The year is quickly passing, but it's been a productive and challenging one with lots going on in the Division of Medical Education. It was great to see so many of you at the All-Hands meeting on October 2 where I shared some of the changes and additions at the School of Medicine. Once again, I extend a warm welcome to the new additions to our division.

One of the most exciting projects that will affect us all is the brand new medical education building, which we hope will be completed in 2011. The building will sit where Club Med and the Farris Student Lounge are now, and these functions will be incorporated in the new structure. After as much input as possible was gathered, preliminary plans have been developed. As we contemplate the most effective and efficient use of the new building, it is no easy task determining room sizes or which groups will use which rooms. If you missed the October 2nd All-Hands meeting where I shared plans for this new building, see Andrea Mondragon; she will keep a copy in her office (BSB 1100). One giant hurdle to help us forge ahead with the medical education building has recently been removed by the passing of Proposition 1D on the November 7th ballot. Stay tuned! You'll be hearing more about this as new steps are taken.

Please join me in looking forward with anticipation to what we as a division can accomplish in the months and years ahead. You are a terrific, hard working group of people. Thanks to each of you for your dedication to serving the young men and women who aspire to becoming excellent, caring and compassionate physicians. You are an important piece in giving UCSD School of Medicine the wonderful reputation it enjoys.

Warm regards,

Maria C. Savoia, M.D.
Vice Dean for Medical Education
Professor of Medicine

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**UPDATES FROM THE DEAN**

**MedEd Websites: Moving Forward!**

The Division of Medical Education is moving forward with a new, all-inclusive family of websites and resources. Many MedEd Offices are already busy developing content for their sites, and several are nearly ready for launching. Each branch of the Division will have a uniquely identifiable accent color within the standard blue MedEd color scheme. To date, the Central Administration (including EdCom) has chosen a gold accent, Admissions and Student Affairs - red, and UGME — green.

With feedback from the Division, EdCom has created a design for the MedEd websites that strives for increased accessibility and ease of use, while maintaining an elegant and visually pleasing interface. The design takes advantage of the larger monitors on most of our desks, so that more content is viewable per page.

Behind the interface, EdCom is developing a content management system (CMS) to make organizing posted documents and updating websites easier than ever before. The CMS will enable groups or individuals within the Division to do more of their own website updates, with fewer calls to EdCom to “upload” changes. The CMS is currently undergoing final testing and will be released incrementally, as features become available.

Security is always a concern in the website development process. Consequently, staff photographs and personal information can be housed behind a password protected portion of the website. Staff email addresses will be encoded to help guard against spam and fraudulent use of our email addresses.

EdCom launched its new website (http://meded.ucsd.edu/edcom/) in time for Orientation and InfoQuest, 2006. In addition to the interface upgrade, content from the old website was significantly updated to include many new technical HelpSheets. Beyond providing general information about accounts and services, this site has been designed to help users take a more proactive role in maintaining their computers’ health. Consistent with the new MedEd design approach, EdCom’s site includes shortcuts to the information users need the most:

- **The Quick Clicks / At A Glance panes** with lists of pertinent links and contact information
- **Shortcuts to Login to EdCom supported systems**
- **Related Links to non-MedEd Sites**
- **FAQ pages**

If users still can’t find what they are looking for, or would like to find an answer quickly, they can use the search box located at the top left of the page. It’s new! It’s fast! It’s Google! EdCom looks forward to incorporating many of these features into the rest of the MedEd sites as development continues. When you browse through the EdCom site, consider which features might be useful in your own website.

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To view full size, go to http://meded.ucsd.edu/edcom/
FROM THE EDITOR

Dear Readers:


First (because first things always come first), this first-ever newsletter (and all subsequent newsletters) needs a name. Doesn't every one and every thing have a name? Then, so shall it be for this newsletter. Well, someone in Medical Education a little while back suggested having a newsletter-naming contest. Great! There's a genius in our midst! That someone shall remain nameless. Precisely the opposite of what I said a minute ago (everyone has a name). I'll give you this much, though: it was a guy. (Still is a guy, far as I can tell.) So, here's what you gotta do. Be part of the contest! Email me your suggestion, and you'll be automatically entered. One suggestion per person, please. (Unless we don't get any suggestions, then two would be okay.) I suppose you want to know what the prize is. That's the “What's in it for you” part, right? Fair enough. There's just one thing. I don't know yet. It'll be nice, though. I promise. But you will get your name written in the MedEd Division annals of time. Life could not possibly get any better.

Second (because this is the number two answer), what's in this newsletter is “what's in it for you!” We do have a purpose in mind for this nifty, noteworthy newsletter, but submissions from you will be its life blood. “Life blood.” Hmm… seems appropriate for a medical school, yes? (Say, have you seen those cadavers down in the anatomy lab lately? No life blood there!)

How exciting to read up on what some of the division’s individual units are doing! It's the ol' shin-bone-connected-to-the-knee-bone principle. This is called (you won’t believe this): Connection. In this issue, you’ll be connected to the Educational Computing gang and the new features they’re rolling off the press—as we speak! What's your unit up to? Submit it! Get the connection?

And while we're at it, we might as well throw in some real down home human interest stories. Read about some of the extravagant or extraordinary adventures of some of your fellow comrades. We call this (brace yourself): Camaraderie. Maybe one of you climbed the Alps on your summer vacation. Or led a cattle drive at a dude ranch. Or ate McDonald’s 99th billion hamburger. Submit it!

Do you write novels? Garden? Raise cattle? (Go to a dude ranch, dude!) Raise cane? Obvious or not, every one of you has a creative bent toward something, and you need to share it. So, submit it. Let's call it, oh . . . Creativity. And who likes to go bowling? Study Shakespeare? Watch old movie classics? Read science fiction? Tell us here! Then round up a gang and do it! (Round-ups aren’t exclusive to dude ranches, you know.)

What would YOU like to see in this newsletter? Keep the three C's in mind, and email me your thoughts and ideas (amondragon@ucsd.edu); we'll see how it all evolves. Let's make this first-ever newsletter second to none.

Andrea Mondragon
Editor

The Olfactory System Response

by Deborah Anderson
Assistant Dean, Medical Education Administration

I can recall with absolute clarity my first day of work at UCSD, October 9, 1974. After climbing into my ’71 VW Beetle, I left my newly rented condo in Cardiff and arrived on campus just about 15 minutes later. I jumped out of my car and the first thing I noticed was the pungent smell of the eucalyptus trees. Full of excitement and anticipation, I took a big breath of the fragrant air and headed into the Vice Chancellor/Academic Affairs office. I had been hired as a staff member in Dr. Paul Saltman’s office—their were exciting and amazing times at UCSD. One day in June, a couple of years later, Dr. Saltman wanted me to start serving as a junior management intern; in that role I would attend his senior staff meeting each day. He said, “You have a great future ahead of you, cutie.” OK, so “cutie” was a bit much, but it did not dampen my enthusiasm. For 4 years, I attended those morning sessions where the staff brainstormed about the major and minor (but always fascinating) issues of the academic campus. I was given increasingly challenging tasks and assignments, excelling at some, stumbling over others, but always given full support from the staff. I was very aware that I was given a unique opportunity during those 7 years in that office. I began drinking coffee when I worked there—all of the Saltman staffers were very big coffee drinkers. So the smell I associate with those years is the rich flavor of coffee.

I subsequently spent 11 years in campus academic departments as an MSO; 9 of those years were in the PE/Recreation/Athletics department. There was much to learn about student affairs during those years; I also learned to play sand volleyball and tennis. It was a fun, light-hearted environment where the Chair and the fitness staff/faculty were always attending to the admin staff’s health—giving us healthy muffins to eat that had no taste, checking our body fat, and getting us out at lunch for long walks and jogging. The smell I associate with those years has a lot to do with gym socks.

For the last 15 years, I have worked in the School of Medicine—the OSA (which grew up to be the Division of Medical Education). I have been fortunate to work side-by-side for most of those years with Terry Elfalan, Joyce Felder, Andrea Mondragon, Susan Porter, and, of course, Mia Savoia. This group of talented, hard-working and dedicated people helped me learn the job, and then grow with the department. Dr. Savoia has been a truly inspirational supervisor and leader. She has extraordinary vision and is tenacious about achieving that vision (taking me along for the wild ride). Our OSA group organized commencements, orientations, faculty retreats, alumni reunions—all of these grew in size and complexity every year. Through the years, Dr. Savoia gave me constant support and endless creative freedom, and I was able to have enormous fun creating—such as the first White Coat ceremony and selecting the site for and helping to plan the Farris student lounge. Together, Dr. Savoia and I increased the staff by 25%, based solely on programmatic growth, while our student enrollment remained the same. For years I attended every curriculum, student affairs, and alumni board meeting (most of them held in the evenings) and in the last 7 years, I learned to write Dears’ letters and was privileged to serve as academic advisor to a cohort of medical students. I have had the great pleasure of orchestrating promotions for 27 very deserving Division staff. These years have been exhilarating, stimulating and exhausting.

I met my wonderful husband, John, here at UCSD; we’ve been married for 21 terrific years. And, I have formed and retained strong friendships with my 3 best gal-friends during these 32 years. For the vast majority of the past 15 years in the SOM, I have gotten up each morning, looking forward to what the day will bring—there is a lot to be said for that.

I realized the other day that I no longer smell the Eucalyptus tree fragrance. I guess I’ve been here so long that my brain does not register the scent. I will retire in this coming January after 32 years with the University. Time to move on and sample life’s remaining fragrances.

Deborah Anderson
Assistant Dean, Medical Education Administration
Mary’s Story
(Gold Standard)
by Mary Palomino, MS II

Dr. Wilson delivered me and was my primary care physician until I was 25. While under his charge, I was witness to some of the most kind and compassionate care that a doctor can give to his or her patients. I remember, even as a young child, sitting in his waiting room, watching as he accepted into his trust, with dignity and respect, a man who clearly could not afford his services.

He was a healer and a teacher. None of us ever left his office feeling as if we had not been heard, and he always made sure patients understood everything. When we were in his presence, we were confident that nothing else mattered at that moment but us. There was no doubt that he genuinely cared for each and every one of us.

At the age of 36, when I decided to pursue medical school, I contacted Dr. Wilson and asked if I could volunteer at his medical office to see if a life in medicine was really for me. I was not at all surprised to find that his patients were still singing his praises. Since my childhood, I have held his ways as my gold standard for the care and treatment of people.

Last year, while triaging patients in my role as manager of one of the Student Run Free Clinics, I happened to meet a patient who was very upset. As she told me her story, she began to cry. She said that she had lost her job, which gave her health benefits, a few years back and was now unable to make enough to afford healthcare. She had been paying out-of-pocket when she urgently needed attention, but was embarrassed at now having to get care at a free clinic. She went on to say that when she had health insurance, she had the most wonderful doctor who truly listened to her, and since then, she felt that she had not had such kind and compassionate treatment.

Hearing her story of sadness and frustration, I decided to exchange responsibilities with my co-manager and take her as my patient. After she poured her heart out to me, I did not want her to feel as if she had, once again, been passed off to yet another person. When she was ready to leave the clinic, she looked at me with tears in her eyes, no longer embarrassed, sad or frustrated, and thanked me for my help. She said it was the first time she felt she had been honestly listened to since she lost her insurance. She then commented that I reminded her of her old doctor.

It was necessary to request her medical records so she wrote down the name of the medical office and physician that she loved so much. After clinic had closed, I sat down to fill out the request for records. What I saw written on the paper she handed me brought tears to my eyes. Her old physician was Dr. Wilson. She paid me the highest compliment anyone could. I was, at least, on the right track to living up to my gold standard.

Any profession done well requires much of a person. It can cause a profound shift in how students understand themselves. “Can I still be a valuable, thinking, contributing person, being only average?”

The second major factor is the loss of the luxury of extra time and energy. It is not uncommon for our students to feel anxious, stressed or depressed, and feel unable to process these internal signals’ meaning or cause, due to the pace of life as a medical student. This can become habitual, recognition of distress cues is numbed, and soon internal peace is lost. I worry about our students who never take the opportunity to learn healthy coping strategies, like a 30-second deep breathing exercise, 5-minute journaling, exercise, or talking it out with a friend. Good coping doesn’t take much time, but does take the recognition that it is necessary. One’s resilience depends on it.

These two factors, among others, were the source of much discomfort for me, and my main success as a medical student was in finding a way to re-define my own sense of self-worth. No longer could I rely on superficial, outwardly success, but rather found value in 1) simply being who I am, living and breathing on this earth, and 2) finding areas of Medicine and other parts of life that were meaningful, and applying myself to those. In a way, this was a much simpler way to live, no longer needing to worry so much about external achievement, but following one’s inner calling. The issue of lack of time and energy, I learned, is not unique to the field of Medicine. Part of my professional growth came when I took time off, and worked much longer hours teaching piano, practicing, and performing, and doing odd jobs just to make ends meet. Any profession done well requires much of a person.
Protect Your Back at Work

submitted by Cindi Martinez
Central Administration

Back pain is one of the most common medical problems in the United States. The cause is often poor posture and body mechanics in the workplace.

Correct posture and body mechanics play a vital role in preventing back pain because pressure on the discs and strain of the muscles, ligaments, and back joints is aggravated by incorrect posture and body mechanics.

Sitting on the Job:
When working at a desk, your chair should be pulled close to the desk. When you lean forward at your desk, bend forward at the hips instead of round your lower back. This will allow you to keep your back straight and in good alignment.

After sitting for a prolonged period, it is helpful to straighten your back to an upright position and stand and walk for awhile.

Don’t forget Exercise!
Appropriate exercise, done regularly will provide the strength and flexibility in the muscles of your legs and back that you need to help avoid excessive strain and possible injury. Some forms of exercise, such as pilates, yoga and tai chi, may help relieve or prevent back pain by increasing flexibility and reducing tension. Don’t neglect strength training; strong abdominal, back and leg muscles play a vital role in helping you maintain good posture and body mechanics.

Try this: While sitting, extend your arms in front of you and lift them slowly straight over your head as you inhale deeply. As you exhale, let your arms, head and shoulders curl down and dangle toward the floor. Curl back upward, slowly and gently stretching the spine. Repeat three times.

Source: American Council on Exercise, M01-076 BAC – 9

Fire Extinguisher Safety Tips

When working at a desk, your chair should be pulled close to the desk. When you lean forward at your desk, bend forward at the hips instead of round your lower back. This will allow you to keep your back straight and in good alignment.

A GOOD IDEA: Keep fire extinguishers in handy places! Kitchens, garages and automobiles are logical locations. Be sure they are “listed” and “labeled” by an independent testing lab. General rule of thumb: Type ABC extinguishers are recommended for use on the most common home fires.

Use the acronym “P.A.S.S.” when using a fire extinguisher:
• Pull the pin at the top of the cylinder.
• Aim the nozzle at the base of the fire.
• Squeeze the lever, or press the handle.
• Sweep the contents from side to side at the base of the fire until the fire is out.

BONUS TIP:
Cool a burn! Run cool water over a burn for 10 to 15 minutes. NEVER put butter or any grease on a burn. If the burned skin blisters or is charred, see a doctor immediately. NEVER use ice.

In Memoriam

We are deeply saddened by the loss of our friend and colleague, Dan Greene, who passed away on October 28 after a long illness. As coordinator of the Surgery 401 clerkship, Dan was a strong and loyal supporter of the medical students and the clerkship faculty. He was dedicated to the mission of medical education. Our heartfelt sympathies are extended to his family and friends. Services for Dan were held on October 31 in the Los Angeles area.

WELCOME TO OUR WORLD!

Let’s give a proverbial “warm round of applause” to the following newest additions to the Division of Medical Education. In order of appearance:

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<thead>
<tr>
<th>Name</th>
<th>Date Hired</th>
<th>Unit</th>
<th>Title</th>
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<tbody>
<tr>
<td>Brian Zeglen</td>
<td>February 14</td>
<td>Admissions</td>
<td>Director of Admissions</td>
</tr>
<tr>
<td>Madeline Algiers</td>
<td>February 21</td>
<td>Undergraduate Medical Education</td>
<td>Clerkship Director Pediatrics/Neurology</td>
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<tr>
<td>Dylan Glockler</td>
<td>February 21</td>
<td>Educational Computing</td>
<td>Programmer/Analyst</td>
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<tr>
<td>Denise LeStrange</td>
<td>March 20</td>
<td>Undergraduate Medical Education</td>
<td>Electives Coordinator</td>
</tr>
<tr>
<td>Cynthia Dealy</td>
<td>May 25</td>
<td>Central Administration</td>
<td>Clerkship Coordinator Psychiatry/Reproductive Med</td>
</tr>
<tr>
<td>Monica Gudea</td>
<td>June 21</td>
<td>Undergraduate Medical Education</td>
<td>Executive Assistant to Dr. Savoia and Deborah Anderson</td>
</tr>
<tr>
<td>Dr. Jess Mandel</td>
<td>July 17</td>
<td>Continuing Medical Education</td>
<td>Associate Dean for Undergraduate Medical Educ</td>
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<tr>
<td>Helen Zandbta</td>
<td>July 17</td>
<td></td>
<td>Special Projects Coordinator</td>
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<tr>
<td>Jason Yamaoka</td>
<td>July 19</td>
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<tr>
<td>Michelle Cusack</td>
<td>July 24</td>
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<tr>
<td>Cynthia Raasch</td>
<td>September 18</td>
<td>Student Life</td>
<td>Accreditation Support</td>
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<td>Sandy Barber</td>
<td>September 25</td>
<td>Undergraduate Medical Education</td>
<td>Assistant Student Affairs Officer</td>
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<td>Mike Kearns</td>
<td>October 2</td>
<td>Student Life</td>
<td>Evaluation Analyst</td>
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<tr>
<td>Carrie Owen</td>
<td>October 6</td>
<td>Educational Computing</td>
<td>Executive Assistant to Drs. Kelly and Moutier</td>
</tr>
<tr>
<td>Mimi Plato</td>
<td>November 6</td>
<td>Tutorial Program</td>
<td>Producer/Director, AV Services</td>
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<td></td>
<td></td>
<td>Educational Computing</td>
<td>Assistant for Tutorial Services and Organ Physiology</td>
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<td></td>
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<td>Web Programmer</td>
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