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**Reducing the Administrative Burden for Faculty**

**Maintenance of Certification Portfolio Approval Program Now Available**

The University of Colorado School of Medicine now helps physician faculty members understand and meet specialty board requirements, thanks to the new Maintenance of Certification (MOC) Portfolio Approval Program.

Specifically, the University’s MOC program can award credits for Part IV of the American Board of Medical Specialties (ABMS) program, in which physicians must demonstrate participation in practice quality initiatives. The MOC program will formally approve quality improvement projects on our campuses and report your participation to the ABMS.

The program will reduce the administrative burden you face for maintaining certification and provide a centralized resource for selecting, developing and implementing quality improvement projects for faculty.

Learn more about how the University’s formal MOC benefits you. Contact Heather Hallman for more information.

**School of Medicine Branch Campus to Open in Colorado Springs**

Clinical training opportunities for School of Medicine (SOM) third- and fourth-year medical students will expand to Colorado Springs as early as 2016, pending accreditation and approval.

This will be the first SOM branch campus and will serve Colorado Springs and El Paso County. The branch will support innovative education models, including increased opportunities for inter-professional health care education and possibly a longitudinal integrated clerkship program.
The SOM intends to increase the number of students it accepts and trains, thereby expanding the number of doctors produced in the state of Colorado. The expansion also provides for an increase in training sites and a broader range of physicians from whom students will learn. Communities in El Paso County can expect that some of the students who train in Colorado Springs will stay or return there to practice.

View the Colorado Springs branch website to stay up-to-date as we move forward in this new area.

**TEACHING TIPS**

**When Teaching Analytical Clinical Reasoning, Remember to SPIT**

*By Todd Guth, MD*

A quick and easy approach for teaching analytical clinical reasoning is the SPIT method, an easily remembered mnemonic for helping learners organize their thinking when determining a patient’s differential diagnosis.

SPIT helps learners identify the most

- Serious,
- Probable,
- Interesting, and
- Treatable
differential diagnoses.

Apply the SPIT method at the start of a clinical encounter after reviewing the chief complaint and nursing notes; after completing the history and physical; or after laboratory and other test results are returned. It is often rewarding to see how the list changes as additional information is gathered.

[Learn more about clinical reasoning.](#)

**FREQUENTLY ASKED QUESTIONS**

*Are School of Medicine faculty members permitted to participate on speakers’ bureaus?*

The School of Medicine Industry Conflict-of-Interest Policy prohibits faculty members from participating in industry-paid speakers’ bureau activities. “Speakers’ bureau activity” is defined as: “Compensation by any pharmaceutical company, medical device manufacturer or manufacturer of other health- or nutrition-related products, or their subsidiaries, for speaking engagements, whether on a one-time or recurring basis.”
Under this policy, some industry-sponsored speaking engagements are permitted. A faculty committee has been established by the Dean and Faculty Officers to review requests for approval of speaking engagements. Approval may be granted only by the committee, and only for faculty presentations that represent a genuine service to the community and that are solely for educational purposes. Approval will not be granted for promotional or marketing talks. Specifically, approval will not be granted if: a) the talk focuses on specific drugs or products; OR b) the speaker is required to use any slides or other materials provided by industry; OR c) the slides or other instructional materials are subject to oversight or review by industry (although industry representatives are permitted to review slides and handouts for the sole purpose of ensuring compliance with FDA regulations).

There are three types of paid speaking engagements where approval by the faculty COI committee is not required. First, faculty members may receive compensation directly from an academic institution for serving as a visiting professor or presenting grand rounds. Faculty members may also give presentations where official Continuing Medical Education (CME) credits are awarded. Finally, faculty members may participate in speaking engagements that are directly related to the faculty member’s research. Though not explicitly defined in the SOM speakers’ bureau policy, research-related speaking includes “activities that focus on planning, conduct or analysis of a clinical or scientific investigation or dissemination of the results of an investigation performed or coordinated by the faculty member.”

To obtain approval for an industry-sponsored speaking engagement, complete this short application. This link also provides more information about the SOM COI and speakers’ bureau policies.

Faculty members must be aware that speakers’ bureau activities, even if approved by the COI Committee, are still subject to other University and SOM regulations, including those governing disclosures of financial ties and assignment of income to University Physicians, Inc. (UPI). For a general discussion of relevant UPI and University policies governing speaking and consulting income, see the SOM case studies document.

**FACULTY PROFILE**

**Jennifer Adams, MD Begins Implementing a Longitudinal Integrated Clerkship at Denver Health**

Continual advancements in medicine make change an inevitable part of practice. Yet there’s one aspect of medicine that has remained largely unchanged: how we educate medical students in clinical settings.

Jennifer Adams, MD believes the School of Medicine can position itself on the cutting edge of medical education by employing an innovative approach to the clinical clerkship years.

Dr. Adams, an internist and faculty member at Denver Health, is spearheading a pilot project that will immerse a small group of SOM students into a longitudinal integrated clerkship (LIC) that she believes will benefit students, patients and faculty.
The LIC Offers Students Inpatient Immersions, Long-Term Multi-Specialty Ambulatory Experiences, Didactic Sessions and Independent Study

In an LIC, students will participate in the comprehensive care of a panel of patients over time, an aspect that is limited in the traditional block clerkship. Students will develop continuity in their relationships with faculty preceptors, evaluators, peers and patients, while meeting core clinical competencies across multiple disciplines simultaneously.

The year-long clerkship aims to help students develop a broad view of disease, the patient experience and health care systems. Clinical teams and faculty members will benefit from increased productivity and efficiency as students will develop progressively advanced clinical skills throughout the year and become valued team members. Research also indicates that faculty members experience significant rewards from supporting student growth over time and from developing mentoring relationships with students.1,2

“Faculty will have a chance to support the education and professional development of students over time, becoming a teacher, mentor, and advisor to individual students.” said Dr. Adams.

Patients also report value in having long-term relationships with students. As students develop a sense of responsibility for individual patients, they serve as patient advocates and help with the transitions across multiple providers and venues of care.1,3

Approximately eight third-year medical students will have the opportunity to enroll in this program starting in April 2014. Dr. Adams believes the branch campus in Colorado Springs may also offer an opportunity for developing an LIC.

Adams admits there will be challenges associated with such a big change. “Every one of us trained in traditional block clerkships, and it worked for us,” Dr. Adams said. “But the health care system continues to change — from duty hour restrictions to the movement toward team-based medicine and more. Why shouldn’t clinical clerkships also evolve to better meet the educational needs of our students?”

Adams is working with her development team to further develop the curriculum, including evaluation and assessment tools. She’s also working to recruit preceptors and teaching teams and create faculty development programs aimed at assisting in developing this comprehensive learning environment. Click here for more information about LIC and links to existing programs.

MAY 2013

LINKS TO ARTICLES ABOUT ACADEMIC MEDICINE

View at:
http://www.ucdenver.edu/academics/colleges/medicalschool/education/academy/Newsletter/academicmedicine/Pages/May-2013.aspx

- Bridging the Gap: Supporting Translational Research Careers Through an Integrated Research Track Within Residency Training
- Design, Dissemination, and Evaluation of an Advanced Communication Elective at Seven U.S. Medical Schools
- Developing Entrustable Professional Activities as the Basis for Assessment of Competence in an Internal Medicine Residency: A Feasibility Study
- Holistic Review — Shaping the Medical Profession One Applicant at a Time
- Systems-Based Practice Learning Opportunities in Student-Run Clinics: A Qualitative Analysis of Student Experiences
- Reforming Premedical Education — Out with the Old, In with the New
- Technology-Enhanced Simulation to Assess Health Professionals: A Systematic Review of Validity Evidence, Research Methods, and Reporting Quality
- The Role of the NIH in Nurturing Clinician-Scientists
- There Is No “I” in Teamwork in the Patient-Centered Medical Home: Defining Teamwork Competencies for Academic Practice

EVENTS

http://somapps.ucdenver.edu/facultyaffairs/faculty/

Promotion 101 for Clinician-Educators
May 30, 2013
Noon to 1:00 p.m.
Steven Lowenstein, MD, MPH
Ed. 2, Room 1206

Promotion 101 for Clinician-Educators
June 17, 2013
4:30 to 5:30 p.m.
Steven Lowenstein, MD, MPH
A01, Room 3101

Grant Writing Basics for Educational Scholarship
June 4, 2013
3:00 - 5:00 p.m.
Janice Hanson, PhD, EdS
Ed. 2, Room 2304

You Had Me at Hello! Writing Memorable Learning Objectives
Sept. 3, 2013
3:00 – 5:00 p.m.
Matt Taylor, MD, PhD
Location TBD