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My family and I have lived and worked in Virginia since 1971 when I first entered general practice in rural Buckingham County. At that time, the University of Virginia began its association with one of the first rural community health centers in the United States, and was supportive of my efforts there to provide care to a medically underserved population. Following six years of involvement with this health center, I entered private rural practice in Fluvanna County. After eleven years of general practice, I went on an academic sabbatical at Stanford University. During this year, I was offered the opportunity to join the fulltime faculty of the Department of Medicine at the University, a time when it was expanding its effort to improve primary medical care education in the postgraduate training years. For me, this was a special invitation because in those years, opportunities for community physicians to re-enter academic medicine were quite uncommon. I was then and continue to be enthusiastic about being able to teach and practice clinical medicine in a way that meaningfully contributes to the educational mission of the University.

Throughout the past two decades at the University, I have been fortunate to be able to provide for many needs both of patients and of those who are learning to practice the craft of medicine. As a teacher (one who facilitates learning) and as an educator (one who facilitates teaching and learning), I have continually experienced the fulfillment that comes with the privilege of working to help others improve in their understanding and skill. I have also benefited from their gratitude and from the fully engaging and stimulating opportunity to be involved in the exciting worlds of both medical science and health science education. Among many wonderful and personal experiences in my professional career, I am especially grateful to Mrs. Anne Brodie for her enormous generosity and for her support of medical education, generalism in medicine and her interest in furthering the idea of "just plain good doctoring".

As a fulltime clinical faculty member in the Department of Medicine since 1985, I have sought to contribute to both clinical service and medical education at every opportunity. My experience in rural general practice convinced me of the fundamental importance of achieving optimal congruence between what clinicians must do in practice and the learning that must be fostered in their clinical education environment. To this end, I have attempted to become involved as a learner and teacher at every level of health science education, and to continually strive through educational innovation to improve the medical education process. These clinical educational roles have included lecturing, office-based and bedside clinical training and small group teaching. I also continue to mentor students, postgraduate residents, fellows and faculty colleagues. My educational responsibilities have included course and clerkship directorships, innovative clinical teaching programs, educational evaluation, and faculty and curriculum development. I have also been active in national and international faculty development activities focused upon improvement in teaching and educator skills, as well as upon those directed toward my own personal development as a physician educator.

My ultimate purpose as a clinician and educator has been to develop as intimate and useful understanding as I might of the nature of medical education, so that I may continuously and meaningfully contribute to the improvement of this fundamentally

important professional process. My particular emphasis in health science education is upon the foundational aspect of clinical method, that set of acquired abilities which comprise the generic core of becoming a physician. Where possible, I look for opportunities to extend my educational activities into an interdisciplinary realm beyond both my own department and medical school. This has included course leadership and teaching of nursing pathophysiology at many levels since 1986.

My educational perspective comes from a natural interest in teaching. I derive enormous satisfaction from knowing that I may play a role in the development of a physician who excels in and enjoys the daily task of medicine. As well, having been for many years a rural-based general practitioner, my approach reflects the practical necessity of having to prepare for not knowing exactly what clinical problem may be presented for solution, rather than being limited in practice to solving only certain kinds of clinical problems. My teaching emphasis therefore is more upon the *methods* of clinical problem solving and the way in which we pursue solutions, than upon the specific nature of a defined set of problems.

My teaching philosophy rests upon the assumption that a physician is best considered an *applied* human biologist, called upon to both study and utilize any useful knowledge in the quest for excellence in the daily clinical care of patients. I strive therefore in my teaching to establish the expectation that the working content of our clinical understanding at any point in time is a dynamic, yet uncertain, foundation upon which we must think and act clinically. As a teacher and physician, I am required to know and strive to model the limits of my own understanding.

I have come to appreciate the unique importance of being learner-centered in my teaching activities. I believe that enduring learning best occurs when the content of education connects in some way to the existing experience and needs of the learner within the context of any defined curriculum or topical theme. My philosophy of teaching also includes the idea of opportunity surveillance. This reflects my belief that in the clinical realm particularly, it is necessary for me to be on continuous lookout for a teaching moment, that opportunity which presents itself unpredictably, yet continuously, in the health care environment.

Finally, I try to remain aware that there is both a learner and a teacher in all of us. I believe that these reciprocal tasks comprise the intellectual process which enables our own continuing personal growth and development, and our ability to contribute to the same in others. I also strive to understand and nurture this capability in our academic process.