

Feature Story 2
Women in Medicine

Education 6
Training Physicians: A Dynamic Process

Research 8
Women's Health: An Emerging Field

Service 10
Forming Supportive Networks

Community 12
Kindergarten: Another Community to Serve

Profiles 14
Mary White, Ph.D., Faculty
Stephanie Ours, B.A., Staff

Advancement 16

Of Primary Interest 17

New Faces/Appointments 19



see page 6



see page 8



see page 10



see page 12

Women in Medicine

by Judith Engle and Mark Willis

Blazing the Trail

They were pioneers—women who believed that they could be, actually were meant to be, physicians. In 1849, Cincinnati resident Elizabeth Blackwell became the first American woman to graduate from medical school. After years of rejection from medical schools across the country, Elizabeth, of small stature but clad with an iron will, graduated at the top of her class at Geneva Medical College, New York. In 1857, she opened a clinic for the poor in New York City and later founded the Women’s

Medical College of the New York Infirmary, a pioneering institution that gave women the practical experience they needed to become physicians. It closed in 1899 when nearby Cornell University began to admit women. Dr. Blackwell, feeling her mission was complete, explained, “The friends who established, and have supported, the . . . College have always regarded co-education as the final stage in the medical education of women.”

In 1870, Susan Smith McKinney Steward completed her medical education as valedictorian of her class at New York Medical

College for Women, the third African American woman to complete medical school. For several years around the turn of the century, Dr. Steward resided and practiced in Wilberforce, Ohio. An indefatigable supporter for the well-being and rights of women, Dr. Steward has been called a “pioneer suffragette [who] helped open the road to opportunity for women of all races.”

By 1900, the number of women physicians had reached more than 7,000. Nineteen medical schools for women had been founded, although most of them closed as existing medical



Brenda Roman, M.D.

Junior Faculty: Balance

Brenda Roman, M.D., assistant professor of psychiatry, director for medical student mental health services, and medical director for resident psychotherapy clinic, entered psychiatry “because I felt that I was paying as much attention to psychological needs during patient encounters as I was to medical needs. But, too, I was looking at quality of life issues. I wanted to have the flexibility to raise a family and not be locked

into on-call demands and weekends. I was striving for balance in my life.”

“I have felt very supported. I have been given the flexibility I have needed, particularly after the birth of my second child.”

After her first child was born, Dr. Roman wanted to work part-time in academia. In one job interview, Dr. Roman recalls being told that she would never find “that kind of job and would never go anywhere.” She then came to Wright State where, she says, “I have felt very supported. I have been given the flexibility I have needed, particularly after the birth of my second child.” Once, during a late afternoon meeting

that continued into the early evening, Dr. Roman excused herself to pick up her child from daycare. As she left, she noticed two of her male colleagues, with the same conflict, following right behind her. “That reinforced for me how balance is an issue for us all,” she noted.

Scholarship, an area that was new to her, has been another area where Dr. Roman found support. She explains, “Colleagues have helped me get started in professional writing. They have let me work with them on papers and then allowed me to be the lead writer for the next article. That kind of encouragement has been very helpful.”

And, Dr. Roman has proven wrong those early predictions. Last year, she was selected as the “Outstanding Junior Faculty Member for Excellence in Medical Education and Research”

education programs changed their admissions policies to include women. Social barriers for women continued, however. As late as 1970, women comprised only 9 percent of all U.S. medical students.

We've Come a Long Way

Today, many of the barriers that once prevented women from entering medical school have fallen. Nationwide, the number of women entering medical school has remained about 42 percent for the past three years, a percentage equal to the ratio of women to

men in the total pool of medical school applicants.

“Earlier women physicians had to break a lot of ground for us.”

Jennifer Schroeder, a fourth-year medical student at Wright State, shares her view: “Earlier women physicians had to break a lot of ground for us. I think the tide is turning in medicine now, especially at Wright State. Medicine is becoming more family friendly.”

*Jennifer Schroeder,
Year IV student*



Every year another medical school makes headlines when more than half its entering students, like the American population as a whole, are women. At Wright State University School of Medicine, where half a dozen classes have had a majority of women, the news is becoming “old hat.” Although Wright State’s admissions process doesn’t set quotas for women or other traditionally underrepresented groups, 57 percent of the incoming

by the Academy of Medicine of Wright State University.

Developing and Mentoring

Early mentors — and they need not be female — who either break stereotypes or who refuse to enforce them are important for women in medicine. Cynthia Olsen, M.D., alumnae (’85), associate professor, and executive vice chair of family medicine, notes that she was fortunate to have been influenced by her father, a scientist, who “gave me lots of opportunity and taught me that science was something I could do. There were no stereotypes for me as a girl.”

Dr. Olsen recalls that her role models in medical school were “female physicians who were pioneers in their field or who were the only practicing physicians in

small towns or perhaps the only women in their medical class. From them, I derived a real sense that women in medicine, in a male-dominated field, were making major contributions. I also knew several women,” remembers Dr. Olsen, “who were dynamic individuals with the fortitude to overcome any obstacle. They helped me realize that I could choose any major I wanted.”

“If I can help someone achieve his or her potential, then that is a major impact on the whole system.”

Dr. Olsen, along with Dr. Margaret Dunn, associate professor of surgery, recently completed Executive Leadership in Academic Medicine (ELAM)

Cynthia Olsen, M.D.



fellowships. ELAM is a highly competitive, in-depth national program that prepares women faculty for senior leadership positions. Wright State was the only medical school to nominate and have selected two candidates.

Dr. Olsen now sees the role of mentoring as an integral part of her career goals: “Over the last few years, I have seen my purpose and the way that I can most contribute as influencing the individual—male or female, student, faculty, or staff. Mentoring, nurturing, advising, no



Jan Duke,
M.D.

Class of 2000 are women. Medical students and educators are proud of Wright State’s leadership in bringing women into the field of medicine, but they hope for a day when this is no longer a national issue. “I hope we get to the point some day when people are picked for their professions because of their individual qualities, regardless of their gender,” says Jan Duke, M.D., who graduated from the School of Medicine in June and is

currently in Wright State’s obstetrics/gynecology residency program at Miami Valley Hospital in Dayton.

“I hope we get to the point some day when people are picked for their professions because of their individual qualities.”

According to the Association of American Medical Colleges (AAMC), women more frequently than men enter primary care

residencies in family medicine, internal medicine, or pediatrics. “Wright State’s emphasis on primary care medicine may be a factor in the number of women medical students who choose to apply and matriculate here,” notes Paul Carlson, Ph.D., associate dean for student affairs.

Whatever the factors, in 1995–96, Wright State was one of only 11 medical schools in the nation where more than half of the medical student enrollment is women, according to a report published in *The Monthly Forum on Women in Higher Education*. Wright State ranked fourth out of

matter what time it takes, has enriched my career. If I can help someone achieve his or her potential, then that will have a major impact on the whole system.”

Senior Faculty: Supportive Environments

Mary McCarthy, M.D., F.A.C.S., professor of surgery, director of trauma services, associate director of CareFlight, and surgical director of the Intensive Care Unit at Miami Valley Hospital, entered a specialty area uncommon for women, especially in the early ’80s. “About 35 percent of my medical class were women,” explains Dr. McCarthy. “Looking back, I was somewhat oblivious to barriers in medicine. I learned about them later.” Dr. McCarthy



Mary
McCarthy,
M.D.

entered surgery residency (the second woman in that program’s history) and quickly found herself in a male-dominated environment. “I looked around,” recalls Dr. McCarthy, and wondered, “Where did all the women go?” Yet, Dr. McCarthy found her male peers and her chair very supportive.

After residency, however, the real learning began. She noticed that women were not promoted at the same rate as men, that they were given “bottom of the ladder type of jobs,” and that their

knowledge, skills, and ideas were often not recognized or valued.

“Here, when I present ideas that improve patient care or community trauma care, I get the support and the resources I need to do my job well.”

Finding a supportive professional environment at Wright State and Miami Valley Hospital was important to her job satisfaction and career advancement. Wright State’s Department of Surgery has the highest percentage of women surgeons in the nation’s medical schools. “Here,” says Dr. McCarthy, “when I present ideas that improve patient care or community trauma care, I get the

“A blank wall of social and professional antagonism faces the woman physician that forms a situation of painful loneliness, leaving her without support, respect or professional counsel.”

— Elizabeth Blackwell, M.D., to her sister Emily in 1848.

125 medical schools in the percentage of women (53.1 percent) in its total enrollment.

The Glass Ceiling

In spite of the new trends in enrollments, women continue to be blocked disproportionately from achieving leadership positions in academic medicine, according to the AAMC. The barriers include isolation, cultural stereotypes, discrimination, sexism, family responsibilities, and a paucity of mentors. As a result, the percentage of women who have achieved the rank of full

professor has remained stagnant at 9 percent since 1980, only 5 percent of medical department chairs are women, fewer than 10 percent of major teaching hospital CEO’s are women, and only 4 women are medical school deans.

The AAMC recently launched a national initiative — “Increasing Women’s Leadership in Academic Medicine” — to help medical schools and teaching hospitals improve opportunities for women to move into the highest tiers of the field. The initiative calls for a comprehensive approach to increasing the number of women leaders, emphasizing developing

and mentoring women faculty, residents and students; improving pathways to leadership; and fostering readiness to change.

Wright State University School of Medicine is fortunate to have many talented women faculty who hold leadership positions. Many are recognized nationally for their efforts in professional organizations, medical education, research initiatives, and clinical practice, and they all are highly valued role models and mentors to Wright State’s medical students. They are today’s women in medicine.



support and the resources I need to do my job well. It makes all the difference.”

Dr. McCarthy notes that the question she most frequently hears from female medical students is, “Can I be a surgeon and have a life too?” Active in both local and national leadership positions, such as past president of the Association of Women Surgeons and current Governor to the American College of Surgeons— as well as being the mother of four—she role models an emphatic “yes.”

One Pathway to Leadership

Barbara Schuster, M.D., chair of the department of internal medicine, is the only woman out of the nation’s 125 medical schools to hold a full appointment



Barbara Schuster, M.D.

as chair of internal medicine. She has become a “highly visible” role model and recalls that career choices and opportunities were made easier by strong female role models in medicine.

These women, already in leadership positions, would discuss issues frankly and they generously “opened doors” in national arenas. “Once,” Dr. Schuster relates, “during a commiseration session about the pressures of holding a leadership position in a national professional

organization and juggling a major personal crisis, a role model, one who had helped me in many ways, told me to ‘Stop whining. Life is difficult, but you’ll get through this.’ It was just what I needed to hear.”

“We should encourage more men to serve as mentors for women.”

“Male colleagues have also been very supportive of me,” Dr. Schuster notes. “They have encouraged me to advance in my career and to take risks. One of my male colleagues summed his perspective on mentoring as, ‘When I have a good person, I don’t stand in his or her way.’ We should encourage more men to serve as mentors for women.”

Training Physicians: A Dynamic Process

by Mary Lou Graham

"What we should seek to impart in our colleges, therefore, is not so much learning itself as the spirit of learning."

(Woodrow Wilson, "Spirit of Learning")

The "spirit of learning" plays an important role in the educational program at Wright State University's School of Medicine. To keep pace with the ever-changing field of medicine, the educational process cannot be allowed to stagnate. Margaret Dunn, M.D., associate professor of surgery and chair of the Faculty Curriculum Committee reflected: "It has been 10 years since the curriculum was looked at globally. A broad examination of our curriculum gives us the opportunity to reaffirm our mission and to refocus the curriculum to better meet our mission. In order to continue our role as a national leader in training generalist physicians, we must maintain excellence by expanding interdisciplinary teaching methods and addressing new areas of national focus such as women's health."

Although some significant curricular advancements have been made over the years, the Faculty Curriculum Committee determined a major revision was necessary and formed the Curricular Design Committee, chaired by Glenn Hamilton, M.D., professor and chair of emergency

medicine. Over several months, this group examined the curriculum of all four years and recommended and approved changes that are now being guided by the Curricular Development and Implementation Committee under the leadership of Jerry Kay, M.D., professor and chair of psychiatry.

"A broad examination of our curriculum gives us the opportunity to reaffirm our mission and to refocus the curriculum to better meet our mission."

The new curriculum, which will begin in the fall of 1997 with the incoming Class of 2001, will start with systems courses taught by interdisciplinary teams of basic scientists and clinicians. Dr. Dunn explained, "This expansion of interdisciplinary courses will invite a more collaborative form of teaching and will be more efficient for both students and faculty." In addition to more integration of clinical information in the basic science years, and vice versa, the pedagogy will feature computer-aided learning and small group interactions.

Albert Langley, Ph.D., associate dean of academic affairs and professor of pharmacology and toxicology, describes the content goals of the new



Albert Langley, Ph.D., associate dean for academic affairs.

curriculum. The first year will feature courses in human structure; molecular, cellular, and tissue biology; principles of disease; introduction to clinical medicine; and biopsychosocial, evidenced-based, and humanistic medicine.

The second-year curriculum will build on the knowledge foundation acquired in year one, and is organized into 10 organ systems, a biopsychosocial component, and a continuation of the introduction to clinical medicine course. The sequencing of each system will include normal structure and function and an emphasis on the relevant pathology and treatment approaches. (See box for list of courses.) A clinically based selectives program in both years one and two affords students the opportunity to enhance their



Margaret Dunn, M.D., chair of the Faculty Curriculum Committee.

education with several periods of concentrated study in areas of their choice.

The year three curriculum will consist of six clinical clerkships with increased accountability across disciplines for content areas such as aging and nutrition. A new element will be introduced in the first month of the fourth year for assessment of students' clinical skills and for USMLE Step 2 preparation. Student performance on clinical assessment will be used to help define his or her year four academic program. Case reports with critical literature analysis and greater basic science correlation will be incorporated into the year four clerkships.

In correlation with the new curriculum design, a competency list for medical students is being developed for incorporation in the

courses/clerkships. This list represents a baseline of experience to be gained by all medical students over the course of their training.

These innovative changes reflect the goal of training physicians with a new emphasis on ethnic, age, and gender differences that have in the past been underrepresented in medical school curricula. The Association of American Medical Colleges (AAMC) is emphasizing women's health in medical education.

According to the May 1996 issue of *AAMC Reporter*,

medical students "tend to be taught about health and disease primarily as it affects a prototypical 70-kilogram, middle-aged, white male," while in fact women use health care services more frequently than men, and are more likely to make health care decisions for the family. To address this issue, the current Obstetrics and Gynecology clerkship in the third year at WSU will be renamed the Women's Health clerkship and will be expanded to include an interdisciplinary approach to relevant women's issues.

Medical ethics has also become an issue of national awareness. At Wright State School of Medicine, medical ethics and humanistic medicine are important components of the curriculum, and a new faculty position in medical ethics in the Department of

Community Health has been filled by Mary White, Ph.D., to support the school's efforts.

Wright State University School of Medicine is committed to more than just training physicians for the future practice of medicine; it is committed to the "spirit of learning" that promotes the philosophy of lifelong learning.



Curriculum Overview for Biennium One

Year One Courses:

- Human Structure
- Molecular, Cell, and Tissue Biology
- Principles of Disease

Year Two Courses:

- Blood
- Cardiovascular
- Endocrine
- Gastrointestinal
- Integument
- Musculoskeletal
- Neuroscience
- Renal/Urinary
- Reproductive
- Respiratory

Years One and Two Courses:

- Biopsychosocial, evidence-based, humanistic medicine
- Introduction to Clinical Medicine
- Selectives

Women's Health: An Emerging Field

by Deborah Vetter



Dr. Richard White explaining his research to Horizons in Medicine participants.

Women and men share the same three leading causes of death—heart disease, cancer, and stroke; however, major medical research has tended to look at the reactions of men to medical treatments and interventions. Traditionally, researchers have avoided studying women and gender differences. As a result, guidelines used by health care practitioners in treating women are based on research conducted predominantly, or exclusively, on men.

Reasons for excluding women from research have included the possibility of impairing subsequent conception, pregnancy, or birth, and the complexity of accounting for hormonal changes. Cost is another reason. “Controlling for gender in research studies expands the amount of data to be collected and analyzed, thereby increasing research costs,” explains Mary

White, Ph.D., assistant professor of community health. Historically, funding for research has been directly affected by political interests and national priorities. “Ethics plays a role in determining the research questions considered valuable and how those questions are formulated to account for gender differences,” adds Dr. White, whose research and teaching reflect her interest in medical ethics. Advocates for women’s health note that research funded by federal and pharmaceutical sponsors has usually excluded women as research subjects, or when women are included, failed to analyze data by gender.

One group working to address these inequities is the Society for the Advancement of Women’s Health Research, a nonprofit, nonpartisan organization governed by a board of directors composed of physicians, faculty, researchers,

and representatives of professional medical associations. The efforts of this group, and others, to draw national attention to the issues of women’s health research have changed national health policy. For example, NIH now requires that women be included in research unless scientific evidence justifies excluding them.

Because of increased awareness, women’s health is an emerging field of study. Richard White, Ph.D., assistant professor of physiology and biophysics, recently became involved in women’s health research after learning that scientists had made few advancements since early research on estrogen in 1940. Now, more than 50 years later, scientists still had not determined how estrogen works at the cellular and molecular levels.

Recognizing that women rarely suffer cardiovascular dysfunction before menopause but by the age of 65 a woman becomes as vulnerable to cardiovascular mortality as a man, scientists hypothesized that estrogen protects against cardiovascular disease. Because Dr. White had spent several years investigating how the heart protects itself against damage, his lab was well prepared to study this hypothesis. They soon had an answer.

Dr. White’s laboratory found that estrogen relaxes coronary arteries by stimulating the flow of potassium out of muscle cells in the walls of arteries. “Ion

channels,” Dr. White explains, “are found in cells of the heart, blood vessels, glands, nerves, and muscle. An ion channel is like a hole with a gate on it. Some chemicals, such as estrogen, are capable of flipping the gate open, which changes the membrane’s charge.” By placing an electrode on a single cell, Dr. White measures the tiny electrical currents that are generated as ions flow through channels. “It’s like taking an EKG on a single cell,” says Dr. White. “This approach offers scientists a window on how a cell works.”



Dr. Jeanne Lemkau at her research on breast cancer prevention.

“Understanding what estrogen does . . . will, hopefully, prevent or delay the progressive cardiovascular deterioration.”

His new findings may explain how estrogen opens arteries, thereby improving blood flow to various organs, lowering blood pressure, and decreasing the incidence of stroke and heart attacks in women. “Understanding what estrogen does inside arterial muscle cells will help researchers develop new drugs to activate this same process and, hopefully, prevent or delay the progressive cardiovascular deterioration so often associated with the aging process,” says Dr. White.

In another research area, the National Cancer Institute has sponsored a \$2 million, five-year

study conducted by Jeanne Lemkau, Ph.D., clinical psychologist and vice chair for research of the Department of Family Medicine, and Dr. Kathleen Grady, from the Massachusetts Institute of Behavioral Medicine, on mammogram referral in primary care practice. Their research teams examined 11,500 medical files to determine the conditions under which physicians decide whether to recommend screening mammograms to older women patients and how patients decide whether to comply with their doctors’ recommendation.

Because most older women are seen in primary care practices, Wright State School of Medicine, with its emphasis on primary care medicine and its community-based orientation, is ideally suited to do this kind of research. Sixty family physicians in Dayton participated in this study.

According to Dr. Lemkau, “The family doctor’s encouragement to get a mammogram is the single most important factor influencing older women to do so. Women whose doctors refer them for a mammogram are 4 to 12 times more likely to have a mammogram than those who are not referred.”

“The family doctor’s encouragement to get a mammogram is the single most important factor influencing older women to do so.”

Advancement in women’s health is dependent on gender-specific answers available through research. New findings will help establish definitive guidelines for treating women.



Forming Supportive Networks

by Cynthia Butler



WOMS welcomes the Class of 2000 at a reception at convocation.

Imagine arriving in Dayton, Ohio, and your family and friends are far away. You must locate housing, babysitters, family doctor, and all of the necessities of life. Add to this list of highly stressful changes the fact that your husband is a medical student who very shortly will be either in classes or studying during every waking moment. As the new school year begins, many wives of medical students will find themselves in these shoes. A small group of wives has formed the Wives of Medical Students (WOMS) organization in hopes of alleviating the unique stresses involved with having a husband in medical school.

The idea of an informal wives group began with Kara Mooibroek, who realized during

her husband's second year that she only knew one other wife. She wondered how other wives were dealing with the stress. She contacted a member of the Montgomery County Medical Society Alliance who helped her form the group.

"I don't think our families or friends can relate to what it's like to have your husband in the same house, but you can't talk to him for hours because he's studying," says Gina Kyle, president of WOMS and wife of third-year medical student George Kyle. All wives and fiances of School of Medicine students are eligible. In one year's time, WOMS has grown from the initial five members to 25 active members who participate in several activities serving both the School of Medicine and the community.

Popularly known for its "Bagels on Wheels," WOMS fundraisers are necessary for group support and future community activities. The wives provide breakfast for the second- and fourth-year class on the morning of their U.S. Medical Licensing Examinations as well as a refreshment table at Convocation where they meet many of the incoming students and their spouses. WOMS will be assisting husbands of medical students start a similar group to meet their particular needs.

"The Alliance has just been fantastic. All we have to do is ask and they are there . . ."

The Montgomery County Medical Society Alliance has played the role of big sister to this fledging organization. It has provided information, support, speakers, funding for membership, and guidance. WOMS members participate in Alliance activities whenever possible. Knowing the financial restrictions of medical school families, the Alliance provided a table for WOMS at last year's FAME luncheon that is an annual fundraiser for Wright State scholarships. A benefactor within the Alliance membership provides a gift to support the membership fees in the Alliance for the WOMS members. "The Alliance

has just been fantastic,” says Mrs. Kyle. “All we have to do is ask and they are there providing us with speakers, guidance, and even opening their homes to us for our meetings.”

The Alliance is a volunteer organization of physicians’ spouses and physicians who promote the health of the community through educational and philanthropic activities. Husbands and wives of physicians are welcome to join. “I really wanted to find a group of people that had something in common with me as a spouse of a physician. There is so much camaraderie, friendship, and emotional support available,” according to Theda Jessen, president of the Alliance.

One of the main thrusts of the Alliance is to provide scholarships for future health professionals. A total of \$21,250 was raised this past year for scholarships given to 10 medical students and four nursing students at Wright State. The Alliance provides additional scholarships to students at other institutions and to the American Medical Association Education Research Fund (AMA ERF).

The Alliance has chosen to address some imposing public health issues this year. They will participate in SAVE (Stop America’s Violence Everywhere) Day and sponsor a seminar for medical professionals entitled “A Call to Collaborative Action on Prevention: Making the Link Between Substance Abuse,

Violence, and Other Health and Societal Problems” in conjunction with the Wright State School of Medicine. Again this year, the Alliance will host a Christmas party for urban children along with Big Brothers/Big Sisters. This winter they are helping to plan “Hoop Dreams,” a doctors versus lawyers basketball game. Proceeds will benefit the Reach Out Program of Montgomery County that offers medical treatment to the community’s underserved population.

“We intend to have a very good time this year doing great things for our community while providing a secure net of friendship to support each of us,” says Theda Jessen. The programs the Alliance plans for its membership this year include

dealing with stress and wellness issues, fitness, and lightening up with laughter. To continue the bond between the Alliance and the School of Medicine, wives of academic physicians are being actively recruited into the organization. Since some husbands are active in the organization, the Alliance is expanding its programs to include those of interest to men.

“It’s the friendship that we’ll remember,” says Mrs. Kyle. The Montgomery County Medical Society Alliance is raising a new generation of philanthropists and community servants through the WOMS organization. “There is a feeling of pride in accomplishing what we do,” states Mrs. Jessen. “It gives you a very good feeling.”



Officers of the Montgomery County Medical Society Alliance.

Kindergarten: Another Community to Serve

by Cynthia Butler



Kimberly Hendershot, Year II, succeeds in making this kindergartner feel at ease.

The Center for Healthy Communities, a community-academic partnership, has developed a project called “A Healthy Child is a Better Learner,” funded by the Corporation for National Service through the Learn and Serve America: Higher Education initiative. The partners include the Schools of Medicine and Professional Psychology, College of Nursing and Health, and the Department of Social Work at Wright State University; Dietetics, Dental Hygiene, and Nursing at Sinclair Community College; and Dayton Public Schools. The project brings together teams of health professions students and offers them opportunities to learn in community based settings while

addressing the health care and health education needs of Dayton kindergarten students in six elementary schools.

“During the first year, we found that service learning is about expanding your way of thinking about education,” says Kate Cauley, Ph.D., director of the Center for Healthy Communities and assistant professor of community health. “Our service learning initiative has had significant impact on helping our students learn how to work with a medically underserved patient population.” In conjunction with the clinical training, students complete orientation and reflection components that focus on issues of cultural diversity, systemic intervention, and community resources.

“In the changing health care environment, schools will play an increasingly important role in the health care of our children.”

First-year students work in the schools as well during a component of their Introduction to Clinical Medicine I course. Working in teams of four and closely supervised by a pediatric or family medicine clinical faculty member, students observe and perform parts of physical exams. Students have reacted enthusiastically to the program.

“It was great to be out in the community in a different environment to practice our skills,” remarked one student. “I enjoyed working with the children and learning how to adapt to the situations encountered.”

Third-year medical students participate in a pediatric ambulatory clerkship, supervised by Elvira Jaballas, M.D., associate clinical professor of pediatrics and School of Medicine representative to the service learning faculty team. These students provide physical exams for kindergartners who have no primary care doctor. Some of these kindergartners have developmental deficiencies, hearing and vision problems, and lack necessary immunizations. In the changing health care environment, schools will play an increasingly important role in the health care of our children,” says Dr. Jaballas. “The medical students learn to complete the pediatric exam with a high degree of ‘hands-on’ experience.”

During the 1995–96 academic year, the Learn and Serve America: Higher Education project placed more than 300 students in the Dayton community providing services to approximately 5,100 children. “There are very few institutions nationwide that offer this extent of multiprofessional, community-based learning during all four years of medical school,” remarks Gordon Walbroehl, M.D., professor of family practice and a member of the service learning faculty team. “The Learn and

COMMUNITY

Serve collaboration helps position the school on the forefront of medical education as we head for Healthy People 2000.”

“We are delighted to have the medical students and all of the health professions students working in the schools.”

“We are delighted to have the medical students and all of the health professions students working in the schools,” stated Betty Holton, director for health services, Dayton Public Schools. “Collaborating on this project has been a very good opportunity for the health professions students as well as our school children.” Health professions students learn about health services that are

available in the schools, and they learn to respect the work of other health professionals and to view them as valuable colleagues.

The Service Learning Advisory Committee (SLAC) consists of faculty and students from Wright State University, Sinclair Community College, the University of Dayton, and staff from community health and human services agencies. This group works to coordinate the clinical training needs of the health professions students with the service needs of the community. Whether working for academic credit or as a volunteer, the health professions students take time before their service learning placement experience to learn about their patient population and the service setting. After the experience, they take time for structured reflection and evaluation of the experience.

“We are seeing a national shift in pedagogy to include more community service as an integral part of the education of our health professions students.”

“We are seeing a national shift in pedagogy to include more community service as an integral part of the education of our health professions students,” says Dr. Cauley. “Much of the Learn and Serve America: Higher Education program’s success can be attributed to the primary partners who, because of their existing community-based orientation and their shared goal of securing a healthy future for Dayton’s children, provide fertile ground for collaboration.”



Heather Owens (L) and Dionne Dickerson (R) (Year II students), with preceptor Bruce Binder, M.D.



Heather Owens (Year II), and young friend.

PROFILES



Mary
White,
Ph.D.

The year 1987 marked a turning point in Mary White's career. At that time Dr. White, then in her last year of divinity school at Harvard, met her first medical ethicist at a seminar sponsored by the group now called Choice in Dying. "I didn't even know there was such a field as medical ethics," she remembers, "but by the end of the seminar I knew that's what I wanted to do."

"Concern for humanistic medicine is strong here and is supported from the top."

Dr. White pursued her interest in ethics at the University of Texas Medical Branch in Galveston, where she received her Ph.D. in medical humanities. She joined Wright State's faculty in July of 1995 as an assistant professor of community health and enjoys the fact that "concern for humanistic medicine is strong here and is supported from the top."

Reflecting on her first year at Wright State, Dr. White believes her most "challenging yet

stimulating question was how to address issues of gender, race, and ethnicity in ways that encourage productive thinking." The medical school's current curriculum revision process, according to Dr. White, provides the opportunity to address issues such as this. "It gives us a chance to envision an ideal world and come back to the real world with what we want to accomplish," she states.

Another high point of the past year, according to Dr. White, was her selective on Women and Medicine offered to first-year students after the winter quarter. Participants gave rave reviews to the experience, which included mornings discussing various topics in women's health with physicians and faculty members and afternoon site visits. According to Dr. White, "experiential learning is one of the most powerful ways to broaden one's mind." Observing people in the community working in women's health was "a wonderful opportunity," she notes.

"It gives us a chance to envision an ideal world and come back to the real world with what we want to accomplish."

White's research interests revolve around genetic testing. Her dissertation explored reproductive decision making and genetic counseling, or "how people make decisions surrounding prenatal testing." The

marketing of the BRCA-1 gene test is the subject of White's current research. "I am concerned about the ramifications of a positive diagnosis," she states. "It is not clear that patients are being given sufficient pre- and post-test counseling and follow-up in order to prevent undue stress and unnecessary surgical intervention."

Music and travel play significant roles in Dr. White's free time. As a classical violinist, she has had the opportunity to play with a symphony in Springfield last year and also played with members of Wright State's music department. Her summer included a trip to Romania, which struck her with a "sense of privilege being an American, with security and expectations of quality of life and a future that have been denied to [Romania]." She saw a land "in an incredible state of transition" with its "resource-rich country and highly cultured people dealing with problems left over from the Communist era."

When speculating about the future of medical ethics, Dr. White hopes that eventually "the kind of sensitivity and awareness we are trying to evoke in medical students and residents will be passed on," or that it "would be second nature." However, she believes that there is "potentially no limit to how much we can work in this field." There are "ethical aspects in every area of medicine," she states, "from the doctor-patient relationship to health policy."

— Julie Levensgood



Stephanie Ours, B.A.

My goal is to serve, rather than lead,” says Stephanie Ours, administrative secretary in the Office of Faculty and Clinical Affairs. “I choose to help others first. I try to anticipate people’s needs. Then, if I can’t help them, I find someone who can.” Her outlook and contributions at Wright State University and within the community personify the servant leader model: the best leaders are good servants first.

“I choose to help others first.”

At the university level, Mrs. Ours recently chaired the Classified Staff Advisory Council (CSAC), an advisory council to the president that represents approximately 750 classified staff. Accepting this leadership position involved a commitment of three years—as chair-elect, chair, and immediate past chair. Currently, Stephanie serves on the University Budget and Review Committee, an advisory committee that reports to the administration on fiscal issues.

Within the School of Medicine, Mrs. Ours meets the

needs of others. Associate Dean Howard Part says, “Our office serves a complex matrix of departments and units. Stephanie has the uncanny ability to anticipate the diverse needs of our organization. This talent serves as the glue that holds our office together.” “Without question, Stephanie is outstanding,” says Lennie Ernst, administrative coordinator in the Department of Family Medicine, who places Stephanie within the “core group of people on campus” on whom off-campus staff depend.

In the community, Mrs. Ours is organist for a church in Kettering, OH. To strengthen her musical skills, she enrolled in the WSU Department of Music. Dr. Ritter Werner, a faculty associate in WSU’s music department and Stephanie’s organ instructor, says: “Stephanie lives the philosophy, ‘If you’re going to do it, do it well.’ Stephanie started with a lot of talent,” but he credits her ability “to work methodically, the very skills that make her good at her job at Wright State,” as the trait that enabled her “to develop that talent to a high degree.” In 1995, Mrs. Ours earned a Bachelor of Arts in music, graduating summa cum laude. Recently, she performed with a Wright State University orchestra.

Stephanie’s husband, Fred, is a pastor of a church in Piqua. They are parents of two sons: Erik, a marine currently stationed in Hawaii; and Ryan, a teenager who keeps his parents aware of the music and fashion appreciated

by teens. Stephanie’s hobbies include cross-stitch and pencil drawing, although she admits that lately she hasn’t had time for hobbies.

— Deborah Vetter

The Many Faces of Jerry Lewis

During a break from performances of *Damn Yankees*, entertainer Jerry Lewis talked at length with a group of Wright State medical students, residents, and faculty about the importance of humor in healing. “Humor and laughter,” he says, “are good medicine. Yet they’re not in any of the books.” Mr. Lewis, whose father told him “He was born funny,” has had a lifelong interest in health care issues.



Kettering Scholarship Invests in Geriatric Medical Education



Virginia
Kettering

The Kettering family recently established the E. W. Kettering Family Scholarship in Geriatric Medicine at Wright State University School of Medicine. The \$1 million scholarship will help Wright State, in partnership with existing practicing physicians, close the gaps in care for our elderly. Mrs. Virginia Kettering notes, “The Kettering family is pleased to join with Wright State in promoting this critical area of medical education to encourage more primary care physicians, particularly women, to concentrate in geriatric care in the Dayton community.”

“The Kettering family is pleased to join with Wright State in promoting this critical area of medical education . . .”

Up to four \$25,000 scholarships will be awarded in fall 1996 to fourth-year medical students who demonstrate an interest in geriatrics; in each

subsequent year, at least two \$25,000 scholarships will be awarded. Each recipient will make a two-year commitment to practice in Dayton upon the completion of residency training. This scholarship addresses a serious problem facing our community’s senior citizens—a shortage of physicians skilled in providing geriatric patient care.

The United States does not have enough doctors trained to provide specialized health care delivery for the growing number of older Americans, according to a recent study released by the Alliance for Aging Research, an advocacy group working in collaboration with the Senate Special Committee on Aging. At least 20,000 physicians are necessary to treat the 33 million people over age 65 now. By the year 2011, when baby boomers near retirement and transform into the “senior boom,” this shortage will reach paramount proportions.

Wright State is one of 14 out of the 125 medical schools in the nation that include geriatric training as a mandatory part of the curriculum. Students first come in contact with older patients through the Introductory to Clinical Medicine course during their first year, and elder patient care is emphasized within both the basic science and clinical courses. Wright State offers a third-year clerkship in geriatrics that emphasizes the importance of the

multidisciplinary health care team, defines available community resources, and gives students exposure to healthy, active seniors. A fourth-year selective is also available where students receive hands-on experience working with senior patients in a supervised setting at the Dayton Veterans Affairs Medical Center.

In developing this partnership with Wright State, the Kettering family will continue its tradition of anticipating and addressing community concerns. Just one look at the educational, civic, and cultural landscape in Dayton shows the family’s indelible influence. Through an initial \$1 million gift, the Ketterings played a significant role in establishing the School of Medicine in 1974. Since that time, the family has continued to generously support medical education and programs directed at improving our community’s health.

“The significance of the gift from Mrs. Kettering’s perspective is that more Wright State medical students will choose general practice with a geriatrics focus so that the aging population won’t be left behind,” related Richard Beach, former Wright State University Foundation Board trustee and recently retired administrator of the Kettering Fund. “It is a growing need. We hope this investment will inspire other people to work with the School to address this great community need.”

— Arto Woodley

OF PRIMARY INTEREST

Wright State University Honors School of Medicine Faculty and Staff

At Wright State University's 1996 Convocation, several School of Medicine faculty received recognition for their excellence in teaching, research, and service.

Robert Reece, Ph.D.,



professor and chair of the department of community health, received the Frederick A. White

Distinguished Professor of Service Award, a special rank awarded by the Wright State University Board of Trustees. This title is awarded only once per individual, for a three-year period, and carries an annual cash award and a grant for professional development. No more than one percent of the fully affiliated faculty may hold the title of Distinguished Professor at any one time.

Dr. Reece oversees four main areas for the School of Medicine: the Divisions of Aerospace Medicine, Human Biology, and Substance Abuse and Treatment Programs, and the Office of Geriatrics and Gerontology. He also is involved in the education of undergraduate medical students in the social, ethical, and legal dimensions of medical practice.

Presidential Awards for Faculty Excellence are given for the "three legs of the stool," teaching, research, and professional service. A fourth

award is also given to an individual who excels in all areas, the "Outstanding Faculty Member" award. These awards also carry a cash stipend.

Neal Rote, Ph.D., professor



and chair of microbiology and immunology, received the Outstanding Faculty Award. Dr.

Rote has been honored for his excellence in medical education several times, most recently by the Class of 1999 Teaching Excellence Award awarded in August. His NIH-supported research on pregnancy loss and the immune system has received national attention, and he is deeply involved in community service projects, such as the Miami Valley Regional AIDS Consortium and the Ohio Scientific Education and Research Association.

Larry Ream, Ph.D., associate



professor of anatomy and assistant director of the Biomedical Sciences Ph.D. Program, was honored with

the Excellence in Teaching Award. Dr. Ream developed a computer program, "Electron Microscopic Adventure," which is used in microanatomy, and he heads an NIH-sponsored research

apprentice program for minority high school students. Dr. Ream also received the Class of 1998 Teaching Excellence Award from the School of Medicine.

Shumei Guo, Ph.D.,



professor of community health, received the Excellence in Research Award. Dr. Guo conducts

research on human growth, body composition, and cardiovascular risk factors and serves on the Epidemiology and Disease Control Study Section for the Division of Research of the NIH. Her work has received national recognition.

Robert W. Putnam, Ph.D.,

associate professor of physiology and biophysics, received the 1996 Trustees Award for Faculty Excellence at Wright State's graduation ceremony in June. The award recognized "excellence in teaching, achievements in research and scholarship, and service to the community."

Faye Kesner, senior secretary in the Division of Human Biology, received the 1996 President's Award for Excellence in Service at Wright State University. Ms. Kesner has been employed at Wright State for 11 years and was described in her nomination as "an enthusiastic, talented professional who knows the value of a job well done."

Department of Family Medicine Brings Home the Silver



S. Bruce Binder, M.D., Department of Family Medicine, accepts the Silver Achievement award.

The American Academy of Family Physicians recently announced its fifth annual “Family Practice Percentage Awards.” The awards recognize medical schools with the highest three-year average of graduates entering family practice residency training programs

from 1993–95. Four medical schools received the Gold Achievement Award for having more than 30 percent of graduates choosing family practice residencies; Wright State University School of Medicine was one of six schools awarded the Silver Achievement Award for having between 25 to 29.9 percent.

Community Service Award



Lawrence Prochaska, Ph.D.

Lawrence Prochaska, Ph.D., associate professor of biochemistry and molecular biology, received the 1996 Research Award for outstanding service to the American Heart Association (AHA), presented by the Miami Valley AHA. Dr. Prochaska

has served as a peer reviewer, chair of a study group, chair of the Research Committee, and represented the committee on the Ohio Affiliate’s Board of Trustees and its Executive Committee. His research was recently funded by a three-year, \$90,000 grant from the AHA Ohio Affiliate.

Alumni Recognition

Richard C. Christensen, M.D. (’90), assistant professor in the Department of Psychiatry, recently received the highest award offered to a faculty member at the University of Florida School of Medicine. The Hippocratic Award is given annually to a faculty member to “recognize the art in medicine.” Dr. Christensen was cited for his exemplary teaching, his compassion, and his commitment to helping the less fortunate. While at the University of Florida, he has developed a highly rated seminar series in ethics in psychiatry and founded a free psychiatric clinic at the local Salvation Army.

National Research Recognition

Dana Frazer, M.D. (’96), received the 1996 Association for Academic Surgery Student Research Award for work on splenic trauma conducted when she was a medical student here. She graduated in June and is now a resident in Wright State’s integrated surgery residency.

Michael Kent received a first-place award at the 1996 National Student Research Forum. His neuroscience research began as a master’s thesis project in the laboratory of Neal Rote, Ph.D., and is continuing in Wright State’s Biomedical Sciences Ph.D. Program under the direction of Robert Fyffe, Ph.D., and Francisco Alvarez, Ph.D.

NEW FACES



Sheela M. Barhan, M.D.

Instructor, Obstetrics and Gynecology

M.D.: Tulane University School of Medicine, New Orleans

Residency: University of Illinois/Michael Reese Combined Program (obstetrics/gynecology)



James A. Bofill, M.D.

Assistant Professor, Obstetrics and Gynecology

M.D.: University of Tennessee College of Medicine, Memphis

Residency: Parkland Memorial Hospital, University of Southwestern Medical Center at Dallas (obstetrics/gynecology)

Fellowship: University of Mississippi Medical Center, Jackson (maternal-fetal medicine)



Scott A. Doak, M.D.

Assistant Professor, Emergency Medicine

M.D.: The Ohio State University, Columbus

Residency: Tufts University School of Medicine, Baystate Medical Center, Springfield, MA (emergency medicine)



Leonard C. Ezenagu, M.D.

Instructor, Obstetrics and Gynecology

M.D.: Wright State University School of Medicine, Dayton

Residency: Wright State University School of Medicine Residency Program (obstetrics/gynecology)

Jose J. Gutierrez-Nunez, M.D.

Colonel, USAF

Associate Professor, Medicine

M.D.: University of Puerto Rico School of Medicine, San Juan

Residency: University District Hospital, Puerto Rico (medicine)

Fellowship: University District Hospital, University of Puerto Rico School of Medicine, VA Medical Center, San Juan (infectious diseases)



Thomas E. Herchline, M.D.

Major, USAF

Assistant Professor, Medicine

M.D.: University of Cincinnati College of Medicine, Cincinnati

Residency: Wright State University School of Medicine (internal medicine); University of Cincinnati College of Medicine (internal medicine)

Fellowship: Ohio State University Hospital, Columbus (infectious diseases)

Miguel H.S. Lapuz, M.D.

Assistant Professor, Medicine

M.D.: University of the Philippines

Residency: Brooklyn Hospital Center, Brooklyn (internal medicine)

Fellowship: The Long Island College Hospital, Brooklyn, (nephrology); University of Kentucky, Lexington (nephrology)



William J. Powers, M.B.A.

Assistant Professor, Community Health

Director of Plans and Programs, Dayton Area Graduate Medical Education Consortium

Fellow: American College of Healthcare Executives



Jeffrey Y. Schnader, M.D., C.M.

Associate Professor, Medicine

M.D.: The Faculty of Medicine, McGill University

Residency: State University of New York at Stony Brook (internal medicine)

Fellowship: Meakins-Christie Laboratories of the McGill University Faculty of Medicine, Montreal (pulmonary medicine); The Johns Hopkins University School of Medicine, Baltimore (pulmonary medicine); The Johns Hopkins University School of Hygiene and Public Health, Baltimore, (environmental physiology)

NEW APPOINTMENTS

Jacqueline McMillan has been named assistant dean for student affairs and admissions. She manages the areas of minority affairs and financial aid for the School of Medicine.

Alonzo Patterson, M.D., has been named associate director for student affairs and admissions. Dr. Patterson received his medical degree from the University of Cincinnati and completed his residency at Ohio State University.