The Heart of a Practice: MSU’s Medical Professional Students Benefit From Broad-Based Programs

In the continuing effort to prepare future doctors to assume professional roles within the medical community, Michigan State University is making good the promise of broad-based education. The Colleges of Human Medicine, Osteopathic Medicine and Veterinary Medicine have each successfully created an approach to medical practice that emphasizes the need for physicians to combine clinical work with an expansive disciplinary connection.

Graduate School Dean Karen Klomparens says, “MSU is unique in that we have three medical colleges on our campus that train doctors for the practice of medicine. In addition, we have a College of Nursing and a clinical Psychology program that rounds out our health care education portfolio. MSU is proud of each of these programs that provide a unique approach to the education of medical professionals.”

Through the medical professional program in the College of Veterinary Medicine (CVM), students are provided with a healthy dose of clinical science, enhanced by a sense of professionalism and ethical responsibility. According to Associate Dean Janver Krehbiel, “our students have a strong basic science background, analytical skills, and communication skills in dealing with animals and owners of animals. They learn to develop clinical skills in order to examine and determine the cause of problems. And, they also learn the knowledge-base to identify and determine a solution to the problem.” This emphasis on integrated problem-solving teaching models is an important part of CVM’s educational model. Students are educated by a faculty of nationally board-certified specialists who are essential to the clinical phase of the program and who also teach fundamental veterinary science in the pre-clinical phase. Most of the faculty are veterinarians, many of whom also have Ph.D.s. In addition, there are a significant number of basic scientists who provide a research perspective to the educational experience. This very broad expertise in the faculty contributes positively to both the clinical and pre-clinical phases of the program.

The professional program in the College of Veterinary Medicine at Michigan State University includes two and one-half years of pre-clinical science and one and half years of applied clinical experience. The first five semesters focus on basic veterinary science, along with a unique capstone course called Veterinary Integrative Problem-Solving (VIPS), which integrates the information provided in each respective semester. “For example, in the first semester students take a broad course in animal science as it relates to veterinary medicine, gross anatomy, microscopic anatomy, immunology, microbiology, and a course in animal handling.” Krehbiel adds that “the VIPS course has problem-solving sessions that focus on a given animal health problem as it relates to the anatomy, immunology and health management issues of a single animal or a group.” The problem-based sessions are highly interactive and students work with a facilitator to define learning issues, develop differential diagnoses and collectively define treatment alternatives. “The fundamental key to interactive problem-solving is defining and understanding the problem, gathering sufficient and accurate information to draw logical diagnostic conclusions. This is a student-led, step-by-step process, and facilitators serve as guides in the process rather than sources of information.” Krehbiel points out that interactive and problem-based learning is not unique to CVM/MSU but is present in a number of institutions throughout the United States and Canada.

The clinical phase of the MSU program is one and one-half years and provides the longest clinical phase exposure of any of the veterinary schools in the US and Canada. The one and one-half year of clinical study is broken into 23 three-week blocks. There are 10 required core experiences and 10 elective experiences and 3 three-week vacations. Most of this clinical education occurs in the veterinary teaching hospital on the MSU campus. However, students may take up to 25% of their electives in off-campus experiences. Most students choose clinical practice settings, working with veterinarians who treat primarily small animals, food animals or horses. In addition, CVM helps students gain non-traditional practice experience working in places such as the Armed Forces Institute of Pathology in Washington, DC, or the Centers for Disease Control in Atlanta, or working with foreign animal diseases on Plum Island off the shore of Long Island New York. Students may also acquire experience with zoo and wildlife species at zoos in many of the larger cities throughout the United States.

International programs are also encouraged and study abroad blocks are available in veterinary schools in Thailand, Germany, France, and India. These experiences give students an exposure to global animal health problems and foreign diseases that are not present in the United States.

While students do not specialize in a given species or discipline, they may elect to emphasize areas of special interest such as equine medicine, dairy herd health or small animal veterinary practice.

For veterinary student Tiffany Summers, the program’s dedication to well-rounded medical training is a significant part of the program’s draw. She explains, “Some schools will track you; if you’re interested in small animal medicine, then during your clinical rotation you are trained solely in small
Veterinary student Tiffany Summers works with surgery partner Ann Predgen to prepare a patient for surgery.

Animal medicine. MSU gives its veterinary students an opportunity to take a variety of courses so that you can still hone your skills in your area while being given a broad background in other subjects.” Summers hails from Nevada, a state in which there are no veterinary schools, and she has found that the extensive preparation in clinical rotations and communication skills is also an important part of the program’s attraction for out-of-state students.

Interested in small animal medicine, Summers came to MSU with a background in primates and wanted a program that would build on her skills in that area while developing her new focus. She notes that the guest speakers that have come to CVM to present their work have all consistently stated that communication skills in a veterinarian are critical. “Because I eventually want to own a clinic this element of the curriculum is of extreme importance to my studies,” she says. In addition, students are given course-work in business and financial planning to prepare them for the administrative aspect of veterinary practice. “People going into veterinary medicine are in the field because they love animals and medical science. These business courses give us a footing in the trend toward giving veterinarians the business aspect of veterinary medicine and helps the field to evolve,” says Summers.

The dedication of the CVM faculty creates camaraderie with the students that helps to make the atmosphere caring yet intensive. Faculty frequently work with students outside of scheduled class time to ensure the success of student training. “They go above and beyond trying to make sure that we understand the concepts behind our training,” says Summers.

One of the experiences that she points to, as an example, is the program’s strong emphasis on students’ need for well-rounded instruction in surgery. During the last two semesters prior to clinical rotations, students work on models to learn surgery techniques. Professors and teaching assistants monitor the work, answer questions, and give hands-on training in the area. They teach students how to hold instruments, handle tissue, and monitor their patients. Working in teams of three, students take turns as anesthetist, assistant surgeon and surgeon. They perform orthopedic surgery, soft-tissue surgery, and recovery surgeries such as neuters and spays. This practice makes the transition to clinical clerkship smoother and gives students a unique competency in their work. According to Summers, “this gives us a preview into surgery and makes us confident in our skills.”

While most CVM students go on to clinical practice, the majority of them will be service providers, care givers, or small animal veterinarians. Approximately twenty- five percent of these students will be providing health care services to food animal species, such as cattle and poultry, while others may choose to work primarily with horses. “Those students who want to specialize within clinical practice require specialty training and may choose a post-DVM residency. For example, they may study internal medicine, orthopedic surgery, ophthalmology, or dermatology; or, they may choose a specialization in a basic science such as pathology, microbiology or pharmacology,” Krehbiel says. This diversity of career options makes for committed students who have a broad spectrum of opportunities within the veterinary medical profession.
According to U.S. News and World Report, the Michigan State University College of Osteopathic Medicine (MSUCOM) is the number one ranked osteopathic college in the country with regard to primary care education. The College, established to meet the health care needs of the people of Michigan, was the first state-supported osteopathic college in the nation. Started at MSU in 1979, the College trains a diverse group of medical professional students, primarily from Michigan, but also from throughout the United States.

According to Dr. William Falls, Associate Dean/Student Services, MSUCOM’s approach to training physicians is built on students receiving a strong basic science and clinical knowledge base as well as the necessity of getting to know the whole person. He says, for example, “When a patient walks into your office with a medical problem, you don’t just look at the problem, but what is the cause of the problem. Therefore, an osteopathic physician asks patients whether others in their family have had similar problems. What is their life situation at home? What are living conditions like? They look at the whole person and how he/she is interacting in his/her environment.” In addition to this approach, students are taught to use their hands to diagnose pathological changes in body structure and function, and then to use their hands again to restore normal structure and function using manipulative techniques. The ability to view a medical problem from a clinical and environmental perspective is at the heart of an MSUCOM student’s training. The program also gives students opportunities to learn by participating in clinical activities that support the local community.

More than half of MSUCOM students will practice primary care medicine/family practice, general internal medicine, or general pediatrics while others will enter other medical specialties. Diversity is important to the college and is reflected in the lives and experiences of students. The quest for further diversity in the student body has been enhanced by the employment of a minority recruiter who will seek out promising underrepresented minority candidates who would not normally be familiar with the possibility of a career in osteopathic medicine. “We are the first osteopathic college in the country to hire a minority recruiter. We are reaching out to minority populations both within Michigan and nationwide,” Dr. Falls says.

“With over twenty-one student organizations in the college, there are several opportunities for student interaction with issues that impact patient health,” he adds. The Community Integrative Medicine Student Association, (CIMSA) is one student organization that works tirelessly in the community by administering health screenings and promoting healthy life styles to community residents. This encouragement to perform service provides camaraderie among the students and faculty and promotes a collegial approach to medicine. For these reasons, MSUCOM students make a concerted effort to participate in one or more of the over twenty student organizations.

Students reinforce their clinical training in manual medicine with practical experiences in the community. For example, one evening per week, students run a clinic in osteopathic manipulative medicine. MSUCOM students originated the idea for such a clinic, and MSUCOM is the only osteopathic college in the country that offers its students this opportunity. Supervised by osteopathic physicians, the clinic reinforces classroom instruction by offering students the opportunity to practice their diagnostic and treatment skills. Dr. Falls notes that “community interaction through the student organizations and through participation in the student manipulative medicine clinic makes MSUCOM students more prepared to go into general practice.” The surrounding community has recognized the students’ public service efforts. Two years ago MSUCOM students received the prestigious Crystal Award for community service awarded annually by the City of East Lansing. “Our students were very fortunate to win that award because every year there are approximately thirty to forty individuals and groups nominated, all of whom are most deserving,” says Dr. Falls. This accolade is an affirmation of the emphasis that the college places on the role of physicians interacting with the community.

In addition, MSUCOM students work with the people of Lansing and East Lansing on a variety of projects. They build homes with Habitat for Humanity, do sports physicals for Special Olympics, and work with the International Bread Company to provide bread to the homeless shelters. The students, along with faculty, also staff Community Health Fairs such as the one on October 29, 2002, at the Cristo Rey Community Center, where their services included blood pressure screening and diabetic counseling. For those individuals in the community who cannot afford to see a physician, these health fairs provide an opportunity to have access to basic healthcare. According to Dr. Falls, “all of these community activities allow students to practice their skills and learn how to interact with people from different cultures, which we feel is very important. In addition, the more interactions the students have with the community and the more practice they receive, the better they’re going to be prepared when they become physicians.”
The College of Human Medicine (CHM) takes a multi-focused approach meant to prepare students for practice by allowing them to look at medicine as part of a larger picture, according to Associate Dean Ruth Hoppe, M.D. For many years medical schools have focused on a definition of the role of the medical professional that emphasized only hard science knowledge and basic clinical skills. The College of Human Medicine has expanded the definition of what a medical student needs to know to include not only biomedical science and skills, but also the sciences of behavior and the management of information and evidence. Further, the College includes a specific focus on the moral basis of becoming a medical professional.

At the forefront of these changes are questions regarding ways in which doctors may view their work with both their colleagues and their patients: What is needed in order to be responsive to society’s expectations for medicine? What are some of the underlying philosophic, moral and ethical processes that guide patient/physician behavior? What knowledge does a physician need in order to practice effectively? For Dr. Hoppe, CHM’s response to these questions has been to anticipate some of these changes in the field, and in some cases, to lead the charge. With a large and dedicated faculty, including MSU faculty and volunteer faculty from outside the University, CHM has a reputation for producing very talented primary care physicians. This reputation has, in part, been the result of national recognition for innovations in its approach to teaching its students. CHM pioneered the use of simulated patients in student training. It also is recognized nationally for its use of problem-based learning, as well as the incorporation of community and volunteer faculty in professional medical training. The curriculum includes courses on human development that focus on human behavior as it relates to health. In addition, there is a sequence in the course work that explores the social context of medicine, where students are asked to look at “the big picture of how health care is organized and financed.”

Two ways in which CHM has succeeded ahead of the curve are in the areas of information science and the development of a socially-based focus of knowledge. For the College of Human Medicine, these approaches are an important highlight of the development of a medical professional. It means understanding the value of the profession and the values and hopes of the doctor and patient. “We pay close attention to what we call a ‘virtues-based’ approach to professional development,” Dr. Hoppe says.

Competence, honesty, compassion, respect for others, professional responsibility and social responsibility define the faculty’s view of successful medical training. These guidelines underlie the issues that are paramount in a whole-patient perspective on medicine. They emphasize the responsibility of the doctor to the rules of the profession, the fulfillment of those responsibilities in a timely manner, and a concern for the patient’s welfare. In addition, the element of social responsibility illustrates issues that affect a student’s overview of patient concerns, such as the lack of adequate healthcare for a large segment of the population and the need for physicians who act on behalf of that population. “Some students work with volunteer faculty to run a free clinic on Saturdays through Sparrow Hospital. It’s a superb way for early medical students to gain experience working with patients,” she says. This makes CHM an attractive prospective program for medical professional students with undergraduate backgrounds that include substantial social science training. This approach also guarantees that the diversity of student backgrounds will, in part, correlate with the ability to serve a wider variety of patients. For student Laura Friedhoff, her undergraduate degree in Anthropology brought a diverse background and wide pool of knowledge to the Rural Physician Program. Laura points to the College’s emphasis on attracting students from a variety of background areas—medical and nontraditional—as a major component of her choice to pursue her studies at MSU.

(See “Medical” - page 15)

Third-year medical student Laura Friedhoff examines Richard C. Kowalski of Houghton while on rounds at Marquette General Hospital in Marquette, Michigan.
Training MSU Undergraduates, Faculty, and Future Faculty for Interdisciplinary Teaching and Learning

Preface by
DEAN KAREN KLOMPARENS

Interdisciplinary teaching and learning are reasonably well-developed at the graduate education level. Programs like the NSF IGERT (see page 4 of this edition of The Graduate Post) reinforce the goal of cross-disciplinary approaches to encourage research at the nexus of disciplines. Conducting research in this way has profound implications for graduate education, particularly doctoral education as it is inextricably connected to research. And, courses like Veterinary Integrated Problem Solving (see page 8) are successfully used to help professional students integrate course-based knowledge across a given semester.

But what do we know about interdisciplinary teaching and learning at the undergraduate level? How are undergraduates exposed to this approach? What and how do they learn as undergraduates that might benefit them as future graduate students in programs like the IGERT in Cognitive Science or the College of Veterinary Medicine? Are we successful in these approaches? How do we know? And, related to professional development of graduate students, how do universities help graduate teaching assistants learn how to use an interdisciplinary approach successfully in an undergraduate classroom? Kevin Johnston explores these and related issues in the article below.

KEVIN JOHNSTON
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I had a chance as a graduate student at a southern research university in the mid-1990s to teach undergraduate honors students in classes that were part of an “interdisciplinary” program. This program’s curriculum, tied together by such meta-themes as Culture, Gender, Environment and Society, etc., consisted of classes taught by instructors and faculty from a wide range of disciplines.

My lectures generally focused on historical notions of Southern masculinity and how those notions related to the occurrence of southern violence. Because southern squabbles can and do often start, end, and start again for completely different reasons, it is no wonder scholars of the South claim that there exists an “interdisciplinary” quality to southern violence. I thought my topic would fit perfectly within an interdisciplinary curriculum.

Unfortunately, although the topic fit, the way I taught it did not. In addition, after talking with students finishing the program at the end of the semester, I was not the only instructor who came to the experience with barely half of what I needed to teach a richly complex subject using an interdisciplinary approach. We more often than not ended up mercilessly bombarding our students with multi-disciplinary opinions on large issues, expecting them to be able to pull together, on their own, coherent meaning from extremely diverse sets of ideas and academic approaches.

After the experience I was left wondering if there was really anything interdisciplinary about the role I played in that program. I did not coordinate formally with any of the other presenters, didn’t really consider adequately how my historical perspective might mesh with an economist’s or a sociologist’s, and didn’t spend much time thinking about (or being educated to think about) the larger themes which fit into the course I taught.

My reflections on all this now, some eight years after the fact, lead me to conclude that my students did not experience interdisciplinary learning at all. Without my facilitating their understanding of how what I was saying “fit” in other contexts, I had left them to their own discipline-bound understandings (provided they had them) of the material I presented.

Fortunately, it appears that undergraduates’ chances to experience true interdisciplinary education have increased considerably over the last 15 years both at MSU and nationally. William Newell, reflecting ten years later on Kenneth Boulding’s 1986 compendium of interdisciplinary programs, noted that since the mid-1980s, interdisciplinary programs have more than doubled (Edwards vii). He concluded that what once might have appeared once as a passing fad has become an important feature of the modern academic landscape.

Though Boulding and Edwards both contend that their directories are not exhaustive, I think they have set an excellent evaluative standard for what constitutes true interdisciplinary education at the undergraduate level. Their criteria are, in short: 1) That course “interdisciplinarity” be an honest attempt at integration of material; 2) That it be organized explicitly as an interdisciplinary experience; 3) That it represents a conscious attempt to further interdisciplinary learning; 4) That interdisciplinary programs be institutionally recognized as such; and 5) That the structure be persistent (not a one-time experience) (Edwards ix).
Several MSU undergraduate programs meet most if not all of these interdisciplinary standards. In fact, some of their standards go beyond them, addressing and avoiding the problem I had created for myself when teaching southern history as just history in an integrated context. There exists in all three of the MSU integrative studies programs the organizational integrity and intention to foster true interdisciplinary learning for undergraduates.

When I asked Duncan Sibley, Director of the Center for Integrative Studies in General Sciences (CISGS), if he thought his program’s integrative studies in biological (ISP) and physical (ISP) sciences were truly interdisciplinary, he quickly replied that they were in both design and implementation. He added that one should also consider the quality of interdisciplinary studies to be a matter of a program’s disciplinary breadth as well as interdisciplinary depth.

When I asked Ken Waltzer, Director of MSU’s Center for Integrative Studies in the Arts and Humanities (CISAH), the same question, he responded that IAH offers many genuinely integrative and interdisciplinary courses. Waltzer also commented that MSU requires faculty interested in teaching in IAH to submit proposals of courses that both cross some interdisciplinary boundaries and differ from courses taught in the disciplinary departments in which their faculty appointments reside. He added that they must also draw to some extent on interdisciplinary materials.

The Director of MSU’s Center for Integrative Studies in the Social Sciences (ISS), Assefa Mehretu, agreed with Waltzer that “courses [in ISS] are conceived and designed as interdisciplinary courses.” Mehretu added, “And, with few exceptions, ISS faculty teach them in an integrative fashion.” Mehretu added that ISS faculty apply integrative pedagogy and choose texts that approach socioeconomic issues from an integrative perspective rather than a disciplinary perspective.

One of my concerns about my experience described earlier was that I’d received no real tutoring or training in making what I knew about history an “interdisciplinary” learning experience for my students. I asked the three Integrative Studies Directors if they trained their faculty to teach in an interdisciplinary context. They all agreed that they did not; however, they said that modern academic inquiry and cross-discipline sharing has already permanently changed teaching in higher education, expanding once discipline-bound approaches to include a wide range of intellectual and presentational styles.

“One faculty are broader in scope than others,” Sibley remarked. “I think we all discuss physical science, biological science, social, and political aspects of [a] topic.” He added that his faculty spend more time on interdisciplinary issues and introduce multiple perspectives in the classroom more often than students would encounter in most introductory science courses. Echoing the national response to my questions about interdisciplinary training, Sibley went on to remark that the very nature of the academy has changed over the last decade and that MSU faculty have “naturally migrated” across classical intellectual boundaries. As importantly, they have the knowledge to teach interdisciplinary topics. “Integrative Studies is a wonderful forum for them to share what they have discovered,” he concluded. “Most ISP/ISB faculty need little if any assistance in mastering the interdisciplinary terrain.”

Mehretu mentioned that ISS did not have a special course for professors to teach integrative studies. He added, however, that required doctoral training in cognates has necessarily affected the way Ph.D.s consider their core subjects. “Many professors are also led into interdisciplinary reading and analysis in connection with their many years of teaching and research agendas,” Mehretu commented. He concluded our conversation by describing what William Newell has claimed is an extremely important, but often overlooked aspect of interdisciplinary teaching, that is, informal network sharing (Edwards vii, ix.). “In our case, we have an informal program for ISS professors (especially new ones) who teach ISS courses to share information on course designs, syllabi, readings, pedagogy, etc., with their more experienced colleagues through what we call the “Faculty Forum.”

Waltzer answered my query much the same way as his colleagues. CISAH does not specially train its faculty in part because disciplines have evolved to the point where interdisciplinary sharing is a normal part of professional growth. As a result, Waltzer sees that many of MSU’s faculty, particularly younger faculty, are “genuinely interested in interdisciplinary teaching.” He added that he would like to have faculty adopt similar interdisciplinary teaching goals across all the courses -- especially the goal of introducing students to multiple ways or modes of knowing or seeing characteristic of intellectual life in the colleges. “It is one thing to be interdisciplinary or teach in that manner,” Waltzer claimed. “[It’s] another to convey to students some of the process of bringing together the interdisciplinary sets of assumptions, questions, and approaches.”

In my role and experience with TA training, I believe serious work remains to be done on developing graduate students into more interdisciplinary-minded teachers (Boyer Commission; Rosenthal and Rodriguez; Davis). Before coming to MSU, my experience was that the making of most all the cross-discipline learning “connections” is left up to the students. By just tossing out new contexts in which students should understand information, we seem to believe we had fulfilled our interdisciplinary “duties.”

Disciplinary context is crucial to further students’ understandings of complex issues; it acts as a memory aid or a “situational cue,” prompting not only a student’s recall of information but also an ability to interpret it meaningfully (Bruning, et al.). But when programs offer topics within what seems to be interdisciplinary contexts, only to have these topics taught by graduate students and/or faculty steadfastly committed to their own disciplinary realms, students can miss the depth and breadth of the true interdisciplinary experience. My hope is that as interdisciplinary programs continue to

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become more of the university curricular “norm” for undergraduates, we will begin to train more future faculty to not only think in an interdisciplinary manner, but teach that way too.

Fortunately, I can close this column with some good news about interdisciplinary teacher preparation by saying that MSU is beginning to train graduate students to teach beyond their disciplinary contexts. Waltzer and his colleagues in IAH are making admirable strides in that direction. They provide training for graduate assistants -- workshops, especially -- on how to teach about things that may be beyond their disciplinary training (e.g., how to read and teach images, how to read and teach poetry or drama, etc.).

Waltzer believes that graduate students working together bring to one another their own teaching experiences and desires, prompting another kind of interdisciplinary experience. “Graduate students who teach together in courses like IAH 201 also add to the interdisciplinary reality of CISAH,” he commented. “We have some graduate assistants interested in teaching in context; others interested in teaching texts; some adept at historical explanation; others adept at textual and inter-textual explication.” For Waltzer and his graduate teaching assistants, then, “interdisciplinary” can mean interaction as well as instruction. If a university at its core is a community of research and teaching scholars, and I think it should be, IAH graduate student teachers are getting an important interdisciplinary “head start” on their peers at other universities by working, learning, and teaching in interdisciplinary contexts.

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SOURCES

The Boyer Commission on Educating Undergraduates at the Research University: Reinventing Undergraduate Education, Section IV: Remove Barriers to Interdisciplinary Education. http://notes.cc.sunysb.edu/Pres/boyer.nsf/webform/IV.


interaction is limited due to time. Here, we continually interact with and inspire each other in our projects. The greater exposure we have here with other students and professors who are experts in their fields allows us to deepen our understanding of the subject matter and to follow through with research questions.”

Dr. Ferreira notes that the IGERT grant facilitates leadership training for graduate students. “Because the graduate students supervise the undergraduate students working with them, they gain knowledge that will help them run their own labs once they leave MSU. Also, because they have access to resources, they get experience writing proposals and requests for travel money. This helps prepare them for future grant and proposal writing in their careers.”

The IGERT grant will also help MSU’s Cognitive Science Program develop in the future. “This is really just the beginning,” states Dr. Henderson. “From this base we can now expand as a pre-eminent cognitive science program, leading to more funding, additional graduate students, and better research. We are very excited about the possibilities that lay ahead.”

Graduate School Dean Karen Klomparens is also excited about the IGERT grant. “The interdisciplinary nature of the educational process that is the foundation for an IGERT grant is the future of much of doctoral education in the sciences and engineering, broadly defined. I am proud of our faculty and graduate students who participate in the IGERT. I’m sure they will have many interesting lessons to share at the end of five years, not only in the research areas, but also in terms of how research can be conducted successfully across disciplinary lines, language/terminology, and methods.”

In CHM, the first two years of a student’s experience is spent in lecture and small group classroom learning. During their third and fourth years, students train in hospitals and clinics to gain practical experience. The MSU community-based approach to medical training uses several satellite campuses in which students work during the latter part of their education. These include campuses in the Upper Peninsula, Saginaw, Grand Rapids, Kalamazoo and Lansing. Students spend each day taking patient histories, giving physical exams, and developing their general skills. Since 80% to 90% of successful diagnosis is contained in a patient’s history, this training is invaluable. Friedhoff explains, “We are able to engage a patient in conversation in a way that helps us make a diagnosis and that helps the patient feel heard. In addition, we’re trained in such a way that we think about the bio-psycho-social aspects of the diagnosis. With the biological aspect we look at what is going wrong inside the mechanics of their physiology, and with the psycho-social element we look at their life and their mind.” In addition, students in the Upper Peninsula campus are dispatched for an eight-week experience in rural family practice outside the hospital environment. This component of medical education is unique to both CHM and the Rural Physician Program. For Friedhoff this has been one of the greatest benefits of her training. It affords an opportunity to interact through a more personal relationship with the member of the community in which a student is assigned.

According to Friedhoff, the process by which students choose a medical college affects what the student is searching for in a training experience. She notes that because the various medical programs each have their own “personality,” it was important to search for one in which her social science skills would be considered an asset to the program. CHM’s broad-based approach to teaching has made this possible.
Barbara Ball-McClure has recently been appointed Director of Development for The Graduate School. Barbara will be replacing Cara Boeff, who has accepted the position of Associate Development Director for the College of Agriculture and Natural Resources.

Says Dean Karen Klomparens, “The Graduate School is pleased to welcome Barbara to our team. Her experience in fundraising and sincere interest in graduate education and graduate students will be a real advantage for us as we aim to increase fellowship funding.

An alumna who earned her B.S. from MSU in 1976, Barbara brings to her new position fundraising experience in the academic, business, and political sectors. She has been with Michigan State University for three years serving as a Development Officer, as the Development Director for the College of Osteopathic Medicine, and as a Special Gift Officer for University Development. Prior to coming “home” to MSU, Barbara held a wide variety of development positions including the following: Director of Development for the College of Arts and Sciences and Learning Resources and Technologies at Eastern Michigan University; Vice President of Mammoth Oak, Inc.; Director of Advancement for McPherson Hospital; and Director of Development for Sinai Hospital of Detroit. She also organized various fundraising projects for the National Republican Congressional Committee in Washington, D.C., and worked directly with Senator Bob Dole to secure major donor contributions.

“I look forward to working with Graduate School Dean Karen Klomparens, the staff of the Graduate School, and the Colleges within the University during the next few years to increase the graduate fellowship money available to our talented, knowledgeable and motivated graduate students. We need to have greater financial resources available in order to recruit the best and the brightest to our graduate programs throughout the University. I look forward to the challenge.”

East Lansing is truly home to Barbara as she and her husband Chris both grew up here; her parents still live in town as well. Barbara and Chris have three children: Sarah, Bryan and Christine. In addition to her development responsibilities, Barbara is pursuing a Master’s of Public Administration from Michigan State University. Welcome, Barbara!

CAPITAL CAMPAIGN UPDATE

On September 20, 2002, Michigan State University launched its Capital Campaign, the first since 1988, with a history-making fund-raising goal of $1.2 billion. The theme of the campaign is “Advancing Knowledge. Transforming Lives.” Vice President for University Development Charles Webb states, “This campaign builds on our excellence to set the tone for MSU in the next decade and well into the future. It is a collaborative and collegial effort representing all the colleges and administrative units with significant leadership from the deans.”

A major goal of the campaign is to increase MSU’s endowment from its current level of $810 million to more than $1 billion. Endowments are permanent funds invested to provide income for specified purposes, providing for a level of quality that state funding alone can’t offer, as well as insulating the university from inevitable economic cycles.

Along with the 13 graduate degree-granting Colleges, the Graduate School is participating in development activities to secure endowment funds for graduate fellowships. Our goal is to increase the number of University Distinguished Fellowships and Dissertation Completion Fellowships, as well as to provide funds for increased graduate student professional association/disciplinary meeting conference travel and research enhancement.