Kellogg Grant Goes To Health Education

MSU-COM efforts to increase the number of primary medicine physicians received a huge boost from a $6 million grant given by the W.K. Kellogg Foundation.

The Kellogg Community Partnership for Health Professions Education is an initiative to establish new educational sites across the country in areas desperately in need of health care personnel. Six universities and one city health department will share the $47.5 million dedicated to support this effort.

“The Community Partnerships Initiative is a bold step to directly influence the health professions education system to prepare graduates for community-based, primary care,” said Russell Mawby, chief executive officer of the Kellogg Foundation, at a two-day conference held in Washington to announce the program. “We believe that our higher education institutions must be involved in innovative solutions to our health care problems, and we believe that such involvement will best be made in partnership with communities.”

Michigan State University’s Office of Human Health Programs was one of the institutions chosen for the initiative. The $6 million in grant money given to MSU will be shared among COM and the MSU Colleges of Human Medicine and Nursing.

COM Dean Douglas Wood said that this new funding will invigorate the college’s long-standing effort to increase the number of students choosing careers in primary health care.

“The objectives of the Kellogg effort go hand-in-hand with the tenets of osteopathic medical education,” said Dean Wood. “This grant will not only give our students the opportunity to develop their skills as primary care physicians, it will open their eyes to people for whom health care is a precious and often unfulfilled need.”

Along with supporting efforts to increase primary care providers and improve community health education sites, the Kellogg grant will also go to creating a better distribution of health care professionals around the state. At the onset, the grant money will be directed to rural clinics located in areas facing shortages of health care staff. The Michigan communities of Hillman and Houghton Lake are the initial target sites. By bringing more students to those underserved areas, it is hoped that more will choose to stay in those areas to practice medicine.

With time, expansion of the program is planned in the Saginaw, Lansing and Battle Creek/Kalamazoo areas.

COM Makes the Semester Switch

With Michigan State University on the verge of making the major curriculum transition from terms to semesters, MSU-COM is one step ahead. The college’s semester schedule was activated this year with the incoming class of 1995.

For the first time ever, the incoming class will be taught over three 15-week semesters rather than the traditional four 10-week terms. And for the first time ever, COM students and College of Human Medicine students will attend all of the introductory basic science courses together as a group.

These courses are taught in the Life Sciences auditorium which was remodeled to accommodate 250 students.

Gail Riegel, associate dean for academic affairs, explained that these fundamental changes have been nearly eight years in the making. In 1984, a special committee reviewed the college’s curriculum and recommended that the semester system should be instituted.

“A semester system makes more efficient use of the calendar year,” said Riegel, explaining that many thought the long summer break under a term schedule was unproductive. Faculty were also concerned about a more even balance of pre-clerkship training hours and the interval designated for clerkship training.

“In the term system, students completed eight quarters of pre-clerkship training but only five quarters of actual clerkship hours were required,” Riegel said. “The semester system allows for a much more even split.”

As the new semester-based curriculum developed, the university’s financial difficulties became increasingly apparent. The university provost’s office strongly encouraged COM and CHM to find ways to conserve resources, Riegel said.

“There was real pressure within the university regarding the duplication of education,” Riegel said. “And there were two medical schools at MSU with basic similarities in their curriculum for the introductory sciences courses.”

The financial constraints and the extra demand that two separate curricula put on faculty led COM and CHM to decide in 1989 to merge their first-year classes.

continued on page 2
Expanding Opportunities in Ambulatory Care

Three years ago, MSU-COM piloted its first ambulatory care clerkship program. Today, under the stewardship of director Margaret Kingry, associate professor of pediatrics, the program is a proven success and plans to make it a more permanent part of the curriculum are under consideration.

The next step is expansion in length of time and number of students. Currently, the 12-week course can accommodate up to 16 students who work half days in different ambulatory care settings each week. Balancing their clinical experience, the students also attend a didactic schedule that includes topical formal, procedures, current cases, a journal club and a symptom seminar.

"I think in terms of content and thinking the program through, we're almost there," said Kingry.

Logistics are the main stumbling blocks that prevent the program from being widely available to students, Kingry said. "The problem is resources," she explained. "You can take 20 students and place them at a base hospital for training but you can't place 20 students in a clinic."

Kingry plans to overcome some of these obstacles incrementally. First, she would like to see the program expanded from 12 weeks to six months. She also wants to tap into more ambulatory care facilities outside of the Lansing area so that more students can be added to the program. The COM Department of Family Medicine was recently awarded a grant to support this new site expansion.

"One of the best possible sites is the Detroit area," said Kingry, who added that sites in northern Michigan are also being considered, particularly those clinics targeted by the recently awarded Kellogg Community Partnership grant.

However, as the program expands, more tough questions about its future will need to be addressed, Kingry said. Should it be offered year round? Should an ambulatory clerkship opportunity be available for every student?

Conceptually, Kingry says yes. "If we are committed to primary care, if we recognize that 90-95 percent of the care our students provide when they graduate will be in these settings, how can we not give students working experience in these areas?"

However, in order to provide this opportunity for 120 students each year would require locating enough clinics with the ability to create 600 half-day slots, said Kingry.

The change of the curriculum to a semester schedule may push for decisions to be made on some of these issues, and thus shape the program's future, Kingry said.

COM Makes Semester Switch continued from page 1

Together, Riegel and Ruth Hoppe, CHM associate dean of academic programs, worked with department chairpersons, on an ad hoc curriculum revision committee, chaired by John Thornburg, and the college curriculum committee to determine the structure of the new joint curriculum and to designate the professors to teach it.

"We made some choices," Riegel said. "We wanted to provide the strongest opportunities for instruction."

In addition to their joint courses, first-year COM students will also take courses provided solely within the college, including clinical skills, doctor-patient relationship and integrative clinical correlations.

An additional important development in their separate curricula is a revamped neuromusculoskeletal system course. Described by Riegel as an "integrated, backbone course," it will stretch over three semesters combining information about the nervous and musculoskeletal systems with osteopathic manipulative therapy.

This course is one of the signature efforts of COM to further incorporate manual medicine skills into the core curriculum and reinforce the osteopathic philosophy within its students.

"We are trying to put increased emphasis on the courses that are specific to osteopathic medicine to build in students the identity that they are part of COM," said Riegel, who added that other initiatives beyond the college coursework also play a role in strengthening the COM identity.

"We need to give attention to other types of programs — outside the curriculum — that give students more exposure to osteopathic leaders and mentors," said Riegel. The ambulatory care clerkship program is one example. Through this elective course, students work and learn from D.O.s in their offices and clinics over a 12-week period.

Finalizing the Years to Come

With the first-year curriculum up and running, Riegel is working with the curriculum committees to complete the second- and third-year class schedules. Unlike the first-year schedule, none of the courses are shared with CHM.

"The number of [course] hours and the sequencing of those hours are under discussion," said Riegel, who foresees continued use of the successful and popular block scheduling format. In this type of schedule, faculty teach one course on a compressed, concentrated schedule about half the semester and then teach a second course in the remaining weeks. For example, a course on the reproductive system may be taught in the first six weeks of a semester, while the remaining weeks are devoted to the growth and development course. Arranging courses in this way helps keep courses a more manageable length for students and also make exam scheduling less hectic.

The second year curriculum will also entail a newly developed multi-semester course on the behavioral system. Riegel explained that the goal of this course is to improve content and coordination of behavioral and psychosocial medicine.

Integrated Goals

Each year's individual curriculum goals fall within a larger set of objectives designed to strengthen the medical education process. One important objective is to reduce students' time in the classroom in order to give them more time to become active learners following their own agendas.

"We have not achieved our initial objective to reduce class time," said Riegel who added that attaining a 25 percent reduction is a difficult target to reach. However, the advent of new technologies in education provided in the recently opened Koblijak Computer Center are speeding this process forward.

"The center is moving us in that direction but we are just learning how to walk there," Riegel said.

The advancement in medical educational technology will assist Riegel and his colleagues in facing their most difficult curriculum challenge. "Our biggest hurdle is changing what goes on in the classroom — changing the environment from a passive to active learning experience," said Riegel. "And more time and effort are needed to bring us to this level."
Kobiljak Resource and Computer Centers Open

A special open house was held in October to introduce the College faculty, students and friends to the new Kobiljak Resource and Computer Centers.

In the Computer Center (upper right), Mark Hodgins, technical program developer, demonstrates some of the computer programs accessible to students, including a digitized image of the human brain. Students can also connect with a number of databases, like MEDLINE, and can tap into all the network services available through the MSU computer system. In the near future, Hodgins, and John Williamson, training program developer, plan to set up a modern dial-in service for students off-campus and residents in affiliated hospitals so that they can communicate with the computer databases available at the center.

The Resource Center offers quiet study areas, meeting space and a wide range of published materials for students. Here (lower right), Gail Riegel, associate dean for academic affairs, discusses with students how these new facilities will complement the changes in the COM curriculum.


First Kobiljak Scholarship Awarded

The celebration surrounding the new Kobiljak Resource and Computer Centers—a high-tech, state-of-the-art, interactive learning environment—is enhanced by a new scholarship that recognizes students for more traditional, even old-fashioned medical skills.

The Stefan Kobiljak, Jr., D.O., Scholarship is awarded to students for their compassionate and caring nature as physicians and as human beings. Ann Marie Ledley, COM '93, is its first recipient.

"I’m amazed," said Ledley about receiving the $5,000 award. "Someone saw these qualities in me and wanted to recognize me for them, I’m so honored."

Much of Ledley’s sense of compassion has grown from her personal experiences. As a child growing up in Trinidad, West Indies, she remembers how it felt to fear using health care services. She said people associated these services with illness and death, not prevention, and avoided using them. Then her brother was misdiagnosed and died tragically from post-surgical complications after an unnecessary operation.

These experiences helped Ledley to realize not only the importance of accurate and appropriate medical care, but the need to build public understanding and confidence in these services. She decided then to dedicate her career to bringing quality medical care to people who are most in need, yet often the most difficult to reach.

Studying osteopathic medicine has given Ledley the vehicle to achieve her goals.

"When I first found out about osteopathic medicine, I was told about the philosophy of looking at the whole person—their physical, emotional and spiritual components," Ledley said. "That described me because that is my approach to people."

Ledley said that her ability to relate to people comes, in large measure, from her developed cultural sensitivity. When she and her family moved from Trinidad to Brooklyn, N.Y., she had to learn to adjust to a new country and deal with the many feelings that come with the change, particularly feeling "different" and misunderstood because of her culture. Ledley said that living through this experience will help her as a physician to relate to a diverse patient population.

"I’m finding that a lot of the things I’ve learned culturally can be applied in medical field. It gives me an advantage," she said, adding that her cultural background will make her more accessible for some patients, thus enabling her to break down some of the barriers that prevent these populations from using health care services.

When she graduates, Ledley said wants to go where her strengths will help people most. She wants to return to New York and work in designated physician shortage areas providing primary care services to the underserved. However, her high education debt and the lower pay associated with public health service had threatened her goals.

Receiving the $5,000 Kobiljak scholarship has helped secure them. "Now, I won’t have to lose touch with what I want to do because I have to pay bills back," she said.

Ledley said along with helping her, she hopes this scholarship will encourage other students to remember that being compassionate and caring are important skills like any of the others they learn. For her career, these skills may be the measure of her success.

"Where I’m going, there’s not a lot of riches to attain but there’s a lot of fulfillment." For Ann Marie Ledley, fulfillment is riches enough.
Individuality Brings Strength to New Class

Each member of the class of 1995 brings with them a special quality or interest or experience that gives the entire complexion of the class its uniqueness.

Some students are teachers. Others are Red Cross volunteers. Another is a carpenter or a researcher or a bartender or an engineer or a soldier or a paramedic or a parent. Many are artists, athletes or musicians. A few came from other places — New Jersey, Tennessee, California, Oregon or Florida — but most represent communities stretching all over Michigan.

However different each member of the class is, all share the common goal of wanting to learn and practice osteopathic medicine at MSU-COM.

For Michael Emmons, the newly elected class president, the attraction was the way osteopathic medical schools regarded their students. “In interviews, the osteopathic colleges cared about you and what you’re interested in,” said Emmons who explained that interviews at allopathic schools seemed to point toward a different agenda than his own.

Now enrolled and busy with classes, Emmons said he feels that overall he’s adjusting well. However, one final obstacle stubbornly lingers. As a linebacker for Northwestern University during his college years, Emmons still can’t bring himself to root for the Spartans. “I’m a Big Ten fan but I’m still a Wildcat,” he said.

Irma Won doesn’t suffer the same football conflict although she faces financial adjustments in other areas, like geographic. A 1990 graduate from Emory University in Atlanta, Georgia, Won said leaving the South for the North has been a “very big move,” but having a brother studying nearby at Purdue University helps.

Like her classmate, Emmons, Won said it was the feeling that she got at MSU-COM that attracted her to the school. “MSU-COM was the first school I interviewed with and usually, you forget the details of your first interview,” she said. “But the people in the admissions office, particularly Dr. [J. Saul] Lovell, were so caring I could not forget.”

Won did a little investigating on her own to learn more about the difference between an osteopathic and an allopathic medical education. After consulting several books on the field, she discussed careers with a D.O. and a M.D. Then she talked with nurses and even some patients. These conversations helped her to choose osteopathy. “I like it better because it fits me better — I think I’m better in the system,” she said.

Classmate Tom Floyd might say he feels the same way. He looked into both D.O. and M.D. programs and for him osteopathy was simply a better fit.

“The osteopathic philosophy matches my personal philosophy,” he said. “I don’t see how you can zero in on one symptom without looking at the interconnections of everything else [in a person’s life].”

Floyd left a 14-year career in engineering and business to pursue his goal to become a physician. “Engineering is working with things and over the past decade, working with people became more important to me than working with things,” he said. “I wanted to be involved in a deeply intimate part of peoples’ lives.”

Despite the differences between engineering and medicine, Floyd said his career experience will help him as a medical student and as a physician. The systems approach used in medicine is also frequently used in engineering and is now something he said he feels very comfortable with. His business background will be helpful in setting up a practice.

Despite the preparedness that his career experience gives him, medical school has still given him some surprises, like the “sheer amount of work” involved. In facing the challenge of earning a medical degree, Floyd said he hopes to take away with him something that many of his classmates will probably value as well. “I want to take away with me the sense of satisfaction, the sense of accomplishment, the achievement of seeing it through,” he said.

Together, through their diversity and similarities, the class of 1995 possesses all the special qualities they need to pull each other through. Good Luck!

Class of 1995

Emmanuel Addison
Ehab El Aldabagh
Paul N. Anike
Christopher L. Ash
Kurt Aurand
Terry Ball
Stephanie L. Bolger
Amy G. Bolmer
Carla T. Breghi
Kristopher L. Brenner
Gilbert S. Cardoso
James Choudhry
Loren C. Choudhry
Banmung Peter
Champiy
Kelly P. Coffey
Steven A. Coleman
Barry J. Colline
Patrick Crogue
Kevin D. Crammer
Stephen David Daly
Mark L. Davis
Paula K. Dekeyser
Gustam J. Desai
Dana A. DelWitt
Holle J. Diodde
Michael P. Donahue
Beth A. Eleceko
Michael T. Emmens
Michael Engel
Helen Etemadi
Thomas A. Fastbender
George B. Fisher, III
Jared W. Flood
Thomas P. Floyd
Richard L. Fox
Kevin J. Frankel
Daniel P. Gilligan
Gregory R. Glatz
Luis Godinot
Julie J. Hainston
Todd D. Hartgerink
Collene A. Hartwig
Elizabeth Hentgenbeek
Gary M. Hollander
Robert Johnson
Steven D. Kohl
Demetrajane Kokkinis
Edwin T. Kornodjte
Kelly J. Kossom
Georgia Kostopoulo
William V. Kriste
James A. Kroece
Karen M. Lane
Jerome M. Lim
Manishree Mathialiel
Sean McFadden
Charles F. McKolay
Craig McNaman
Stephen A. Messona
Timothy Meyer
Timothy J. Milkeless
June C. Murphy
Jason Paul Myers
Hoa Van Nguyen
Jennifer L. Nowak
Della J. Ochoa
Lisa Jean Oliveri
Anthony Ongyeha
Mario J. Ormini
Jennifer Osler
Matthew S. Reeves
Charles E. Rolison
Elisa Belle Ryman
Sigrid E. Schellfer
Thomas Schomaker
David R. Seel
Tian-Chu Shih
Atul Singh
Riad M. Slamani
Kathleen L. Smela
Spencer Solomon
Janet L. Sprague
Andrew J. Stawick
Terri Stepp
Jeffrey B. Stowits
Jeffrey Bricker
Lawrence Teman
Sandor R. Terner
Steven Torranc
Marcel Thompson
Ronnie S. Thornton
John J. Topp
Paul L. Troost
John L. Vance
Ricardo Vega
Michael R. Verdonzo
Shannon D. Wallo
Keenan Wansamaker
Donald O. Watson
Steven E. Weiler
Eric G. Weeks
Joanne D. Westphal
Tanya Wiene
Thomas M. Willis
Irma S. Won
Ruth H. Yoon
Julie Zajicek

The newly elected officers of the Class of 1995 (from bottom left): Holle J. Diodde, secretary, Michael T. Emmens, president, Kathleen M. Klimrish, scribe president, Mark Davis, treasurer, Maribeth Knight, student council representative, and Michael Verdonzo, vice president.
Newly Oriented

MSU-COM welcomed the class of 1995 with a brand new orientation program designed by students for students making the difficult adjustment to medical school. "We wanted to facilitate their meeting each other and help them make the transition from whatever they were doing to medical school," said Marguerite Elliott, COM '94, student council president and member of the orientation planning committee. Elliott, along with Sharon Daniels, COM '93 and student council past-president, Jackie McPharlane, COM '94, Joanne MacFadden, program director of the Medical Access and Support Program, Kay White, assistant dean of admissions, and a cadre of other college administrators and faculty helped put the week-long program together.

The program included presentations by faculty as well as guest speakers addressing the variety of issues new medical students face. Special events were also scheduled including luncheons sponsored by Student Osteopathic Medicine Association and the Michigan Association of Osteopathic Physicians and Surgeons, a faculty-student social at a nearby restaurant and a picnic at Patriarche Park.

A basic component of the program was helping students learn how to balance the responsibilities in their lives. To illustrate the medical school experience, an instructional diatribe model was used to describe the overall meaning of osteopathic medicine — as a philosophy, an attitude and a method of treatment. Supporting and enhancing a student's ability to understand osteopathic medicine are three equal and interdependent components — a personal, medical school and outside commitments.

"Students need to strike a balance here," said Daniels. "Right now, they tend to overemphasize school and forget the other two."

Guest speaker Rhonda Egilado, coordinator of the MSU College of Education Reach program, worked with the students in small group discussions to help them learn how to make the transition to school without letting it overwhelm the other important elements in their lives. "It gave students an opportunity to put themselves in perspective, to learn what they are getting themselves into and what will be expected of them," said Elliott.

Daniels explained that to know themselves, students needed to look at themselves critically and also evaluate how they look at others. To help students achieve a broader perspective on diversity, Kate Murphy, Ph.D., assistant director of the university Department of Residence Life, facilitated a discussion on campus life and the many cultures present at MSU. "This helped students to realize the prejudices they have and to learn to deal with their biases," Daniels continued. "This is essential because there's a diverse population of people with health care needs and as medical students we have to relate to people whatever their background."

Complementing the presentations by guest speakers was the participation of Dean Douglas Wood and the COM faculty, Elliott said. "Faculty were coming out of the woodwork — we had more than

continued on page 8

Gatlin Award Recognizes Outstanding Minority Student

Elsisa L. Gatlin, Ph.D, saw the value of cultural diversity and awareness in medical education. In her many roles as educator, administrator, researcher, counselor and speech therapist, she was committed to increasing the number of culturally and racially diverse osteopathic graduates of the College. To that end, she established the Medical Access and Support Program, an initiative to prepare students for medical school and to assist them throughout their experience. This program was one of her many contributions to MSU-COM.

Gatlin died in 1989 and in her memory, the College wanted to continue her commitment to diversity. A $1,000 scholarship was established in her name to assist entering minority medical students to meet their financial needs. Julie Hainton is the first recipient of the Elsisa L. Gatlin Scholarship. "I was quite surprised and honored by the award because of what it stands for," said Hainton who completed her undergraduate degree in industrial organizational psychology at the University of Detroit. "To me, it says that the goals I have are valid and that the College looks to me to fulfill these goals."

Hainton said she is a planning a career in teaching and research in her areas of special interest, cell physiology and the cardiovascular system. She also wants to concentrate on improving medical services for socially disadvantaged communities. She, like Gatlin, wants to "even the playing field" among minority students to make sure that those who have the qualities to be good doctors are not overlooked or held back by their environments.

"A lot of people, like Dr. Gatlin, have given up a lot for minority students like me," said Hainton, who is the only African-American woman in the entering class. Her uniqueness makes her feel humble, she said, because she realizes that given the same circumstances she enjoyed in her life, someone else could be in her place.

"Not only do I feel that I fill a need, I have an obligation to give something back," she said.

And she has lots of ideas. One of her goals while at MSU-COM is to develop a group that encourages the involvement and volunteerism of all students, not just minorities.

"It's very important that everybody feel accepted," said Hainton who added that as students of different cultures learn to work together, they will learn to relate to one another better and ultimately to the patients they will treat.

Hainton said that her undergraduate degree and graduate work at Oxford University in psychology have equipped her with the ability to accept people for who they are. As a teacher for the Michigan State School Board, instructing criminals on probation about computers, she learned that it is dedication and an ability to care that helped people to accept her.

While at MSU-COM, Hainton said she wants to use the ideas she has developed throughout her academic and professional experience to help build better understanding not only between cultures but within cultures as well. And everyone has something to contribute to this process.

"After all, it's what's in your heart and in your mind that really matters," said Hainton.
Manual medicine instruction has taken the giant leap into the electronic age. Renowned manual medicine expert and instructor Philip Greenman and the electronic publisher Williams and Wilkins have converted his text Principles of Manual Medicine into videotape series.

"This is the first time that a major publishing house has devoted this type of medium to anything in the osteopathic profession," said Greenman. The nine-tape series called "Principles of Manual Medicine - Muscle Strength and High Velocity Thrust Techniques" took about eight months to organize, shoot and edit and is now available.

The series is constructed in a "stand-alone, self-study format" that Greenman said will be a useful learning tool for students and practicing D.O.s.

"For class purposes, we'll use individual pieces to teach different units in the undergraduate program," said Greenman, who noted that the entire set of tapes will be made available to students in the Kobiljak Resource and Computer Centers. This gives students more opportunity improve their technique outside of the classroom.

Each tape can be ordered separately at $89 apiece or as entire set for $495. A preview tape giving an overview of the tape series is also available to provide more detail about the material included in the tapes. To order the preview tape or the entire series, contact Williams and Wilkins at 800/527-3597.

Greenman said that the independence that the tapes give students to further their knowledge of manual medicine fits right into the goals of the revised curriculum and the newly designed three-semester neuromusculoskeletal course. Other audiences will benefit from the tapes as well.

"They are the most appropriate vehicle to help MSU-COM alumni update, broaden and refresh their manual medicine skills," Greenman said. "These tapes will be very useful in students in CME courses."

Faculty News

William M. Falls, professor of anatomy, has been named vice-chairman of the National Board of Osteopathic Medical Examiners. Allen Jacobs, associate professor of biomechanics, serves as chairman.

M. Jill Fisher, assistant professor of radiology, received the Herbert M. Stauffer Award for Outstanding Clinical Article. Her article, published in Investigative Radiology, is titled "Direct Relationship Between Proton T2 and Exercise Intensity in Skeletal Muscle MR Images."

Roger C. Haut, associate professor of biomechanics, served as chairman of a scientific session at the first meeting of the Orthopaedic Research Societies of the United States, Japan and Canada. The meeting was held in October in Banff, Alberta, Canada.

Haut has also co-authored two podium presentations. The first, co-authored with K. An and K. Tamai is titled "Effects of Water Content on Tendon Strength." The second, co-authored with S. Belkoff from the University of Maryland-Baltimore, is titled "A Microstructural Model Used to Study the Effect of Gamma Irradiation on Tendon Allografts."

Edward A. Loniewski is the president-elect of the American Osteopathic Association. A founding member of the American Osteopathic Academy of Sports Medicine, Loniewski is an associate clinical professor of orthopedics at MSU-COM.

Robert J. Stomel, assistant clinical professor, has published a study titled "Complications of Intrathoracic Balloon Pump Counterpulsation Insertion in Patients Receiving Thrombolytic Therapy for Acute Myocardial Infarction." In the Journal of Interventional Cardiology (No. 1, Vol 4, 1991). The study demonstrated that an intrathoracic balloon pump can be inserted for hemodynamic support with low risk after thrombolysis, and is utilized for the treatment of acute myocardial infarction and shock. The study demonstrated a 57 percent survival rate when this technique was used on patients in cardiogenic shock. The usual survival rate is 5-10 percent. A follow-up study to Stomel's research is underway at Boston General Hospital.

Stomel was also chosen as one of the 150 health care professionals to participate in the first Consensus Congress on Cardiology. He and his colleagues met in Washington to develop and initiate a plan for cardiovascular assurance to submit to the U.S. Congress.

CHM Hits Best Ball in Health Professions Open

For the second year running, the College of Human Medicine beat MSU-COM and the College of Veterinary Medicine in the Colleges' annual fund-raising golf tournament. Nearly 150 golfers teed up for the Health Professions Open held at the Timber Ridge Golf Course to help raise money to support student loan programs. Last year, the event raised more than $20,000 and equally strong support is expected this year.

Congratulations to Kevin Snyder, COM '95 and the rest of his foursome for placing first in the COM competition.
COM Celebrates First Annual All-Class Alumni Reunion

COM kicked off its 1991 Alumni Scientific Seminar with a reunion at the Hannah Center Ballroom to welcome graduates of every class. Nearly 100 COM alumni, faculty and staff gathered for the event.

Prizes were awarded for the alumni who traveled the farthest to attend. The winners were Linda and Harry Hernandez, COM '78 and '81, from San Antonio, Texas, Denise Tarver, COM '79, also from San Antonio, and Ted Szymanski, COM '81, from Jacksonville, Fla.

Not to be outdone by distance, the college's oldest and newest graduates also received prizes. Kenneth Stringer, COM '75 won the prize for oldest graduate and Wendy Page-Echols, COM '85 won most recent graduate.


Dean Douglas Wood was on hand to welcome all the graduates back to the College.

Oliver Hayes, COM '81, coordinator of the Alumni Scientific Seminar (center), visits with Mary Pulls, COM '81 (left), and Richard Wandzel, COM '81 (right).

Improvement for COM Newsletter Planned

Communique is the major communication vehicle for MSU-COM. Pat Grauer, director of public relations, and the student staff that puts the publication together are continually striving to make it more interesting and more helpful to its readers. With this goal in mind, several changes in the newsletter are planned.

Beginning January 1992, the newsletter will move to a quarterly schedule. This change will allow more time to gather news and develop articles of concern to the newsletter's readers.

Improvements in the newsletter content are also planned, including more information on Dean Douglas Wood's vision for the College and development plans for COM. The alumni section will be expanded with more feature stories telling readers what college graduates are doing and achieving in their lives. As part of this expansion, alumni have received a survey in November asking for updated information about themselves, their careers and their families.

These content changes will be complemented by revisions to the newsletter's appearance, designed to give the publication a more polished, professional look. These changes are part of the newsletter's continual evolution into an effective communication tool. As always, the staff appreciates and welcomes its readers' comments and guidance in this process.
CONTINUING MEDICAL EDUCATION

Basic Principles of TMD and Biomechanics/Course I
February 7-9, 1992
(For dentists only)

This course is designed to provide a firm orthopedic basis for understanding and diagnosing TMD including the physical pathology involved, comprehensive diagnosis, clinical diagnosis as opposed to symptom dependent diagnosis, screening techniques and other issues relevant to the disorder. Participants will gain an understanding of patients' symptoms by using a biomechanical model. This course is followed lowed by another five-day course, TMD and Biomechanics/Course II, scheduled for June 5-9, 1992. Chairpersons are Barbara Brier, D.O. and Gary DiStefano, D.D.S. Faculty include Mitchell Elkas, D.O., Philip E. Greenman, D.O., and John Norton, D.D.S. Sponsored by the MSU College of Osteopathic Medicine. 24 continuing education credits, pending formal approval by the Board of Dentistry. Cost $600, includes continental breakfast and lunch daily, plus course materials.

From Brain Injury to Employment
Fourth Annual Michigan State University College of Osteopathic Medicine Department of Physical Medicine and Rehabilitation Conference
February 27-28, 1992

A description of this course will be available through a separate brochure. Sponsored by the MSU College of Osteopathic Medicine's Department of Physical Medicine and Rehabilitation. The course will be held at the Kellogg Center for Continuing Education.

Sixth Annual Family Medicine Conference
February, 1992

Details of the conference will be available in a separately mailed brochure. It will be held at the Kellogg Center for Continuing Medical Education and is sponsored by the Michigan State University College of Osteopathic Medicine's Department of Family Medicine.

Newly Oriented continued from page 5 ever before and their enthusiasm was outstanding."

The second- and third-year classes also joined in the effort to facilitate small group discussion and help out in other ways. "It was really gratifying to know that these people, who have been on both sides of the coin, could recognize that the new students were really getting to know each other," said Elliott.

Based on their evaluations of the orientation program, the entering class agrees. Most thought the program was well organized and highly informative although some students were concerned about the length of the program. Some improvements they favor for the future are more social activities, enhanced tours of the labs and other college facilities, more opportunities to meet with physicians to discuss their careers and increased interaction with the new College of Human Medicine students. Medicine students.

These suggestions and many others will be reviewed by the orientation committee as it works to improve its highly successful program for the entering class of 1996.

+ + +

COMMUNIQUE

COLLEGE OF OSTEOPATHIC MEDICINE
MICHIGAN STATE UNIVERSITY
A310 East Fee Hall,
East Lansing, Michigan 48824-1316
Address Correction Requested: Key 114013