center, in the Division of Family Medicine. Workshop presentations are available at the Stanford Geriatric Education Center web page: <http://sgec.stanford.edu/resources/catalan.html>)

Ron Garcia, PhD, Named 2010 Champion of Health Professions Diversity



On June 14, 2010, [Ron Garcia, PhD](#), received a 2010 Champions of Health Professions Diversity award from The [California Wellness Foundation](#) in recognition of his efforts to reach out, mentor and support disadvantaged students preparing for health careers. Dr. Garcia is a Senior Lecturer in the Division of Family Medicine and Director of the [Center of Excellence in Diversity in Medical Education](#). He developed a nationally recognized admissions procedure that considers the whole path a student applicant has taken, leveling the playing field and increasing the diversity of the student population. The admissions procedure looks at "distance traveled" by students in order to increase diversity in medical and health professional schools.

"The Association of American Medical Colleges is looking for new ways to evaluate medical school applications," Garcia said. "We've been doing that at Stanford for the past 20 years. We examine the context of a candidate's achievement in terms of his or her economic, social, educational, geographical, racial, ethnic and linguistic background."

Increasing California's health workforce and its diversity is important for improving the health of Californians. Our state's population continues to grow and, by 2020, it will be older and significantly more ethnically and racially diverse. Already there are shortages of workers in nearly all sectors of the health workforce. A workforce that mirrors the racial and ethnic diversity of California will provide the cultural competence and language proficiency necessary to provide high-quality health care for all Californians.

Primary Care Associate Program Extends Training to 21 Months

The [Primary Care Associate Program](#) (PCAP) is revising its curriculum to extend the training program from 16 to 21 months starting in June 2011. [Lucinda Hirahoka, PA-C, FNP, MPH](#), Program Director, Clinical Assistant Professor, announced this change as part of the improvements the program makes to prepare its graduates to meet the needs of the changing health care system and the patients they serve. Much of the work of the course changes is being spearheaded by PCAP Medical Director, [Valerie Berry, MD](#), Clinical Assistant Professor. The revisions serve the goal of continuing excellence in PA education while responding to expanded guidelines and competencies developed by accrediting bodies, the continuous increase on medical information and knowledge, the need to include new information in the curriculum, and results of last year's graduate survey that provided data about what job skills a new PA graduate is expected to have in order to be competitive in employment.

The passage of the Health Care Reform Law has brought the PA profession to a higher level of awareness. This new law puts emphasis on the importance of providing Primary Care to all individuals, and has included PAs as an important member of the health care team. The PCAP has been educating PAs in Primary Care since the early 1970s. It remains dedicated to continuing its mission to train physician assistants for practice in primary care and in medically underserved communities in California, to increase the enrollment and deployment of underrepresented minorities, and to respond to the needs of our communities and stakeholders.

O'Connor Residency & Fellowship Graduates – 2010

On June 25, 2010, [O'Connor Hospital](#) in San Jose graduated eight Family Medicine residents and two Sports Medicine fellows. Graduates, their families, faculty and guests gathered for a gala celebration highlighted by awards, heartfelt expressions of appreciation and gleeful congratulations to the residents and fellows. Residency Program Director, [Robert Norman, MD](#), and Fellowship Director, [Michael Henehan, DO](#), presented certificates to the graduates. They were joined by O'Connor Hospital CEO, [Jim Dover](#), in congratulating everyone for their accomplishments. The annual resident slide show recalled the training experience in humorous anecdotes about faculty, staff and fellow trainees. Not to be outdone, the "faculty dance" brought the festivities to a close.



Residency graduates from L to R: Drs. Indu Uppal, Loan Luc, Annie Chern, Jamie Nuwer, Stephanie Yen, Farshad Marvasti, Keegan Duchicela, Dale Rai (faculty), Mitesh Popat

Tell Us About Yourself

Family Medicine has touched the careers of many students and residents through the years. We would love to hear about your own careers and suggestions you may have for our programs. Send information to: joeh@stanford.edu
