

Medical Education Grand Rounds

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Abstract

The primary goal of Medical Education Grand Rounds is to enhance the overall educational mission of the Mount Sinai School of Medicine. This editorial describes the first four years of this unique and innovative educational program, and serves as a prelude to a new feature of *The Journal*. **Key Words:** Medical education, grand rounds.

Introduction

THE MOUNT SINAI SCHOOL OF MEDICINE inaugurated its Medical Education Grand Rounds series in September 1994. The goals of the series, as described in a preliminary description presented in 1995 in *Academic Medicine* (1), are to provide a forum for the dissemination of information about innovative educational programs and to allow an exchange of ideas that will enhance the overall educational mission of the institution. In this article, we wish to describe the first four years of the series and its impact on the institution.

Description

Medical Education Grand Rounds is presented weekly. A total of 95 lectures have been presented during its first four years. The speakers have been relatively evenly divided between faculty at the Mount Sinai School of Medicine (57%) and faculty invited from outside the institution (43%). The outside speakers, from all parts of the country, have been individuals with expertise in a broad range of medical education topics.

Grand Rounds topics can be divided into eleven broad categories (Table). A rich variety of

TABLE

Medical Education Grand Rounds Topics

Category	# Presentations	% Outside Speakers
Course/clerkship curricula	18	33
Educational theory and practice	11	46
Curricular change/reforms	10	80
Evaluation of student performance	9	44
Underrepresented minority/multicultural issues	9	44
Faculty issues	8	75
Computers/informatics	7	55
Graduate medical education	6	0
Ethics	4	50
Career choices	3	0
Miscellaneous	11	27
Total	95	43

topics have been presented in each. The largest category consists of presentations detailing innovative basic and clinical science curricula. Topics in the category of education theory and practice include evidence-based medicine, professional behavior, clinical decision making and problem solving, the medical interview, and research

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methods. Descriptions of curricular reform at other institutions have been a focus for our series. Student performance presentations covered changes in the United States Medical Licensing Examination (USMLE), peer evaluation, effective feedback strategies, and the use of "standardized patients," rigorously trained actors who first portray patients and then evaluate student's history taking, physical examination and interpersonal skills. Discussions of minorities and health care, multicultural diversity, disadvantaged students and women's issues formed another large category. Faculty topics included faculty development, teaching portfolios, and evaluation of faculty teaching skills. Miscellaneous topics included medicine and law, medicine and society, and dental and Ph.D. education.

Evaluation

We have attempted to evaluate the series in two ways. First, attendees rate the content of each presentation, the speaker's ability to convey information, and the usefulness of the material. Also, all outside faculty who present are sent evaluations to complete regarding their experience. Thus far, 63% of the speakers have responded to the mailings. Over three-quarters of the responders felt that Grand Rounds are very good or excellent forums for delivering their educational message and exchanging ideas. The facilities and audiovisual services were similarly well rated. We are gratified that several of the speakers commented that their experience has motivated them to explore creation of a similar series at their institutions.

Discussion

We believe that our Medical Education Grand Rounds, the first weekly education rounds in an

American medical school, has achieved its stated goals. The series has served several important functions at the Mount Sinai School of Medicine. In its first year, it served as a forum where medical educators from all disciplines within the school could get to know each other; it continues to serve this purpose for faculty members new to the institution. In addition, the series has become a central focus for the exchange of ideas on curriculum and medical education within the school. As we move forward with a curriculum reform process, Grand Rounds function as a forum for discussion and debate. Furthermore, through the involvement of outside speakers, we have benefited greatly from the experience and expertise of many other institutions, and as such, have developed a national perspective on trends in medical education. As would be expected, it also has been helpful in developing a strong network of contacts nationwide.

In conclusion, our medical education Grand Rounds series has lived up to, and in fact surpassed, our expectations. We believe the series has served to influence our faculty. Moreover, the willingness of the outside speakers to be involved has impressed us. We strongly encourage other medical schools to develop similar programs.

To present some of the benefits of our Grand Rounds to a wider audience, we wish to introduce a new feature of *The Journal*. We will publish, from time to time, important topics that have been presented at the Medical Education Grand Rounds. We hope that the rigorous presentations will be informative to our readers and stimulate a lively discourse. We welcome your comments and suggestions.

References

1. Stagnaro-Green A. Medical education grand rounds. *Acad Med* 1995; 70:429-430.