

Graduate Medical Education



ADVANCING KNOWLEDGE. TRANSFORMING LIVES.

April, 2010

A Message from the Asst. Dean.....

Service and Education—The Symbiosis of Medical Education

In my “previous life” as a microbiology major, we learned a lot about organisms that required the presence of another organism in order to survive. These relationships, where both organisms benefit, are called mutualistic. When the organisms have a life-long, close relationship, such an interaction is said to be symbiotic.

As I have found throughout my medical career, symbiosis truly defines the relationship between service and education in medical practice. Every time I see a patient, I hope that I am providing a worthwhile service for him or her. Such a service could be as complex as reducing a fracture and applying a cast. I could treat an acute illness or deal with a chronic medical problem (or several!). Or, the service might be a kind word of understanding.

In return, every time I see a patient, I learn something. Sometimes what I learn is a new dosage or use for a medication. Sometimes, a colleague will demonstrate a new procedural technique. And sometimes, I get a little glimpse into the private world in which each of our patients live—and they let us in, consciously or unconsciously, to the benefit of their health.

During the long hours and days of residency and fellowship training, I remember struggling with the “next admission”, the “next delivery” or the “next consult”. At times, it was difficult to see how my work meant any more than another number in the hospital’s census or another encounter that my attending could bill. I have come to realize, however, the close symbiotic relationship between two very important components of our “medical lives”—service

and education. If you try learning just one small thing from every patient you see, you will begin to realize the huge satisfaction that a lifetime of medical practice can bring.



Randy Pearson, M.D.

Assistant Dean & DME

MSU GME Office

Sparrow Professional Building
1200 E. Michigan Ave.
Suite 640
Lansing, MI, 48912
517- 364-5892

Randolph Pearson, MD
Randy.Pearson@hc.msu.edu

Maureen McGrail, Adm. Asst.
Maureen.McGrail@hc.msu.edu

Confidential E-Mail Address for
resident issues:

Residentvoice@hc.msu.edu

Upcoming Events

- April 28—*Internal Review for Psychiatry*
- April 29—*Lansing Research Day*
- May 13—*RRC for Interventional Cardio*
- June 25—*MSU GMEC Meeting*

Inside this issue:

Meet Dr. Sigal	2
Something New	2
Research Day Speaker	3
Pediatric Residency	3
Professionalism	4
GME Mission	4

Meet Dr. Sigal - Pediatric Residency Program Director

Dr. Sigal graduated from medical school and worked in Russia before he and his family emigrated to the US in 1993. He became a Spartan during his residency years, and has stayed in Lansing ever since – as Faculty, Assistant Program Director, and now Program Director for the MSU Pediatric Residency Program. The most rewarding part of this position is the educational/teaching component, where he can encourage residents to work hard, enjoy their experiences, and appreciate what they have.

Dr. Sigal learned this during his own residency days, which were

difficult and fascinating at the same time. He found that practicing medicine in America was very different from practicing in Russia. More services were available here, and procedures and diagnostic tools presented a wealth of opportunities.

Something he discovered then, and still appreciates, is the diversity of the city and MSU. The patient population and general make-up of the communities offer a variety of cultures and races. It is an enriching environment.

Dr. Sigal enjoys nature (hiking, and going up north) and watching college sports, but truly

lights-up when talking about his travels and international work in Peru and Rwanda. He looks forward to introducing others in the residency program to the Rwandan experience.

Asked about some advice for the residents, Dr. Sigal offers: “Life is hard, do your best, be kind, and avoid being judgmental.”



Yakov Sigal, MD

Something New....

The GME office is developing a process to assist residents in resolving program-related issues in a confidential manner.



Choose to be
part of the
solution!

Initially, this will be in the form of a dedicated e-mail address. Only one staff member will have access to this e-mail account. That individual will then complete an anonymous form that will be directed to the DME/Program Director. The information that the DME/PD receives will be totally anonymous and confidential – unless you note that you wish to be contacted, or part of a discussion.

To utilize this system, send your message to:

residentvoice@hc.msu.edu.

Please present as much information as appropriate – time, dates, circumstances, individuals/roles involved, whether you want to be contacted, etc.

Of course, there is always the option of speaking directly with the DME or Program Director about any issues.

Whichever method you choose, please voice concerns, and help us resolve problems and improve our programs.

Lansing Community Research Day—April 29, 2010

Featured Speaker



**David E. Schteingart, M.D.,
FACP**

Professor of Internal Medicine, Division of Metabolism, Endocrinology and Diabetes

Dr Schteingart has been on the faculty at the University of Michigan since 1963. His research and clinical interest is in adrenal diseases (Cushing's, adrenal cancer) and obesity. He has 95 publications in peer-reviewed journals, 33 book chapters and 80 abstracts.

His group has been interested in the brain effects of chronic glucocorticoid exposure, using Cushing's disease as a model. It was the first to show in humans the effect of glucocorticoid excess on the hippocampus and its reversibility after normalization of cortisol levels. These findings were subsequently described by others in depression and other psychiatric conditions.

As director of the NIH-sponsored University of Michigan Training Programs in Clinical Research, Dr. Schteingart has mentored dozens of young investigators in clinical research across disciplines. He has also played a major role in the area of clinical research training at the national level, having served as President of the Association of Clinical Research Training. He is

currently associate editor for the Adrenal Section, Year Book of Endocrinology.

This event is sponsored by GMEI, and hosted by:

*The University Club
3435 Forest Rd.
Lansing, MI 48910*

Lansing Research Day April 29, 2010 Agenda	
7:30-9:00	Check-In and Poster Set-Up
8:00-10:00	Oral Presentations
10:00-11:00	Poster Presentations and Judging
10:00-10:15	Break
10:15-11:45	Oral Presentations
11:45-12:30	Featured Speaker: David Schteingart, MD
12:30-1:30	Luncheon and Award Presentations

Pediatric Residency Program

MSU's Pediatric Residency Program is a three-year program that is dually accredited by the ACGME and the AOA. In fact, it was one of the first pediatric programs to be dually accredited.

With its 24 residents, the department emphasizes primary care, and offers a rich program in General Pediatrics. There are, however, several subspecialties: Pediatric and Ado-

lescent Hem/Onc, Pediatric Infectious Disease, Pediatric Genetics, and Developmental and Behavioral Pediatrics, among others.

The curriculum offers a good balance between in-patient and out-patient care. The in-patient care is primarily at Sparrow, with out-patient training at both Sparrow and the MSU clinical center. The sub-specialty training is often

in local private practices. The program is also able to accommodate residents' needs by offering an "outside" rotation when a resident has a special interest.

This Pediatric Residency Program has been in place for forty years, so it is no surprise that most pediatricians in town are MSU graduates. And the tradition continues.....

Medical Professionalism *(continued from January)*

The last newsletter included articles on Medical Professionalism. One introduced the roles of resident physicians: Care-giver, Teacher, Learner, and Colleague.

The resident physician as Care-giver was explored in that publication. The focus here is the resident physician as Teacher.

There are many opportunities for the resident physician to be a teacher: with patients, with other physicians and medical students, and with the community.

Patients look to their physician for enlightenment and counsel. The resident must be well-informed, and able to communicate effectively with the patient. A patient who is educated regarding symptoms, medications, treatment, outcomes, etc. is able to make informed medical decisions. This is one of the areas where a physician's professionalism can shine.

A resident often has the responsibility of teaching other residents, medical students, and sometimes their Attending. Much time and effort is spent doing research and gath-

ering knowledge. The professional physician shares this information to promote the progress of peers, junior residents, and medical students. Teaching opportunities should be approached enthusiastically and constructively; with patience and respect.

A third group that benefits from the resident-as-teacher is the community. Though time may be limited during training, a resident can affect community education and leadership by being active in community health projects and programs.

Intentionally or not, physicians will always be teachers, for this role is naturally assigned to them by others. This power/responsibility should never be underestimated or abused. Professional integrity and behavior must be maintained, for that is your "sandwich board".



Michigan State University—CHM
 Graduate Medical Education Office
 1200 E. Michigan Ave. Suite 640
 Lansing, MI 48912
 Phone: 517-364-5892
 Fax: 517-364-5899

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GME.CHM.MSU.EDU

Graduate Medical Education Mission

"The mission of MSU's College of Human Medicine in Graduate Medical Education is to provide Institutional Sponsorship to high quality programs of GME, in those primary and specialty care disciplines relevant to the College's mission. Such GME programs will be accomplished in concert with the teaching hospitals and health systems affiliated with the College."

"The Graduate Medical Education Committee will oversee the conduct and management of all residency and fellowship programs for which MSU/CHM is the sponsoring institution."