

**“Educating Tomorrow’s Doctors--Today”**

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Good evening everyone and welcome. On behalf of Georgetown University President Jack DeGioia, welcome to Georgetown University and to Georgetown University Medical Center. Welcome to Washington. And welcome to what I believe will be a fascinating annual meeting. Thank you, Dr. Lumpkin, for that gracious introduction. I also want to thank our very own Dr. Adi Haramati, host and site director, whose dedication to this event I am well aware of. Without his hard work and dedication, this would not have been possible.

I am so pleased that IAMSE has chosen Georgetown University Medical Center as the site of this important conference. In so many ways, the missions of our two organizations are very much aligned. Both GU and IAMSE value scholarship through the creation of and dissemination of knowledge. Education is a fundamental component of our missions.

I was glancing at your conference brochure earlier today and I noticed that, next year, your annual meeting will be in New Orleans—which is more similar to Washington than most people think. We both have famous carnivals. Theirs is called Mardi Gras. Ours is called Congress.

The truth is, I am thrilled to be living in DC and working at Georgetown. I’ve only been here for two weeks now— so please, no personal requests for campus tours—I’m still lost!

In all seriousness, I love leading Georgetown University Medical Center. But I also have to admit that there is a small part of me—actually it’s not so small—that very much misses being in the classroom with students.

No educator can predict what the world of science will look like five years from now, let alone 20 or 30. Most of us could not have imagined that we’d have to confront the threat of bioterrorism, or the challenges of practicing in a healthcare environment dominated by managed care. There’s also an old saying that half of what students learn in medical

school will be wrong or outdated by the time they are in practice. The problem is, no one knows which half that is.

And that's never been truer than today. I read recently that the amount of knowledge in the life sciences is now doubling every two years. Every two years! The implications are staggering.

It's impossible for us to give medical students all the information they will need in their careers. We can't do it in four years. And we couldn't even do it if we had forty years. Furthermore, we cannot even begin to comprehend the new world they will face—but we can prepare them to meet its challenges.

And that's what all of you are doing. If we look around each of our institutions, we see what is possible, and what we are doing to improve medical education. We are exploring new learning techniques and rigorously evaluating the outcomes of these approaches. We are exposing our students to clinical experiences earlier, and sending them deeper into our communities—and we are teaching our students how to ask the right questions—so that they might come up with the answers.

Over the next three days, we'll have a chance to ask our own questions about what is working—and not working—around the world. We'll hear from Surgeon General Richard Carmona, who will address the threat of bioterrorism, and how we can meet it together. We'll have the chance to share knowledge, share ideas, and share a vision for the future of medical education.

Because, 30 years from now, our students will be sitting in these seats. They may be gathered at Georgetown. Or in New Orleans. Or even sitting at home, surrounded by high resolution, flat screen TVs, participating in a virtual medical education conference. But, wherever they are, their success will depend in part on what this conference achieves in the days ahead.

When future students look back at us, they need to say that we helped them confront tomorrow's world today. I hope they say that we prepared them for the realities of bioterrorism, and a scientific world that is changing rapidly. A world where technological advances like patient simulators, telemedicine, PDAs and virtual trainers are used at an ever-increasing pace. A world in which the information available to first-year students doubles by the time they graduate. When all is said and done, I hope they will say that we did everything in our power to educate them with the core information and abilities to be life-long learners.

This is the goal that brings us here and the goal we must meet together.

So ask hard questions. Share information and challenge each others' assumptions—as well as your own. But, above all, save some time to enjoy Washington and Georgetown.

Thank you.

