

The Pulse

Student newsletter of Oregon Health & Science University

Winter/Spring 2009

Inside:



Meet Your Leaders:

- ◆ What medical students asked for in a new Dean of Education: Nicole Gordon discusses the selection process
- ◆ Dr. Tana Grady-Weliky, new Dean of Education at the medical school, introduces herself.
- ◆ Q & A with Dr. Michael Bleich, new Dean of OHSU School of Nursing
“I am interested in the idea of co-creation in learning. My job is to help shape the experience, to let the student emerge from the experience knowing that they are also the master and can teach me.”

Student Happenings Around the Hill:

- ◆ Anecdotes from the annual Student Council ski trip
“Only three lifts were open at Mt. Bachelor on Saturday, but that didn’t keep hundreds of medical, nursing, dental, PA, and graduate school students from enjoying a perfectly clear day on a much-deserved weekend off.”
- ◆ A Day in the life of a student researcher
- ◆ Student Research Forum
- ◆ PodHEAD: The best albumns of 2008
“...one of the most blissful songs I’ve heard in years - just when you thought you couldn’t walk through walls...”
- ◆ Opinion: “A rebuttal - OHSU’s No-Smoking policy”
“Tobacco cessation is based on an individual’s desire rather than economic standing or access to care. Sound policy can have a positive influence on this decision.”
- ◆ Global Health Center wins grant and works with local organizations to develop three new courses & ongoing opportunities:
 1. *Global Health in Changing Environments*
 2. *Community Health and Education Exchange*
 3. *Health and Disease in Context*



Student Services and Opportunities:

- ◆ Library Refworks tool
- ◆ Student Health Center FAQ
- ◆ Hills for Humanity Race



What does it take to steer the ship?

Nicole Gordon
Medical Student

Medical students were recently informed of the appointment of the new Associate Dean for Medical Education, Dr. Tana Grady-Weliky. Much like our current national economic and political climate, Dr. Grady-Weliky steps into her position during a pivotal period in OHSU's history.

The dean selection process began in late April when Dr. Karen Deveney was appointed by Dean Mark Richardson to be the chair of the selection task force. After representatives from the different areas of medical education (e.g. basic science curriculum, clinical rotation directors, the student body, Office of Diversity Affairs, etc.) were chosen, the selection committee convened.

The previous Associate Dean of Medical Education, Dr. Edward Keenan, had done an outstanding job, and was one of the pioneers that pushed for early clinical exposure in the student curriculum, a trend that was

soon followed by many other medical schools. When Dr. Keenan's departure was announced, the outpouring of support and dismay from the student body and faculty reflected his many roles in the community. One of the reasons why Dr. Keenan was so effective in his position was his clear and effective advocacy for students. To address this void, it was essential that the selection committee hear the student voice on what was needed.

Immediately, the job description was reviewed, modified and posted. A survey was submitted to students revealed two common themes in what the student body sought in its new Dean of Education: an individual with a passion for curricular development and student advocacy (summary below). There were many thoughtful and candid comments that both endorsed and comprehensively challenged the current medical school curriculum. After much research and analysis was conducted by the selection committee, Dr. Grady-Weliky was recommended to Dean Richardson

as a candidate for Associate Dean of Medical Education. He subsequently approved.

Dr. Tana Grady-Weliky will become OHSU's first female African-American Dean. She comes to OHSU during a period of transition, and faces the challenge of continuing to improve the medical curriculum with limited resources. During these difficult financial times, many of OHSU's medical students will graduate with an unprecedented level of debt. The institution will continue to try to balance issues of state funding with growing state and nation-wide provider shortages.

Given these challenges, it may be fitting that an outside candidate was chosen. Dr. Grady-Weliky is relocating from Rochester, New York. Outside perspectives not only shed new light on current issues at OHSU, but are also symbolic of leadership change. Although Dr. Keenan and his service will be missed, a new chapter in OHSU's history has begun.

“What qualities are to be embodied by the Associate Dean for Medical Education?”

Curriculum Development	Student Advocate
<ul style="list-style-type: none"> • Knowledge and expertise with past and current developments in education • Maintain and continue to develop the current curriculum • Facilitate collaboration of basic scientists and clinicians in delivering curriculum • Background in education theory - familiarity with research methods of instruction and styles of learning • Commitment to a broad education that includes public health and social/political aspects of medicine • Commitment to faculty development and accountability • Increase technology utilization 	<ul style="list-style-type: none"> • Passion for students and their educational needs • Keen awareness for keeping student interests as a primary objective • Champion for students who pursue diverse aspects of medicine: subspecialties, and joint degree programs (MPH & PhD students) • Continued recruitment for students with diverse backgrounds and interests • Cross disciplinary education: include nursing, dental, public health students

A new leader in the School of Medicine

Nicole Kearney
Medical Student

In her first public address to the OHSU community, Dr. Tana Grady-Weliky engaged a public forum of faculty, staff, and students by discussing some of her priorities as incoming Associate Dean for Undergraduate Medical Education. She highlighted the fundamental importance of teaching, matters of professionalism and competency, and the role of diversity.

Teaching

The first topic in Dr. Grady-Weliky's presentation was the importance of teaching. In talking with some senior faculty about core values at OHSU, she found that "teaching" was among the first words spoken. Reward and recognition though, are some areas where OHSU must improve. Studies show that money is not the primary driver behind performance. Rather, recognition by students and the Deans' office, and use of teaching activities as part of promotion and tenure, are effective ways to recognize and reward superior teaching.

Additionally, Dr. Grady-Weliky has experience implementing a student advising program that focused on long-term connections with students, and has published research on such "mentor-mentee" relationships. Her future priorities at OHSU include development of "teach the teacher" programs and promotion of educational research opportunities.

Professionalism: responsibilities, competence, and assessment

"What is the most important characteristic you look for in a physician?" was the question she posed to the filled auditorium. This self-evaluating question reflected the one posed to students in a survey for the dean-selection process that eventually chose her; it elicited a number of thoughtful responses from faculty and students in the audience. She called on many people by name: Dr. Donald Girard described different aspects of

professionalism, and Dr. Pat Brunett mentioned empathy as the attempt to see the world through your patient's eyes. Others asked for medical expertise and communication skills to toggle between subspecialists and blue-collar workers equally.



"Education is not the filling of the pail, but the lighting of a fire."

Dr. Tana Grady-Weliky cited WB Yeats to illustrate her approach to medical education.

Dr. Grady-Weliky discussed the importance of using the best and most appropriate methods of knowledge assessment for the ultimate benefit of the student, mentor, and patient. There are five primary methods commonly used to evaluate medical students: USMLE exams, preceptor or clerkship assessments, clinical simulations, direct observation, and "360 degree" feedback which includes one's self, patients, peers, other members of the healthcare team, and an attending physician. Curricular development will be guided by evaluation of the use and effectiveness of these tools at OHSU.

Dr. Grady-Weliky also set goals for collaboration with the newly-formed Student Resource Committee (SRC), an accessible resource for advising and assisting medical students. This student-led group relies on the accountability and integrity described in the Statement of Principles

and implied in each acceptance letter to incoming students.

Diversity and cultural competency

Dr. Grady-Weliky hopes to enhance diversity in the School of Medicine from two angles: recruitment of faculty and medical school admissions. She used the following quote to describe the oft idealized but rarely defined term: "Diversity encompasses such factors as age, gender, race, ethnicity, ability and religion, as well as education, professional background, and marital and parental status," to which she added sexual and political orientation. Noting that the millennial generation of medical students tends to be community and team oriented, Dr. Grady-Weliky stressed the importance of continuing to develop a diverse environment.

"The obstacle to discovery is the illusion of knowledge"

Dr. Tana Grady-Weliky has said that one of the things which struck her when she came to OHSU was our etched courtyard quote and its implications for life-long learning in a calling which exercises "your heart equally with your head." She joins OHSU with both inquisitive insight and extensive community-based and national experience. Most recently she served as the Senior Associate Dean for Medical Education at the University of Rochester School of Medicine & Dentistry, where community and professional mental health research and education programs were some of her top priorities. She is also President of the Association of Women Psychiatrists, and Vice-Chair on the Council of Medical Education of the American Psychiatric Association. As she tackles efforts in teaching, curricular development, and professional and cultural competency, she plans to maintain her commitments to clinical practice and her family roles, thus demonstrating her dedication to service and life-long learning.

Other/Worldly Adventures

Students Comment on the Annual Student Council Ski Trip



The 2009 OHSU Student Ski trip (nights of January 16th-17th) has come to a successful close, with hundreds of students enjoying the outdoor hot tubs, Mt. Bachelor, the Student Council-hosted party, and the breathtaking beauty of Central Oregon. The only notable glitch was the \$600 charged to the Student Council as a result of someone breaking a bottle in a hot tub, prompting Sunriver to drain the entire tub.

As for the the ski/snowboard report, Mt. Bachelor was in the shadow of one of the most significant ice storms in its operating history leaving much of the mountain closed. That said, the storm also provided one of the most extraterrestrial landscapes I've ever seen with feet (yes, feet) of ice transforming trees into time-capsuled sculptures. If it wasn't for the 8" of fresh snow received the day before, Mt. Bachelor would have required ice skates instead of skis or snowboards.

*Dustin Johnsen,
Graduate Student*

(picture above and front page)

According to a PA student who lives in Bend and frequents the mountain regularly, Saturday was the best she has seen this whole season. I met new people from various programs and had a great time walking around Sunriver, hanging out in the lodge, ice skating, and

dancing. Though no kegs showed up in the hot tub, according to the DJ there were 15 noise complaints. OHSU still knows how to party.

Mary P. Junkin, PA Student

It was two days before the All-Hill ski trip to Sunriver, but the Clarks already had the car packed up with board games, ski gear, a laundry basket of liquor, and snack food from Costco. Three days of parties, skiing, and hot tubbing requires some planning, and if you need an expert sherpa on this trek east, the Clarks made sure their group of adjoining rooms for 16 had enough pancake mix, spaghetti, dessert, margaritas, and beer to keep the good times rolling from Friday night until long after the group headed in from the mountain Saturday.

Only three lifts were open at Mt. Bachelor on Saturday, but that didn't

keep hundreds of medical, nursing, dental, PA, and graduate school students from enjoying a perfectly clear day on a much-deserved weekend off. For a group of medical school students lunching at Pine Marten Lodge, grilled cheese sandwiches, burgers, fries and chili were reminiscent of family vacations of years ago and welcome breaks from an exhausting day.

Some guests chose to stay in the "quiet rooms" at Sunriver Resort, but for the majority of students, the annual All-Hill ski trip is known for its rowdy, late night fun, which any weary skier or snowboarder will make an effort to rally for. (Did anyone stop by the Dental School's hot tub? Think MTV meets Cancun Spring Break, minus about 60 degrees). A school-hosted party with a DJ and cash bar are also traditional highlights of the trip, though if you head to any of the hot tubs, you'll realize the partying is not confined to the dance floor. Whether one chose to drink, party, ski, or lay low, it was guaranteed to be a good time.

*Stephanie Go (picture below)
Medical Student*



From Jazz to the iPod Touch

How the new Dean is shaking things up at the School of Nursing

“Making the simple complicated is commonplace; making the complicated simple, awesomely simple, that’s creativity.”

- Charles Mingus, American jazz musician

Nina Katovic

Nursing Student

In this interview, Dr. Michael Bleich, the new Dean of the OHSU School of Nursing, shares his perspectives on nursing, technology, and the music that inspires him.

Q: What attracted you to OHSU and the School of Nursing?

The people, plain and simple. Bright, focused, unpretentious, and passionate about their work.

Secondly, there was a programmatic attraction; this is a university that has a clinical enterprise still associated with it, and I believe we are a service discipline. One should not get so far removed from the realities of service that we are forgetful of what our real commitment is. I saw faculty here, in particular, that seemed to understand deeper reasons for generating knowledge as researchers and caring about the quality of teaching.

Q: You’ve been described as a “nouveau academic.” What does that mean, and how does it dictate how you do your job?

I think that we have approached education in the past from a very traditional mindset – that the teacher has knowledge, the student needs knowledge, and the job of the teacher is to verbalize that knowledge for the benefit of the student. You take a complex subject and keep it complex. But people learn through their experiences, and they learn through their own lens.

I think a true “nouveau academic” is one who can take the incredibly complex and make it simple. I know we have some faculty here who are quite able to do that. The nouveau academic - the master teacher, in some

“We do not yet offer graduate degrees in the area of health systems and leadership, and I think there is almost a social imperative to do this. Nursing must play a stronger role in the area of health systems and leadership. This would strengthen our clinicians, because ultimately they are the people who have to practice in systems designed by someone else. If they can learn how to influence those systems changes, they can be responsible for shaping this often overlooked aspect of clinical outcomes.”

ways - is one that surrenders their expertise to simplicity, who goes back and enjoys the opportunity to meet the world at the place where the students are and then take them someplace that’s complex. It is a shared journey and experience.

I am interested in the idea of co-creation in learning. My job is to help shape the experience, to let the student emerge from the experience knowing that they are also the master and can teach me.

I like the use of technology in academia. I got an iPod Touch and was awed by this powerful, incredibly complex device with such intuitive ease. What could the application be for my aging parents, and those less technology-savvy? How can any technology help us where we are today, and how can it take us to different levels in our thought processes? These are the connections I enjoy.

Q: So as far as the School of Nursing goes – where do you see the program going 5 years down the road?

We need a structure that is far simpler than the existing structure.



There are layers, titles, and complexities that are not necessarily helpful to us. At a time when health care reform is almost inevitable, nursing is going to be politically in the middle, one way or another. To be effective, you must have a broad perspective and be nimble enough to maneuver through change.

There are programmatic areas at the School of Nursing that are very nicely developed. I am very proud, for example, of our Hartford Geriatric Program. We have a core group who are ready to surpass what they’ve done up to this point, which is already recognized as excellent. Furthermore, I think it’s imperative that we develop our DNP and PhD programs to train for better understanding of health systems.

Cancer work is exciting here. Nursing has done much of the symptoms management and research, and we bring a unique aspect to this science portfolio. I see us developing this role further through the Knight Cancer Center.

As we look to the future, I really see us doing strategic planning from the bottom up, employing the vision of faculty and staff. Vision 2020 gives us a top-down direction: we are committed to the workforce, and to certain kinds of care experiences and innovation. I am hoping in the next six to nine months that there will be a coming together of these perspectives. If you want a four-part harmony, you involve some of those stakeholders; I’m not sure we don’t have 8-part harmony. My job is to facilitate a harmonious direction. *(continued following page)*

Library offers treatment for those reference headaches

Todd Hannon

OHSU Reference Librarian
hannont@ohsu.edu

When writing research papers, we've all struggled with the challenge of keeping track of potentially valuable references that we might want to cite in our paper. Formatting can be exceptionally tedious, time consuming and ultimately very frustrating. The Library offers free access to a tool called RefWorks that can help save time and minimize frustrations.

Setting Up an Account

Unlike some other bibliographic management tools that require software to be installed to an individual computer, RefWorks is web-based and can be used on any computer with internet access, Macs and PCs alike. Off-campus access to RefWorks requires an OHSU Library barcode. To obtain a barcode, visit the OHSU Library circulation desk. To set up a Refworks account, go to <http://www.ohsu.edu/library>. Click on Refworks under the "R" Databases, and "Sign Up for an Individual Account."

I Have An Account...Now What?

With an established RefWorks account, you can easily import citations from searches in Pubmed, Ovid Medline, PsycINFO, etc. You can use RefWorks in tandem with a word processor to build your research paper in preformatted output styles such as AMA, APA, and JAMA.

How to Learn More

There is an excellent tutorial available via the help menu of every account. The library also provides group or one-on-one instruction. Please contact the author for more information.

(continued previous page) My hope for the next six months is for the faculty to present their Vision 2020 contribution to President Robertson and Provost Hallick.

Q: From what you've shared, one might see your role as a conductor; do you see it that way?

Am I conducting a symphony or am I conducting jazz? If we use Jazz as a metaphor, one doesn't truly "conduct" jazz. You let people improvise, but that doesn't mean there's no plan. Jazz is not unstructured, there are definite patterns in jazz, there are various harmonic convergences. In most jazz idioms, everyone gets their day in the sun and everyone is given the freedom to improvise because every player has a gift that deserves attention.

Rather than conducting a symphony where I bring the horns here, the violins to a pianissimo, and then the brass up to a forte, I see myself bringing a lot of talented players together to create some very elegant sounds. Jazz always sounds simple, but it's very complex. I see myself as improvising at multiple levels and letting talent unfold, trusting. A wise mentor told me that when you work with smart people, trust the process; when you work with people who have compassion and commitment to caring for others, you can't be too far off mark.

Hills for Humanity



Saturday, April 11th

**7:30 am Late Registration
8:15 Line-Up
9am Start**

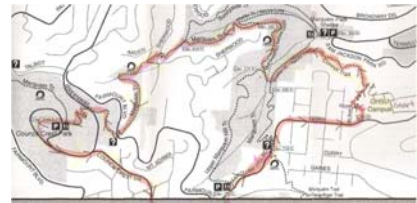
www.ohsu.edu/som/runhills

Pre-register!

For best race line-up and course safety, include estimated mile time.

Hills for Humanity is a 4-mile fun run and hike from OHSU, through the Marquam Hill trails to Council Crest, and back down via the roads (see highlighted route below). This 5th annual race will raise money for Garlington Mental Health Clinic in Northeast Portland, which offers free addiction and behavioral services to over 500 patients. A requested donation of \$15 gets you a race number, t-shirt, and a place in the staggered start time line up. Prizes donated by local companies are available to winners and in a raffle to registered

race participants. All students, faculty, staff, and greater Portland community are welcome, as are families, hikers, and pets. This will be a hilly, narrow course winding through the forest, so please be cautious and courteous to other runners as you join us to support your local community!



***Nominate Someone You Know
for Student of the Month***

Each month OHSU Student Council would like to recognize an exceptional student for their hard work. Award winners will receive a \$50 gift certificate to Powell's Books and be featured in a Student of the Month column in *The Pulse*. Please consider acknowledging a fellow student and sharing with others what makes them exceptional. Nomination forms can be found at the kiosk at the Student Center or online at the Student Council website (www.ohsu.edu/academic/acad/ahc/) and emailed to scouncil@ohsu.edu. Students will be invited to receive their award at student council meetings, on the second Friday of each month.

A Day in the Life: Student Researcher

Carole Kuehl
Graduate Student



Monday Morning:

First things first, nothing occurs without proper intake of caffeine. You'll likely find me—and other like-minded student and faculty researchers—in the Synapse, on the 5th floor of the Vollum. A lot of informal information exchanging can take place over a hot cup of joe, and bouncing ideas off each other is a big part of the research process. Enjoying a cup of coffee also gives me time to catch up on emails that piled up over the weekend. Notes from the Graduate Student Office, a handful from my Principle Investigator (PI), and one from our department administrator occupy the time it takes to drink my coffee.

When you work with bacterial cultures, Monday morning actually starts on Sunday evening. There would be no cells to work with if I didn't start growing them the night before. Today I'm checking results from experiments I did Saturday afternoon and preparing my cultures for another assay tomorrow.

Snacktime! Wait - didn't we leave snack time behind in preschool? Technically yes, but now it's called "browse journal articles and snack time." Yum. We are all expected to keep current with

developments in the fields we're studying. I'm looking at the genetics of iron-uptake in Gram-negative bacteria. I'm also interested in studies that use a genetics-based approach to studying bacterial pathogenesis. Instead of the rather reliable, repeatable, and organized information you get in a science text, I tend to read the results of an experiment and then read through their methods. Some are more valid than others, and part of our job is to keep questioning.

I try to balance ongoing experiments with constructing new bacterial strains for upcoming experiments. This rotation gets rid of the lag-time between experiments, but it also requires multi-tasking and good record keeping, skills that, after four years, I am still trying to perfect.

Rounding out the day, I've got a meeting with my PI, Dr. Jorge Crosa, where he and I discuss the data I presented at last Friday's lab meeting and prioritize experiments for the coming week. I wear the "meeting jacket" in his office because it's always a brisk 58°F. That's another fun thing about being a student researcher: we all have our quirks, and in an environment where flexibility and creativity with experiments is key, the things that make us different are the things that make us stronger.



Carole shows plates of *Vibrio anguillarum* and a fascinating lab environment.

26th Annual Student Research Forum!

May 14-15, 2009.

Keynote speaker:

Dr. Joseph DiFranza, University of Massachusetts

- Showcases the spectrum of research conducted by OHSU students in the Schools of Medicine, Nursing, Dentistry and Pharmacy.

- A unique opportunity for students and faculty to interact with fellow researchers from diverse yet complementary fields and to promote future collaborations.

- An opportunity for undergraduates and high school students to learn about careers in health and science.

- Participation in the SRF more than doubled in 2008, when over 70 students gave oral presentations and more than 50 posters were presented.

- Generous support from 14 different OHSU research centers, a motivated student body, and a dedicated planning committee have made this possible.

SRF Co-Chairs: Annie Powell
(powella@ohsu.edu)
and Jean Summerton
(summerto@ohsu.edu)

SRF website: <http://srf.ohsu.edu>

PodHEAD: Best of 2008

Dustin Johnsen
Graduate Student

“Greetings, fellow podHEADS. I’m going to depart briefly from the podHEAD maxim of reviewing accomplished, lesser-known musical delights to do an incredibly original “Best of 2008” list, something that has somehow been completely ignored by every other media outlet over the past months...”



The Sound, Mackintosh Braun

Not only is this voltage-gated duo a genuine P-Town creation, it's also one of the most refreshing electro-pop 'screensavers' since The Postal Service's 2003 Give Up (minus the 'I miss high school, like, SOOOO much' lyrics). The mood here is great: simple pop music smothered with a refulgent gloss of digital blips and bleeps. Further, the vocals received similar treatment, as though whispers were reinterpreted by an OK Computer. This stellar (local!) work of music deserves accolades as one of 2008's best.



Only By The Night, The Kings of Leon

I've tried. And tried. ...And...tried. And The Kings of Leon just never completely grabbed a hold of my ear. But then came Only By The Night. This musical work, while receiving mixed reviews nationally, grabbed a tight hold of my ear. Part of what makes this album work so well for me is the production: a guileful mix of grit, reverb, and minimalism that compliments The Kings' effortless garage rock. The result is a very natural, unfeigned sound that can fill the room better than a side-staged smoke machine.



A State of Trance 2008, Armin Van Buuren

If ecstasy is legally packaged and sold, it is through Armin Van Buuren's latest reminder that trance music is still alive. I've pulsed enough trance music through my auditory cortex over the past decade to render a global serotonergic crisis. And as a result, I've largely moved onto newer, "sexier" genres of progressive house, tech-house, and minimalism. But then Armin releases A State of Trance 2008 to remind me just how good trance music can sound - and feel. This mix is absolutely superb with an elegant balance of vocals, instrumentals, builds, idles, and obligatory climaxes. Save for "Time To Rest" on disc one, a noticeable, albeit appreciated omission from A State of Trance 2008 is the indigestible cheesy tracks that often plague trance music. Here, there is little superfluity, a great deal of subtlety, and just the right amount of ecstasy. And speaking of, "Lost (Club Mix)" by Sunlounger is one of the most blissful songs I've heard in years - just when you thought you couldn't walk through walls...

Student Health Service: FAQ

Did You Know?

- Even if you opt out of the student health insurance you can still get all your primary and mental health care at the Student Health Service at no additional costs.
- All Students now have year-round insurance coverage.
- The Student Health Service has a higher level of security for patient records than any other department at OHSU.
- The Student Health insurance offered through OHSU is one of the most comprehensive medical, dental, vision and pharmacy plans ODS Companies offer.
- You can turn in a waiver to opt out of the Student Health insurance any time throughout the year.
- The student health service has two MD's, a Nurse practitioner, a Mental health nurse practitioner, two PhD. clinical psychologists and two full-time RN's.
- Spouses, Dependents and Domestic partners regardless of sex can be added to your insurance policy.
- You have 24/7 care: call 503-494-8311 after-hours for the on-call physician.
- Email the Student Health Service with concerns: askshs@ohsu.edu

“Keep a looking glass in your own heart, and the more carefully you scan your own frailties, the more tender you are for those of your fellow creatures.” – William Osler

Opinion: A rebuttal - OHSU's No-Smoking policy

Shawn Monahan
Dental Student

I appreciated the article "No Smoking: a cleaner healthier campus?" that appeared in the Fall 2008 edition of the PULSE newsletter. In that article, an OHSU student thoughtfully expressed his concerns with OHSU's recent conversion to a smoke-free campus.

The opinion article stated that the No-Smoking policy has increased debris and concentrated it in islands of public land among OHSU property. It was felt that the hospital should assume the responsibility for cleaning up cigarette butts and other garbage in these areas. Such litter certainly becomes an eye sore, but OHSU has neither jurisdiction nor responsibility to clean public land outside of campus; we may all assume responsibility and demonstrate our OHSU pride by caring for surrounding areas.

Another concern was that OHSU policy has "forced employees and patients to behave as criminals." Does a law extinguish an individual's right to choose whether to abide by it or not? Can we extend this logic to other laws by saying, for example, we ought to eliminate speed limits because it makes criminals of those who wish to drive at excessive speeds? We cannot reasonably say that OHSU's policy forces anyone to behave as a criminal.

In the previous writer's opinion, the 'No-Smoking' rules have the greatest impact on - and punish - the "poor and uneducated." Yet "the majority of smokers [he sees] are garbed in gowns, scrubs, or OHSU uniforms." Thus, we see that even by these arguments, tobacco cessation is based on an individual's desire rather than economic standing or access to care. Sound policy can also have a positive influence on this decision.

For example, such policies reduce tobacco use. Workplace smoking ordinances increased smoking cessation among employees, indicating that these laws may benefit smokers as well as nonsmokers

(Moskowitz et al, 2000). A 2002 study in the United Kingdom concluded: "totally smoke-free workplaces are associated with reductions in prevalence of smoking of 3.8% and 3.1 fewer cigarettes smoked per day per continuing smoker." (Fichtenberg). A prospective cohort study found "employees in workplaces with smoking bans have higher rates of smoking

commitment to provide leading-edge health care, OHSU is obligated to promote both patient and staff's health and safety.

A good point was made about other substances, such as alcohol, which cause just as much, if not more, 'secondhand' health problems. "So where is the campus-wide ban on alcohol," the previous author asked.



The limited campus ban can be found on the web per the Drug Free Schools and Campuses Act, the Drug-Free Workplace Act of 1988, and OAR 580-19-001. OHSU's drug policy states, "Possession or use of

Above, a newly planted garden and row of signs attempt to clean a littered area.

"Disease from secondhand smoke in the workplace is otherwise completely preventable. In order to fulfill its commitment to provide leading-edge health care, OHSU is obligated to promote both patient and staff's health and safety."

cessation than employees where smoking is permitted" (Longo 2000). Yet another study: "in communities with strong ordinances, an estimated 26.4% of smokers quit smoking within 6 months of the survey, compared with an estimated 19.1% in communities with no ordinance."

There are numerous health risks associated with second hand smoke: cancers, asthma and other lower respiratory problems, chest infection, an array of cardiovascular problems such as myocardial infarction, ischemic heart disease, and stroke, plus otitis media and meningococcal disease. Disease from secondhand smoke in the workplace is otherwise completely preventable. In order to fulfill its

alcohol in the institution is prohibited, except for its use at university-sanctioned events where [it] has been approved. Impairment in the institution due to the use of alcohol is prohibited."

In conclusion, I do not believe that our smoking policy is a cure-all that will turn OHSU into a Garden of Eden. But I think this new policy is one that is based on sound evidence and practical experience. This policy is a demonstration of OHSU's commitment to provide excellent patient care and promote an environment of health and healing. As patients, students, and staff respectfully promote awareness and work together to implement this policy, we may yet experience a cleaner, healthier campus.

Global Health Center wins grant, develops curriculum

Cate Bishop, GHC Coordinator

Matt Illes-Sheh, Medical student

Peter Spencer, Ph.D

Medical professionals are among many realizing that globalization—the controversial process in which policy and technological developments of recent decades have spurred explosions in trade, investment and migration—has produced a complex set of health challenges and opportunities for the world’s populations.

Since forming in August 2007, OHSU’s Global Health Center has been awarded a Fogarty Framework for Global Health research education grant. This grant has two goals: 1) “To create an administrative framework to bring multiple schools (engineering, business, chemistry, biology, communications, public health, medicine, dental, environmental studies, and others) together on the topic of global health,” and 2) “To develop interdisciplinary global health curricula for undergraduates, graduates, and professional school students.”

Peter Spencer, Ph.D., F.C.R.Path., professor of neurology, and director of the OHSU Center for Research on

Occupational and Environmental Toxicology (CROET), is serving as interim director of the Global Health Center. Dr. Spencer, who has long studied the causes and solutions to neglected human diseases in developing countries, hopes to spawn a new generation of clinical and research professionals certified in global health.

“The Global Health Center defines global health as *optimal wellness that transcends national boundaries and is best addressed by cooperative solutions*. This includes domestic as well as international health and is focused on health in resource-poor communities,” says Spencer.

Two complementary research education curricula are under development: (a) a cross-school, interdisciplinary Global Health Baseline Curriculum for all first-year students and (b) an elective Global Health Certification program designed for medical students and accessible to other professional students, residents and faculty. Distinction will be earned through the development, implementation, and publication of a mentored international health research project in a developing country.

“For example, we in Oregon are welcoming a growing number of immigrants and refugee groups. In the process, our local health care professionals are being presented with new health conditions and socio-cultural dynamics. The Global Health Center will equip our students with the knowledge they need to practice their art both at home and abroad, and it will build exchanges across cultures that promote understanding of human health and longevity.”

The GHC is collaborating with local community organizations to offer new electives to OHSU students:

(1) **Global Health in Changing Environments** uses a case-based approach to provide students with a focused introduction to the diverse knowledge and skill-sets that they will need as future leaders in global health.

(2) **Community Health and Education Exchange** brings students of dentistry, medicine, nursing and pharmacy together with faculty-mentors and members of local refugee communities. The course facilitates bi-directional cultural exchange about communication issues surrounding health, hygiene and nutrition. It is led by CROET’s Valerie Palmer, who serves on the Board of Directors of Portland’s Immigrant Refugee and Community Organization and as President of Africa House.

(3) **Health and Disease in Context** has been developed and run in collaboration with Central City Concern. It seeks to provide students with (i) unique experiences at local social service and health care organizations and (ii) discussions with clients and staff to investigate some of the root causes and consequences of social inequalities. In doing so, students will be challenged to further develop and apply an ethic of social responsibility and civic engagement.

Learn more: http://www.ohsu.edu/ghc/docs/i_CARE.doc
Or email: ghc@ohsu.edu

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