Application Information is Rolling In . . .

The Applicant Interviews for the 2009-2010 Residency Program Interns begin on November 3, 2008.

Facts about Admission Process this year:
1. Received 238 applicants
2. 168 U.S. Graduates with 8 UASOM Medical School graduates
3. 70 Foreign (IMG's)
4. 31 applicants have been invited
5. 25 interviews have been scheduled
6. 78 of the U.S. Graduates have scores of 222 and up.
   *The National Step I mean score is 222 and data so far for Step II shows the national mean as 226.*

What we need from you:
1. Prompt turnaround on scoring applicant files as this speeds up the process of sending out invitations to applicants.
2. Each division’s secretary needs to send us their faculty interview schedules as soon as possible, at least two weeks before the first interview date!!

Preparing for the Millennial Residents

*Taken from: Lee, S. (sharyn.lee@mebn.net), 30 May 2008. GME-Connections, Vol 3 No 2. Email to J. Walsh (jwalsh@uab.edu).*

Whether you refer to them as ’Generation Y’ or ’Millennials’, they'll soon be headed your way. Born between 1982 and 2003, population theorists describe this incoming generation as technology-driven, tolerant of multi-culturalism, highly skeptical, and insistent upon work-life balance. Many medical schools have already begun implementing new approaches to build on new scholars’ perceived strengths in technology and team-building. Creating cooperative atmospheres such as team-based learning is one approach that has garnered much attention and has been met with success. Follow the link below to read more about innovative approaches to learning for millennial residents.

*American Medical News: Publication of the AMA*
Resident Rave

Resident Rave is a new feature of “Special Delivery” and has been designed to showcase our Ob/Gyn residents. For each issue, we will randomly select two residents and elicit faculty, fellow, and/or resident input regarding these residents’ high-quality performance. This month Drs. Shannon Bryant and Meaghan Bowling were selected.

Shannon Bryant: PGY2
Undergrad: University of Kentucky
Med School: UAB

Professional Memberships / Awards / Accomplishments:

"As a former Air Force Doc (and big fan of Kelly McGinnis), I am reminded of the line from one of my favorite movies, Top Gun, “I heard the best of the best will be back here”. The best of the best are here at UAB. Since my arrival, I have been very impressed with the exceptional quality and outstanding work ethic of the residents. Despite being a secret Tom Cruise fan, my most recent R-2 on service, Shannon Bryant, embodies this commitment to excellence. Her quiet confidence as well as her willingness to go above and beyond with a pleasant demeanor set anxious REI patients at ease and raised the quality of the entire team.” — Wright G. Bates, MD

Meaghan Bowling: PGY3
Undergrad: University of North Carolina
Med School: University of Florida

Professional Memberships / Awards / Accomplishments:
American College of OB/GYN, American Medical Association, American Medical Women’s Association, American Medical Student Association, Induction to Phi Beta Kappa (UNC) - 2001, Induction to Golden Key Honor Society (UNC) - 2000.

“Who is that Doctor with the curly hair and the pretty smile. She is so nice--you need to kee-ep her!’ Two of my post op patients said this about Dr. Bowling, and they were not talking about Bryce [Bowling].” — R. Edward Varner, MD

“A stout second year that ‘gets it.’ “ — Kristopher Kimball, MD

Important Dates

October 7
Resident Education Committee

October 10
Pig Lab - PGY4

October 11-12
Resident Retreat

October 13-15
MS Block II Oral Exams

October 14
Resident Selection Committee Meeting

October 17
- MS Block II Final Exams
- Ultrasound Lectures

October 20
MS Block III Orientation

October 23
MS Block III Pelvic Exam Class

October 24
Faculty Lecture Series

October 30
EBM Journal Club
Case-Controlled Studies

October 31
- Grand Rounds
- Pig Lab Didactic-PGY3
Most clinical teaching methods require fairly sophisticated questioning techniques. Good questions actively engage the learner’s brain, increase attention and are an important method for helping them to recall, and reorganize information. To ease learners into this technique, you might start by saying "The first question I would ask myself is ...", thereby, intentionally role modeling your thinking process.

The following examples will help you select question stems according to the level of objective you wish to achieve. The further down the list, the more complex the level of thinking required.

<table>
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<tr>
<th>Level of Objective</th>
<th>Question Stem</th>
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| **Organizing** - Arranging information | How else might you . . .?  
How would you compare . . . to . . .?                                    |
| **Applying** - Demonstrating prior knowledge within a new situation     | What evidence is there that . . .?  
Where else might you use . . .?                                        |
| **Analyzing** - Examining parts / relationships | What assumptions are you making?  
How is this different from . . .?                                  |
| **Integrating** - Connecting / combining information | What would you do it . . .?  
How many ways can you think of to . . .?                             |
| **Evaluating** - Assessing quality | What is the most important . . .?  
Why?  
How effective was . . .?                                       |
| **Generating** - Producing new information, meaning, ideas | What would you improve . . .?  
How many ways can you think of to . . .?                             |

**Question “Do Nots”**

Questions at this level are about helping learners to improve clinical reasoning skills, not about assessing who is the best resident.

- Don't ask people to read your mind.
- Don't ask a junior student to answer after a senior resident has been incorrect.
- Don't ask impossible questions in front of the patient.
- Don't use questions to humiliate anyone.
- Don't use questions to reward your favorite learner, it destroys teamwork and encourages destructive competition.
- Don't ask questions to show how intelligent you are.

To read more examples of question stems, visit the website:
http://medicaleducation.wetpaint.com/page/Using+Questions+to+Stimulate+Thinking