



InSight

Cleveland Clinic Lerner College of Medicine

April 2019

Lerner College of Medicine students celebrate Match Day

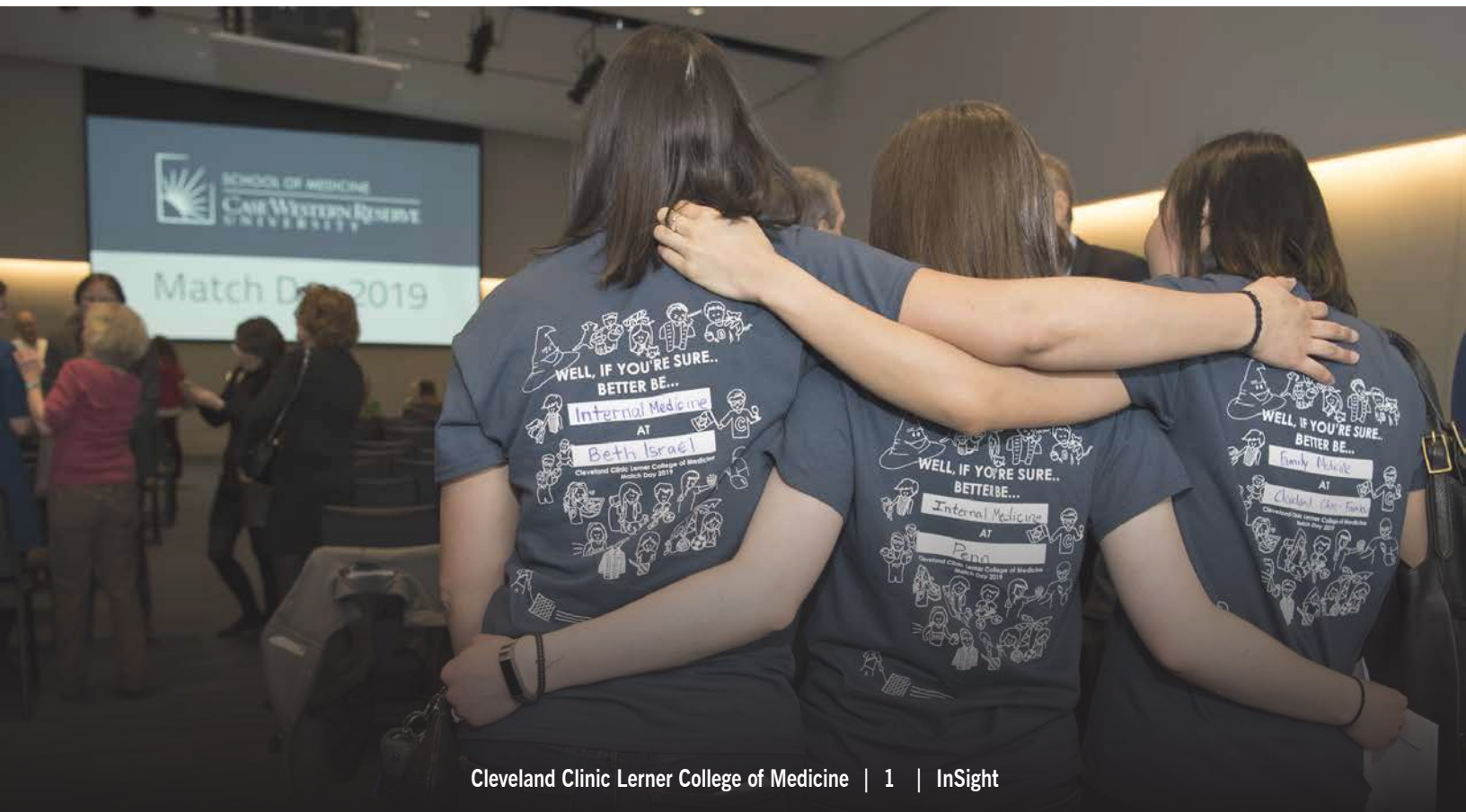


On March 15, Cleveland Clinic Lerner College of Medicine students experienced “Match Day,” the day all medical students across the nation find out where they are headed for residency.

“As you focus on that envelope lying a few feet away, I hope you remember that what is inside is

far less important than what is inside you,” said Neil Mehta, MBBS, MS, Professor of Medicine and Associate Dean of Curricular Affairs for CCLCM, during opening remarks. “You have spent a lifetime acquiring your character; integrity; caring and respect for others; empathy; and resilience. Nurturing

>>continued



and building upon those qualities is far more important than where you will work for the next few years.”

The students listened to Dr. Mehta’s sage advice and when the clock struck noon, they bounded toward the tables of sealed envelopes. Carol Swetlik beamed with elation after she tore open her envelope to reveal that she matched to her number one choice: Cleveland Clinic, for neurology. “I’m so excited for all the opportunities,” she said.

Roy Xiao was all smiles when he learned he is heading to Harvard’s Massachusetts Eye and Ear Hospital for Otolaryngology. “Harvard was my top choice,” he said, adding confidently, “I’m ready to go.”

The top residency programs chosen by our students, all of whom matched, are Internal Medicine and Emergency Medicine, followed by Neurosurgery and Ob/Gyn. Of the program’s 32 graduates, all eight who are staying in Ohio for their residencies will train at Cleveland Clinic. (One student is doing his preliminary year at University Hospitals Cleveland Medical Center, then returning to Cleveland Clinic for his radiology residency.) Of the 205 total Case Western Reserve University School of Medicine graduates who matched (which include the Lerner College Program, University Program and MD/PhD

Program), 17 are coming to Cleveland Clinic for training.

“This is the group that’s going to change the world,” said J. Harry (Bud) Isaacson, MD, Executive Dean of CCLCM, addressing the students at the Match Day event. “You’ll bring the best of what you learned here to wherever you are going.”

Destinations for the 2019 CCLCM graduates include such prestigious organizations as Cleveland Clinic; Brigham & Women’s Hospital; Duke University; Hospital of the University of Pennsylvania; Johns Hopkins Hospital; Massachusetts Eye and Ear Hospital (Harvard); University of California, Los Angeles; and University of Michigan Hospitals-Michigan Medicine.

Matching to these esteemed organizations is a testament to the students’ achievements and to the faculty support found at CCLCM.

Like many of her classmates, Ling-Ling Lee matched to her number one choice: Cleveland Clinic’s Fairview Hospital, for family medicine. “I rotated there, and everyone was really great,” she said. “I know I’ll get wonderful training there.”

[View the entire Match list.](#)

The Lerner College of Medicine graduating class will be honored by their families, faculty,

staff and fellow students on Saturday, May 18, at 6 p.m. at the InterContinental Hotel. A reception will follow the ceremony. The students will formally graduate on Sunday, May 19, from Case Western Reserve University School of Medicine, at which time they will receive their degree that reads “Medical Doctor with Special Qualifications in Biomedical Research.”

In addition, we also celebrate the 16 students from the Ohio University Heritage College of Osteopathic Medicine (OU-HCOM) who matched to Cleveland Clinic. Nine OU-HCOM graduates will train at the main campus, one at South Pointe and six at Cleveland Clinic Akron General Hospital.

“We are very excited to have so many of our soon-to-be graduates match at Cleveland Clinic,” says Isaac Kirstein, DO, Dean of OU-HCOM.

The top residency program chosen by OU-HCOM graduates is Emergency Medicine, followed by Family Medicine, Anesthesiology, Internal Medicine and Pediatrics.

In 2015, Cleveland Clinic and OU-HCOM established a Cleveland campus at South Pointe Hospital to train primary care physicians who will stay in Ohio.



FROM THE DEAN'S DESK



J. Harry (Bud) Isaacson, MD

Recognizing our educators is the right thing to do

I'd like to extend my sincere appreciation to Dr. Neil Mehta and team for their work in creating the new CCLCM faculty recognition program for our clinical educators. (See *"Faculty recognized for outstanding contributions,"* p. 7)

Teaching, like doctoring, is noble work. Clinicians who teach do so because they value education and the learning process; want to "pay it forward"; and appreciate the chance to contribute to the future of medical care. In most cases, teaching responsibilities are in addition to a busy clinical load. Our educators truly go the extra mile, and they deserve to be recognized.

Neil and his team devised an innovative approach to base the recognition on specific criteria around student feedback. The criteria were applied to faculty assessments of students and then analyzed to determine which faculty members met the criteria. Out of more than 1,000 educators, 109 met the criteria.

The response has been gratifying. We have received many favorable comments from faculty expressing their appreciation, further evidence that recognizing our educators for their extraordinary efforts and commitment to our students is the right thing to do.

We are looking to expand our recognition efforts beyond clinical education. In the meantime, I hope you join me in congratulating our colleagues for their outstanding teaching contributions.

Bud Isaacson, MD
Executive Dean

IPE INFLUENCER:

Interprofessional education, or IPE, promises to be a major focus when the new Health Education Campus opens in April. IPE is defined by the Center for the Advancement of Interprofessional Education (CAIPE) as “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.” When healthcare students are prepared to truly work collaboratively, the benefits are many: improved patient outcomes, increased caregiver satisfaction, fewer medical errors, and reduced costs.

In this series, we'll introduce you to the people from CCLCM and CWRU who are leading and influencing the IPE movement.

This month's IPE influencer is J. Harry (Bud) Isaacson, MD, from the Cleveland Clinic Lerner College of Medicine of CWRU.

Three Questions

J. Harry (Bud) Isaacson, MD

Executive Dean, Cleveland Clinic Lerner College of Medicine of CWRU



1. What's an example of a professional behavior that's necessary to have to succeed in an IPE environment?

A crucial behavior to have in healthcare is respect for other members of the healthcare team. This behavior includes respect not only for the person, but also for the person's role within the healthcare system. A wonderful way to model respect is to make a point of getting to know the people you work with. This parallels the process of patient care, in which we try to get to know our patients as people first and not just as a collection of diseases. A culture of respect can be supported by small gestures: greet colleagues by name, ask how their day is going, thank them for what they do.

2. Any myths about doctors you'd like to bust?

Many assume that the choice of a career in medicine is linked to earning potential. While it's true that physicians generally can anticipate earning a very comfortable salary, a physician's opportunity for earnings is significantly impacted by the time it takes to train, and many students take on significant debt (up to \$300,000 in some cases). We are fortunate to have outstanding admissions committees that select medical students who want to enter the profession for the right reasons.

We're grateful to our former CEO and President Dr. Toby Cosgrove who announced more than a decade ago that every CCLCM student would be given a full tuition scholarship. His vision was to have our graduates pursue careers focused on their interests, including research, as opposed to choosing the specialties that would make it easiest to pay back loans.

3. What excites you most about IPE?

I'm excited about the opportunity to use IPE to improve the health of our community. IPE needs to extend beyond the classroom, and we've been handed that opportunity by virtue of the new Health Education Campus location, which is in the middle of a disadvantaged community. We have a wealth of talented, motivated health professional students and faculty who can work together with community members to make a difference.

[Learn more about Dr. Bud Isaacson.](#)

Capstone course helps ready seniors

To help prepare our graduating students for their first year of residency — no matter where they go or which specialty they enter — and to provide a final curriculum experience, they participate in a Capstone rotation. The graduating Class of 2019 completed their two-week rotation in March.

WEEK 1

Monday, March 11: The Capstone rotation kicked off with a brief orientation by Neil Mehta, MBBS, MS, Professor of Medicine, Associate Dean of Curricular Affairs and Director of the Capstone program, and Debbie Schuster, Program Coordinator. Next, Jeremy Lipman, MD, Associate Professor of Surgery, presented on “How to Be an Effective Intern,” elaborating on the new roles and responsibilities that the graduating students will assume in their new positions and explaining specific behaviors that are important to being an effective team member. Following the large group session, Charles Kwon, MD, Clinical Assistant Professor of Pediatrics; Dr. Lipman; Abby Spencer, MD, MS, Associate

Professor of Medicine; and a group of interns led small group discussions with graduating students who were planning to match to Medicine, Surgery or Pediatrics, giving them specific tips on how to excel in those areas.

Later that morning, Richard Prayson, MD, Professor of Pathology, held a session called “NRMP: Match Review” to prepare students for what to expect on Match Day and how to prepare for the Supplemental Offer and Acceptance Program (SOAP) in the event a student didn't match. At lunch, Dr. Mehta walked them through the CCLCM Graduation Survey and the AAMC Graduation Questionnaire. Students had the rest of the day

free to complete activities around graduation (such as the exit interview and questionnaires) and the transition to residency (e.g., housing leases), and to socialize with their CCLCM colleagues.

Tuesday, March 12: All the students met in the Cleveland Clinic Simulation and Advanced Skills Center to begin several days of skill-building exercises. The small group sessions focused on building both cognitive skills (such as prescription writing, on-call problems and patient handoffs) and technical skills (such as managing pain, laparoscopic knot tying, ultrasound use and wound care).

The day concluded with an optional game of whirlyball, traditionally hosted by the

CCLCM year 1 class, which offered casual fun and a diversion from the hard work during Capstone.

Wednesday and Thursday, March 13 and 14: The students participated in a special “stop the bleed” session along with ACLS and PALS training and certification at the Simulation and Advanced Skills Center. Students were kept very busy in these intensive activities to help distract them from the stress of thinking about the upcoming Match, on March 15.

Friday, March 15: At the end of the first week of the Capstone rotation, students participated in Match Day. See cover story and [view the 2019 Match results.](#)





WEEK 2

Monday, March 18: Cleveland Clinic CEO and President Tom Mihaljevic, MD, Professor of Surgery, met with the students to congratulate them on a successful match and to offer insights about the next step in their medical career.

J. Harry Isaacson, MD, Associate Professor of Medicine; Susan Rehm, MD, Professor of Medicine; and Cheryl O'Brien, RN, JD, facilitated an interactive discussion on "Playing by the Rules: What Every Intern Needs to Know About State Medical Boards, Licensure and Malpractice." The course helps students reduce professional risk and avoid medical malpractice.

Leonard Calabrese, DO, Professor of Medicine; Martin Kohn, PhD, Associate Professor of Medicine; and Katherine Burke, MFA, concluded the Monday morning session with a program on professionalism, called "Looking Back/ Looking Ahead: On Becoming a Doctor." Dr. Calabrese shared a history of Cleveland Clinic, and

Dr. Kohn and Ms. Burke led a reflective writing session, during which students looked back at their first-year reflective writing and then wrote a letter to their "old" self from their current post-match perspective.

Tuesday, March 19: Students returned to the Simulation and Advanced Skills Center for skill-building activities around intubation and mock code.

Wednesday, March 20: Students attended a session on graduation requirements, presented by Tanya Moore, MBA; and Sade Jackson. The team reviewed graduation requirements and the events that lead to the graduation activities on May 18 and 19. Elizabeth Myers, MEd, facilitated a financial management workshop for students, covering such topics as debt management, loan repayment and preparing for financial security.

In between the morning and afternoon sessions, the students enjoyed a luncheon hosted by the Cleveland Clinic Alumni

Association. Dale Shepherd, MD, PhD; Bradley Gill, MD ('12), Clinical Instructor of Surgery; and Katie Eurich highlighted the benefits of staying connected following graduation.

On Wednesday evening, Kathleen Franco, MD, Professor of Medicine and Associate Dean of Admissions & Student Affairs, led an optional session and dinner for students and their significant others on Stress Management and Relationship Survival. The session is designed to give students a toolbox of strategies to help them adjust to a new home and new life, and maintain healthy relationships outside the hospital setting.

Thursday, March 21: Students participated in the final series of skill-building activities at the Simulation and Advanced Skills Center.

Friday, March 22: Capstone concluded with the Ninth Annual CCLCM Research Day, at which graduating students presented their posters, and select students

gave oral presentations. The keynote speaker for the day was Rebecca Ganetzky, MD ('10). The posters and presentations by students represented the work they completed during their research year. (See "Students present their research," page 11.)

On Friday evening, students were invited to a reception with the Alumni Association board members at the Foundation House.

Each year, our students rate the Capstone program as being informative and helpful in their preparation for residency. Not only does the program help them build their skills, but it also gives them one last chance to spend time with their classmates before graduation.

Thank you to the faculty, staff and residents who helped plan and conduct the sessions. Your time and effort give our graduating students confidence as they begin their career in medicine.



Faculty recognized for outstanding contributions

A group of CCLCM faculty and house staff who serve as preceptors for our year 3 medical students during their core clerkships has been recognized for their outstanding contributions with a lapel pin, appreciation letter and a letter to their department and institute chair. The goal, according to Neil Mehta, MBBS, MS, Professor of Medicine and Associate Dean of Curricular Affairs, is to have “meaningful measurements to drive meaningful change.”

Providing a small token of gratitude to those faculty who are working hard and doing all the right things acknowledges that their contributions are important and are noticed. By transparently defining the criteria and providing faculty development resources, the hope is to have every preceptor be eligible for this recognition in the future.

In this first wave of faculty recognition, 109 faculty members and 43 house staff met the criteria, which are based on providing formative feedback to students during the 2017-18 academic year:

- 1. Consistent response to requests for feedback from the medical students.** Preceptors who responded to at least 75 percent of the requests for formative feedback met this criterion. On average, these preceptors each completed 19 formative assessments during the year.
- 2. Formative feedback that was perceived by the students to be useful.** Preceptors whose feedback was rated more than 90 percent by the students as useful met this criterion. Because students did not always provide a rating for their formative feedback, the committee also sought input from clerkship directors.
- 3. Interaction with preceptor that was perceived by the students to be an overall high quality learning experience.** Preceptors who were highly rated on a composite overall scale for their competencies (e.g., communication/teaching skills, feedback skills, supervision skills and professionalism) met this criterion.

“Feedback is a critical part of education, one component that helps to close the learning gap,” says Dr. Mehta. “We are delighted to identify and recognize preceptors who consistently provide useful feedback to our students. The biggest misconception preceptors have is that when asked for feedback, they need to provide a judgment about the students’ knowledge, skills, behavior or attitude. Instead, they need to state very specifically, based on their observation, what the student did well and what they could improve upon. Thus instead of writing, ‘Student needs improvement in the physical exam of the cardiovascular system,’ they could state, ‘The next time you auscultate the heart, remember to listen in the mitral area in the left lateral decubitus.’”

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RESIDENTS/FELLOWS

Justin Abbatemarco, MD
Nicholas Abbey, MD
Jose Aguilera Heredia, MD
Julia Bucklan, DO
Jacob Choi, MD, PhD
Madison Conces, MD
Bess Connors, MD
Anthony Costales, MD
Andrew Coulter, MD
Himanshu Deshwal, MD
Sara Ghannam, MD
Kevin Harris, MD
Cory Henson, MD
DeAsia Jacob, MD
Sami Judeeba, MD
Melanie Katz, MD
Jeffrey Kim, MD
Travis Krew, MD
Deanna LaBianca, MD
Natalie Lee, MD, MPH ('15)
Steven MacDonald, MD
Ahed Makhoul, MD
Amanda March, MD
Zane Maroney, MD
Zoya Moghal, MD
Julia Muntean, MD
Rob Naples, MD
Jennifer Ohtola, MD
Erica Parrotta, DO
Justin Philip, MD
Mark Radetic, MD
Jonathan Ragheb, MD
Archana Ramgopal, MD
Meena Sadaps, MD
Bilal Samhour, MD
Monica Scarsella, DO
Noah Schwartz, MD
Shilp Shah, MD
Antonios Sideris, MD
Voranaddha Vacharathit, MD
Valery Vilchez Parra, MD
Chen Yan, MD
Nitin Yerram, MD

STAFF FACULTY

Richard Adams, MD
Zubair Ahmed, MD
Safaa Al-Haddad, MD
Mariam AlHilli, MD
Zahraa Alhilli, MD
Eric Anderson, MD

Faculty recognized for outstanding contributions *continued*

Dr. Mehta, who was instrumental in developing this faculty recognition program, formed a group to review and recognize faculty, with approval from the CCLCM Clinical Education Committee. In addition to Dr. Mehta, the group comprises Beth Bierer, PhD, Associate Professor of Medicine and Director for Assessment and Evaluation; Colleen Colbert, PhD, Associate Professor of Medicine and Director of the Office of Educator & Scholar Development; Cecile Foshee, PhD, Assistant Professor of Medicine and Director of GME Learning Innovation; Craig Nielsen, MD, Associate Professor of Medicine and Assistant Dean for Clinical Education; Lily Pien, MD, MHPE, Associate Professor of Medicine and Associate Director of the Office of Educator & Scholar Development; Allison Prelosky-Leeson, MEd, Program Manager, Office of Educator & Scholar Development; and Camille Sabella, MD, Associate Professor of Pediatrics and Associate Director for Clinical Education.

Two members of the CCLCM technology team were deeply involved in bringing this project to fruition. Pavel Ermakov, Lead Web Developer, analyzed the data to determine which faculty members met the criteria, and Debra Shirley, Web Architect, designed the lapel pin.

Dr. Mehta notes that some faculty members, who are otherwise exceptional teachers, didn't meet the criteria because they had limited interaction with students during the academic year. "We will continue to refine the criteria," he says, adding, "Our hope is that every one of our clinical faculty can meet the criteria in the future."

The group's future plans include extending this objective criteria-based recognition process to other aspects of the curriculum and, in collaboration with the Office of Educator & Scholar Development, offering resources for faculty, depending upon identified needs.

Congratulations to the faculty members recognized for their outstanding contributions to students. We hope you wear your lapel pin with pride. And to the entire CCLCM faculty, please know that your time, talent and passion for educating our students are deeply appreciated.

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Educator resources for giving feedback

[Cleveland Clinic Office of Educator & Scholar Development \(internal link\)](#)

[Preceptor Development Program, University of Virginia Health System](#)

[Giving Feedback, e-Tips for Practice Education](#)

Sofya Asfaw, MD
Moises Auron, MD
Chadi Ayoub, MD
Joseph Baskin, MD
Edward Benzel, MD
Philip Bernard, MD
Eric Boose, MD
Minnie Bowers-Smith, MD
Vincent Boytim, DO
Andrei Brateanu, MD
David Brill, DO
Alan Cadesky, MD
Robert Cain, MD
Richard Cartabuke, MD
Julia Cartaya, MD
Lisa Cloud, DO
Roman Dale, MD
William Damm, MD
Mark Dassel, MD
Jessica Donato, MD
Kevin El-Hayek, MD
Ronan Factora, MD
Michael Faulx, MD
Amanda Ferry, MD
Cory Fisher, DO
Vaishali Flask, MD
Rebecca Flyckt, MD
Donald Ford, MD
Kimberly Giuliano, MD
Lilian Gonsalves, MD
David Gugliotti, MD
Ardeshir Hashmi, MD
Jacalyn Hazen, MD
Evelyn Hemmingsen, MD
J. Harry Isaacson, MD
John Jewell, MD
Skyler Kalady, MD
Venkatesh Kambhampati, MD
Lakshmi Khatri, MD
Zeshaun Khawaja, MD
Elias Khawam, MD
Rosanne Kho, MD
Thomas Killeen, DO
Roy Kim, MD
Kenneth Koncilja, MD
Matthew Kostura, MD
Shakuntala Kothari, MD
Nathan Kraynack, MD
Jennifer Kriegler, MD
Sangeeta Krishna, MD
Keith Kruithoff, MD
Suet Kam Lam, MD, MPH, MS

Faculty recognized for outstanding contributions *continued*



Beth Bierer, PhD



Colleen Colbert, PhD



Pavel Ermakov



Cecile Foshee, PhD



Neil Mehta, MBBS, MS



Craig Nielsen, MD



Lily Pien, MD, MHPE



Allison Prelosky-Leeson, MEd

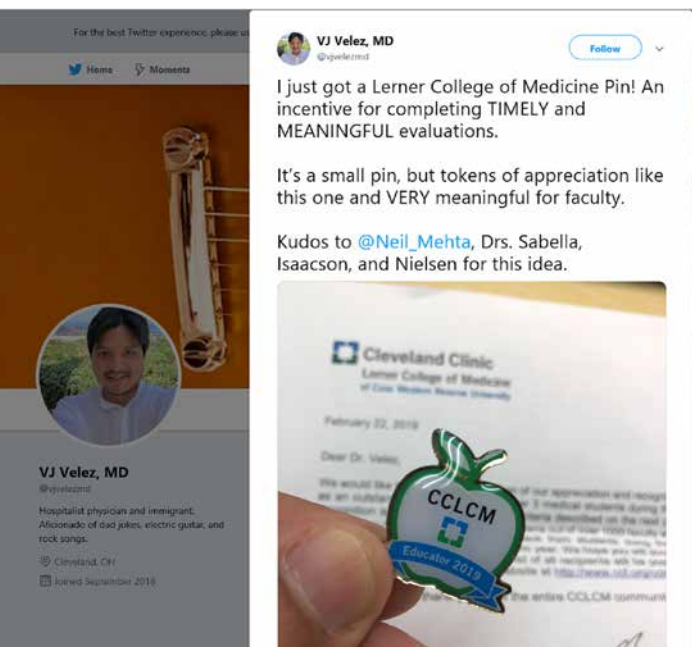


Camille Sabella, MD



Debra Shirley

Amanda Lathia, MD
 Tracy Lim, MD
 Laura Lipold, MD
 Mark Mayer, MD
 Robert Mayock, MD
 MaryAnn Mays, MD
 John McDonnell, MD
 Neil Mehta, MBBS, MS
 Chad Michener, MD
 Kunjam Modha, MD
 John Morren, MD
 Saad Munzar, MD
 Hanan Nashed, MD
 Christian Nasr, MD
 Craig Nielsen, MD
 Matthew Pappas, MD
 Rajiv Parinja, MD
 Katie Pestak, DO
 Svetlana Pomeranets, MD
 Kadakkal Radhakrishnan, MD
 Alexander Rae-Grant, MD
 Suresh Reddy, MD
 Mitchell Reider, MD
 Mary Rensel, MD
 Douglas Rogers, MD
 Steven Rosenblatt, MD
 Gregory Rutecki, MD
 Camille Sabella, MD
 Colleen Schelzig, MD
 Brian Schroer, MD
 Sadhana Sharma, MD
 Amy Sniderman, MD
 Andrea Spurduto, MD
 Robyn Stewart, MD
 Rachel Taliercio, DO
 Babak Tousi, MD
 Cecile Unger, MD, MPH
 Nancy Van Keuls, MD
 Karen Vargo, MD
 Giselle Velez, MD
 Vicente Velez, MD
 Allison Weathers, MD
 David Wendt, MD
 Steven Wexberg, MD
 Tara Williams, MD
 Mary Willis, MD
 Robert Wilson, DO
 Diane Young, MD
 Eric Blumrosen Yudelevich, MD
 Samina Yunus, MD
 Stacey Zahler, DO



COMMUNICATIONS TIP: Use empathetic statements

Julie Rish, PhD | Assistant Professor of Medicine | Director, Communication Skills



Julie Rish, PhD

To build your relationship with patients, demonstrate empathy by using empathetic statements at the appropriate times.

For example, if a patient conveys frustration that their treatment doesn't seem to be helping, you can acknowledge their situation by saying, "This is a difficult problem," or "I appreciate the work you have done so far."

(Acknowledging their feelings or actions is part of the SAVE mnemonic: Support, Acknowledge, Validate or Emotion naming; see [Communications Tip: Demonstrate Empathy, InSight, January 2019](#).)

By acknowledging their perspective, the patient will hear that you have recognized what they say, feel or did. Doing this is therapeutic on its own. They may then feel more comfortable to tell you their future thoughts, feelings or ideas.

Learning how to verbalize empathy is a skill that can be improved upon. While it may feel awkward at first, continue to reflectively practice by using the SAVE mnemonic as a guide.

Training the next generation of physician leaders

A group of CWRU University and College programs students attended a series of three leadership workshops, led by James K. Stoller, MD, MS, Professor of Medicine and Chairman of the Cleveland Clinic Education Institute.

The workshops, held over three months, focused on three topics:

- **Developing Healthcare Leaders**, which provided a rationale for the "triple aim" (affordability/value, access and quality) of why leadership in healthcare is crucial, and an understanding of the characteristics and competencies necessary to have in order to lead in healthcare
- **Leading Change**, which allowed participants to explore, through dialogue and table discussion, the applicability of change models to healthcare
- **Teamwork and Teambuilding**, which engaged the participants in defining the characteristics of an effective team and, through an experiential learning activity, exploring whether teams perform better than individuals

An expert in developing physician leaders, Dr. Stoller says that the competencies necessary to lead in a healthcare organization differ from the competencies needed to provide quality patient care. "Traditionally these skills are not taught in medical school or during graduate medical training. These workshops give our medical students an introduction into what is required to become a physician leader," he says.

While it may seem counterintuitive to position clinicians as leaders charged with running a hospital, research shows that it works. In one study from 2011, the data showed that hospitals run by physicians ranked higher in quality than did hospitals run by managers. Learn more from this *Harvard Business Review* article, ["Why The Best Hospitals Are Managed by Doctors."](#)

Students have indicated a high level of interest in leadership topics and have responded favorably to the workshops. Says Dr. Stoller, "We're hopeful that our medical students will continue their pursuit of leadership competencies, with the goal of affecting positive change in healthcare."



Students present their research

At the Ninth Annual CCLCM-wide Research Day on March 22, the following graduating students made oral presentations and presented their posters:

Rachael Baird

Pregnancy associated cardiac hypertrophy in corin-deficient mice | Mentor: **Qingyu Wu, MD, PhD**



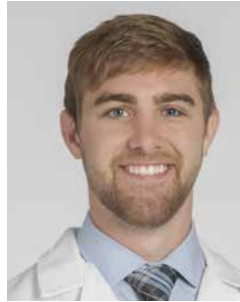
Rachael Baird



Qingyu Wu, MD, PhD

Jaes Jones

The electrophysiological effect of low-frequency sensory stimulation in medically refractory epilepsy | Mentors: **Dileep Nair, MD; Dominique Durand, PhD** (Case Western Reserve University)



Jaes Jones



Dileep Nair, MD



Dominique Durand, PhD

Ellen Romich

Do preventive cardiology consults versus usual care improve cardiovascular risk factor assessment and management in patients with rheumatoid arthritis? Mentor: **Elaine Husni, MD**



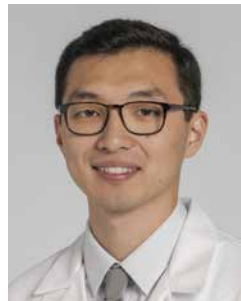
Ellen Romich



Elaine Husni, MD

Bob Sun

Healthy post-menarchal adolescent girls demonstrate multi-level reproductive axis immaturity Mentor: **Natalie D. Shaw, MD** (National Institutes of Health)



Bob Sun



Natalie D. Shaw, MD



Rebecca Ganetzky, MD ('10)

The keynote speaker for the day was Rebecca Ganetzky, MD ('10), who spoke on the "Complexities of Mitochondrial Complex V."

Josephine Volovetz

Identification of Serpin B3 as a junctional adhesion molecule — a binding partner in glioblastoma cancer stem cells | Mentor: **Justin D. Lathia, PhD**



Josephine Volovetz



Justin D. Lathia, PhD

Michael LaBarbera

Radiographic features of pulmonary veins morphology from chest CT predicts risk of post-ablation atrial fibrillation | Mentor: **Mina K. Chung, MD**



Michael LaBarbera



Mina K. Chung, MD

Find the right journal for your scholarly work

If you're looking for an influential journal in which to publish your scholarly work — and you want to avoid predatory journals — use this new resource from the Alumni Library, called [Where to Publish](#).

[Where to Publish](#) identifies potential publishers by showing how many times they have published on your topic along with their Journal Impact Factor if they have one.

Because of content restrictions, the site is available only from Cleveland Clinic computers or remote access.

If you have any questions, please contact Matt Weaver, Systems Medical Librarian, at weaverm2@ccf.org or 216.445.7745.



Welcome new caregivers

Marcy Pardee MEd, RRT

We are pleased to announce that Marcy Pardee MEd, RRT, has accepted the position of Director of CCLCM, beginning April 1. Marcy has been at Cleveland Clinic for six years, working in the Simulation and Advanced Skills Center, first as a simulation technician program coordinator and then as department manager.

Prior to working at Cleveland Clinic, Marcy worked as a respiratory therapist and clinical instructor at Summa Health. She also worked as a respiratory therapist at Western Reserve Hospital in Cuyahoga Falls. She is currently a part-time faculty member at the University of Akron for its Allied Health Program, instructing college-level students in the areas of respiratory therapy, first aid, CPR and medical terminology.

Marcy's vast clinical, educational, analytical and management experience will serve her well in her new role, and we look forward to her many contributions.



Marcy Pardee MEd, RRT

Sneha Sharma, MBA

We are delighted to announce that Sneha Sharma, MBA, has joined the CCLCM family as a Program Manager for the CCLCM technology team.

Sneha joined Cleveland Clinic late last year as a Web Usability Intern, working in the Education Institute Communications Department, where she will continue to lend web usability and user experience support. Sneha possesses tremendous technical skills, ranging from SQL, Unix and Java to Tableau, and is passionate about data visualization and data analytics, which align perfectly with the college's technology needs.

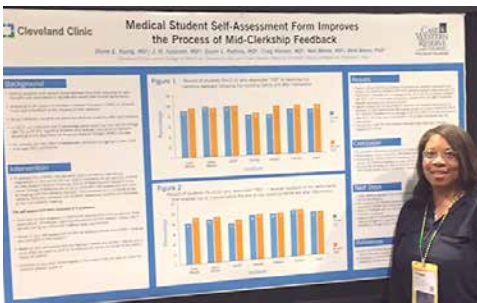
Prior to joining Cleveland Clinic, Sneha worked as a project lead for Word Systems, building a global export model for tech and surveillance products for law enforcement. She earned her MBA from Purdue University, Krannert School of Management, and her bachelor's degree in engineering, electronics and telecommunication from Chhattisgarh Swami Vivekanand Technical University in India. She is a three-time recipient of the Insta Award from Infosys Technologies (American Express) for her technical excellence in delivering projects.



Sneha Sharma, MBA

Please join us in welcoming Marcy and Sneha to our CCCLM family.

Research demonstrates how to improve feedback process



Diane E. Young, MD, Assistant Professor of Surgery and Clerkship Director for Ob/Gyn, presented an education poster, entitled “Medical Student Self-Assessment Form Improves the Process of Mid-Clerkship Feedback,” at the 2019 National Council on Resident Education in Obstetrics and Gynecology (CREOG) and Association of Professors of Gynecology and Obstetrics (APGO) Conference in New Orleans, Feb. 28 to March 1.

“I was able to share how our education deans implemented a medical student self-initiated form to improve the process of providing documented mid-rotation feedback during the clerkships,” explains Dr. Young. “I discussed the poster with several educators, and they found this concept interesting

and commented on the positive benefit of the self-reflection component.”

The poster was co-authored by Dr. Young; J. Harry Isaacson, MD; Susan L. Padrino, MD (University Hospitals); Craig Nielsen, MD; Neil Mehta, MBBS, MS; and Beth Bierer, PhD.

New student housing resource launches

If you or a colleague requires either short- or long-term housing, please check out the new [Student Housing program website](#), where you can:

- View local property listings
- Learn about Cleveland neighborhoods
- Get helpful guidance about the rental process

Students can also request to join the Student Housing Facebook page, where they can connect with potential roommates, buy/sell furniture and more.

The Student Housing program is open only to Cleveland Clinic-affiliated students. The service is free to them.

All the rental properties included in the listings have been personally inspected and meet the criteria, including safety and affordability, that we’ve established. In addition, the properties are within close proximity to the Cleveland Clinic main campus or Cleveland Clinic hospitals.

Please pass this information along to CCLCM students who may require rental housing. We’re hopeful that this service helps to ease their burden of making housing arrangements.

The Student Housing program is an initiative of the Education Institute. If you have questions, please contact Dominique Pishotti, Student Housing Coordinator, at studenthousing@ccf.org.

A faculty appointment (and promotion) can help boost your career



If you don’t yet have a faculty appointment through Case Western Reserve University and you’re interested in teaching at our Lerner College of Medicine, we strongly encourage you to [take the first step](#).

If you already have a faculty appointment, perhaps it’s time to [apply for a promotion](#). Your faculty appointment should reflect your accomplishments. For example, if you have been at the Associate Professor level for several years, it may be time to apply for a full Professor appointment.

A faculty appointment – or promotion, if it’s the right time – can greatly benefit your career. [Find out from several of your colleagues how a faculty appointment has helped boost their academic and professional standing.](#)

Want to learn more? Attend one of the quarterly faculty promotion workshops over the next year:

- **Thursday, May 16, 5:30 – 7 p.m., Lerner NA5-08**
- **Thursday, Sept. 12, 5:30 – 7 p.m., Lerner NA5-08**
- **Thursday, Dec. 5, 5:30 – 7 p.m., Lerner NA5-08**

Stay Connected with CCLCM Via LinkedIn

Keep up to date with news and faculty and student accomplishments via the Lerner College of Medicine's new LinkedIn page. LinkedIn makes it easy to maintain your connections to classmates and create new connections with alumni.

We're eager to engage. [Connect with CCLCM today.](#)



Lerner College
of Medicine



Support the Future of Medicine, Sponsor a Stethoscope for a Student.

Last year, the class of 2018 partnered with the Alumni Association to gift each student a personalized stethoscope. Help us continue the new tradition of welcoming students by making a gift to support a stethoscope for a student.

To sponsor a stethoscope for a student visit,
give.ccf.org/stethoscopesforstudents

"Receiving a stethoscope really made one of the most important days of my life even more special. I'm extremely honored and humbled to be here."

—Vision Bagonza (CCLCM'23)

"I have never felt so immediately welcomed into a family. We are incredibly grateful and will try our best to embody the professionalism that you have shown us."

—Matt Russell (CCLCM'23)

Get news and updates about the Health Education Campus

[Check out the Health Education Campus website](#) for news and updates, including transportation, parking and move-in dates and details.

Get an update on the new dental clinic, and learn more about how interprofessional education will play a central role at the new campus.



ABOUT THE CAMPUS

NEWS & UPDATES

INTERPROFESSIONAL EDUCATION

GIVE



STUDENT SPOTLIGHT:

Michael LaBarbera

If you don't know Michael LaBarbera ('19) well, you might say his career goal seems surprising: He hopes to become a space medicine doctor. However, if you do know Michael, his career choice makes perfect sense. "My greatest academic passion is astronomy," he says. "Ideally, I would like to one day take care of astronauts in space."

Michael's interest in astronomy was sparked when the Mars Pathfinder landed on the surface of Mars in 1997. His parents showed him photos of the planet's surface, and he remembers thinking that there's this whole other world out there – it's not just a dot in the sky. Since that epiphany, he has been infatuated with learning about space.

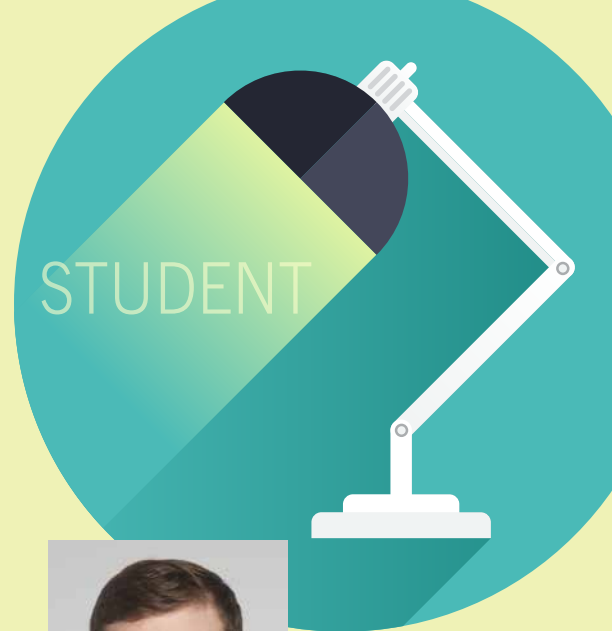
Throughout much of his student career, Michael has studied astronomy. He completed his undergraduate studies at the University of Cincinnati, where he majored in electrical engineering with a concentration in astrophysics. From there, he had the opportunity to work at NASA, where he helped design a universal flight spare (electrical backup) and a microscale sensor system for a proposed surface mission to Venus.

"I enjoy the engineering side of space, but I wanted to learn a new approach," says Michael. Following his work at NASA, he decided to make a career change and apply to medical school. He chose CCLCM because of its proximity to family and wealth of faculty talent.

As a CCLCM student, Michael had the chance to work with NASA's Lyndon B. Johnson Space Center in Houston, where he studied the intracranial pressure of astronauts while they were in space. His research, which he will present at the Aerospace Medical Association's Annual Scientific Meeting in Las Vegas in May, showed that intracranial pressure may cause vision changes; however, the lasting impact is still unknown.

During his free time, Michael enjoys photography and has had some of his photos published in *Stethos*, the CCLCM Medical Humanities Journal, in 2017 and 2018. ([View his photos on pages 6, 7 and 15 in the 2018 issue.](#)) He also enjoys playing guitar, painting, working out and device prototyping. Currently, he is testing a home set up for brewing his own beer.

Some advice Michael offers to incoming medical students is to be sure to make time for new experiences. "It's important to experience new things and enjoy life the best you can while you have the time to do it."



Michael LaBarbera

**"Ideally, I would like
to one day take care of
astronauts in space."**

CWRU School of Medicine ranks No. 1 in Ohio

Case Western Reserve University School of Medicine, which comprises both the University Program and CCLCM, was ranked No. 1 as the best research-oriented medical school in Ohio, according to *U.S. News & World Report*.

“We are extremely proud to be one of the unique medical school programs offered through our partnership with Case Western Reserve University,” said James B. Young, MD, Professor of Medicine, Cleveland Clinic’s Chief Academic Officer and former dean of CCLCM, in a news release.

[Read the entire article.](#)

Whetting an appetite for nutrition education

Congratulations to Gail Cresci, PhD, RD, Assistant Professor of Medicine and Nutrition Thread Leader, for recent work to bring attention to the crucial need for nutrition education in medical school.

Along with Michelle Beidelschies, PhD, Adjunct Assistant Professor of Medicine; Julie Tebo, PhD, Assistant Professor of Molecular Medicine; and Alan L. Hull, MD, PhD, Professor of Medicine and retired faculty, Dr. Cresci published a paper in the *Journal of the American College of Nutrition* that outlines how nutrition education in medical school benefits both patients and physicians, and demonstrates how CCLCM successfully integrated a nutrition thread into its curriculum.

Based on an anonymous survey given to 164 CCLCM students (classes of 2018–2022), just 8 percent were exposed to some nutrition education as undergraduates. However, almost 85 percent of the students acknowledged that nutrition education is necessary in their training, and 70 percent responded that their current training in nutrition is influencing the way they treat patients and how they are taking care of themselves.

[Read “Educating Future Physicians in Nutritional Science and Practice: The Time Is Now.”](#)

In addition, Dr. Cresci authored an article for *U.S. News & World Report* describing how physicians are better equipped to help patients if they themselves have been adequately trained in nutrition. With an increase in chronic diseases that are related to diet, such as obesity, cardiovascular disease and type 2 diabetes, patients can be counseled to make smart lifestyle choices that can dramatically improve and even reverse the effects of chronic diseases.

“We need more nutrition counseling to face chronic health conditions, and beginning this discussion in medical school is a great start,” Dr. Cresci writes in the article.

[Read “Medical Students Can Benefit from a Steady Diet of Nutrition Training.”](#)

Congratulations to the entire team!



Gail Cresci, PhD, RD



Michelle Beidelschies, PhD



Julie Tebo, PhD



Alan Hull, MD, PhD

Dr. Cynthia Kubu elected to Faculty Senate

Cynthia Kubu, PhD, Professor of Medicine, has been elected as a new Case Western Reserve University School of Medicine Faculty Senate representative for a three-year term, ending in 2022. The Faculty Senate is part of the governance of the entire university and includes representatives from all of the school departments.

In her capacity as a faculty senate representative, Dr. Kubu hopes to build bridges and advocate for hospital faculty.

Congratulations, Dr. Kubu, on this professional achievement!



Cindy Kubu, PhD

Student's work earns research award

Congratulations to Carol Swetlik ('19) whose research earned the 2018 Ohio Psychiatric Physicians Foundation Research Award in the Medical Student category.

Carol and her research mentor, Adele Viguera, MD, Clinical Assistant Professor of Medicine, published their research, entitled "Management of Bipolar Disease in Pregnancy and Lactation," in Current Treatment Options in Psychiatry. The article reviews the literature regarding disease course and management of bipolar disorder in pregnancy and the post-partum period. [Read the article abstract.](#)

"As healthcare providers work with patients to craft a treatment plan during these crucial times, I hope they find the recommendations and considerations within the article useful. I am delighted that our hard work has been recognized, and I believe our article can promote awareness, education and clinical guidance regarding women's mental health," says Carol.

Carol received her award at the OPPA Annual Psychiatric Update at the end of March. **Congratulations, Carol!**



Carol Swetlik



Adele Viguera, MD

Student awarded prestigious fellowship

Shadi Ahmadmehrab ('21) was awarded a Sarnoff Fellowship for her fourth-year research project. This one-year fellowship, funded through the Sarnoff Cardiovascular Research Foundation, offers medical students the chance to conduct research in a U.S. biomedical research facility.

Shadi's proposal for the fellowship application involves a wearable device to monitor interstitial sodium in heart failure patients. Her research mentor and sponsor for the fellowship is W. H. Wilson Tang, MD, Cardiovascular Medicine, who, along with an advisor from the fellowship, will help her determine where she'll conduct her research.

Sarnoff Fellows are chosen based on intellectual and academic achievement, along with leadership ability. In addition to an annual stipend, Shadi will receive an allowance for travel support to determine where she'll conduct her research, to attend the Sarnoff Annual Scientific Meeting and American Heart Association Scientific Sessions, and to present a paper at two national conferences. **Congratulations, Shadi!**



Shadi Ahmadmehrab



Wilson Tang, MD

Faculty inducted into Academy of Scholar Educators

Congratulations to Cleveland Clinic faculty members Moises Auron, MD, Associate Professor of Medicine and Pediatrics, and Abby Spencer, MD, MS, Assistant Professor of Medicine and Director of the Internal Medicine Residency Program, who were inducted into the Case Western Reserve University Academy of Scholar Educators. Dr. Auron was inducted as a member, and Dr. Spencer as a fellow.

Induction into the academy is designed to recognize CWRU School of Medicine faculty who have made "sustained and significant contributions to excellence and innovation in medical education." Drs. Auron and Spencer were inaugurated into the academy at the Case Western Reserve University School of Medicine's Annual Education Retreat in March. (See "Educators gather for Annual Education Retreat," p. 18.)

Drs. Auron and Spencer join several esteemed colleagues who are also members and fellows of the academy. View the entire list. **Congratulations again!**



Moises Auron, MD



Abby Spencer, MD, MS

Educators gather for Annual Education Retreat

The theme of the 2019 Case Western Reserve University School of Medicine's Annual Education Retreat was "Integrating Basic, Clinical and Health Systems Sciences: Getting it Right in Med Ed." The retreat, held in March, featured plenary speaker Nicole N. Woods, PhD, Director of the Centre for Ambulatory Care Education at Women's College Hospital and Associate Director of the Wilson Centre, University of Toronto at University Health Network. Dr. Woods presented on "Re-thinking the Integration of Basic and Clinical Sciences in Medical Education."

A panel of local experts discussed "Basic Science Achievements Informing Clinical Medicine Triumphs." Moderated by Abdulla Ghori, MD, DIO, MetroHealth Medical Center, the discussion featured panelists Nancy Bass, MD, University Hospitals; Mitchell Drumm, PhD, CWRU School of Medicine; and Marvin Natowicz, MD, PhD, Professor of Pathology, Cleveland Clinic.



Nicole Woods, PhD

Retreat participants could attend one of five skill-building workshops:

1. Point of Care Ultrasound Integration into Medical Education, featuring Charles LoPresti, MD, SFHM, Director of Point of Care Ultrasound, Medicine, Louis Stokes Cleveland VA Medical Center; Robert Jones, DO, Emergency Ultrasound Director, Emergency Medicine, MetroHealth System; Shetal Shah, MD, Assistant Professor of Radiology, Cleveland Clinic; Neha Soni-Patel, BS, RDCS, Cleveland Clinic; and Vicki E. Noble, MD, Emergency Medicine, University Hospitals
2. The Mechanistic Case Diagram: A Tool to Bolster Clinical Reasoning Using Basic and Health Systems Science Integration, featuring Kathryn Miller, MD, MS, Co-Director of the IQ+ Program, Pediatrics Clerkship Director, University Hospitals; Mamta K. Singh, MD, MS, Assistant Dean for Health Systems Science, University Program; and Amy L. Wilson-Delfosse, PhD, Associate Dean for Curriculum, University Program
3. Facilitation Skills to Bring Out the Best!, featuring Jennifer Ramsey, MD, MS, Assistant Professor of Medicine, Cleveland Clinic; and Abby Spencer, MD, MS, Assistant Professor of Medicine, Cleveland Clinic
4. Preparing Physicians who Thrive in the 21st Century: Deciphering SI2025, featuring Abdulla Ghori, MD, DIO, MetroHealth Medical Center; Mammen Puliyl, MD, Program Director Pediatric Residency, MetroHealth Medical Center; and Amy Zack, MD, Program Director Family Medicine Residency, MetroHealth Medical Center
5. Planning for Promotion: A Workshop for Clinical Faculty and their Mentors, featuring Marjorie Greenfield, MD, past co-chair of CWRU SOM Committee on Appointments, Promotion, and Tenure, Society Dean; Nicole Deming, MA, JD, Assistant Dean Faculty Affairs and Human Resources; Gary Clark, MD, MetroHealth Medical Center; Cynthia S. Kubu, PhD, Professor of Medicine, Cleveland Clinic; and Phyllis Nsiah-Kumi, MD, MPH, Cleveland VA Medical Center

"The education retreat brings together people from all academic medical centers, from various disciplines and areas of expertise and at all levels of training, drawn by their shared goal and passion for teaching and learning," says Neil Mehta, MBBS, MS, Professor of Medicine and Associate Dean of Curricular Affairs for CCLCM, and member of the retreat planning committee.

A highlight of the annual retreat is the presentation of awards, including the CWRU School of Medicine Scholarship in Teaching awards, which many Cleveland Clinic educators earned. (See "[Scholarship in Teaching award winners announced](#)," InSight, March 2019.) New members and fellows of the Academy of Scholar Educators were announced and include Cleveland Clinic faculty members Moises Auron, MD, Associate Professor of Medicine and Pediatrics, and Abby Spencer, MD, MS, Assistant Professor of Medicine and Director of the Internal Medicine Residency Program. (See "[Faculty inducted into Academy of Scholar Educators](#)," p. 17.)

During a break and lunch, attendees had the chance to view posters describing educational innovation projects and to talk with the faculty and students responsible for them.

The Annual Education Retreat attracts faculty, administration, residents and students from the Case Western Reserve School of Medicine, the Lerner College of Medicine and affiliated medical centers, with a focus on the continuum of medical education that begins with our medical students and continues with our residents and fellows.

CCLCM students judge science fair projects

CCLCM students and faculty were impressed by the many stellar projects on display at the 66th Annual Northeastern Ohio Science and Engineering Fair (NEOSEF), held at Cleveland State University in March.

The fair, sponsored in part by Cleveland Clinic, annually attracts about 600 grades 7 through 12 students from more than 80 schools in Cuyahoga, Geauga, Lake, Lorain, Medina, Portage and Summit counties. More than 250 judges were recruited to give insight on the student projects. In addition to the regular first, second and third place awards, NEOSEF presents “special awards” given on behalf of organizations to recognize achievement in a particular area.

CCLCM generously provided 10 awards of \$100, given to 10 students with outstanding projects in biomedical research. These awards were judged by a team of CCLCM students, including team captain John McAfee ('20), Severine Kako ('20), Adam Lauko ('21), Elizabeth Shay ('20), and Christina Snider ('20).

Cleveland Clinic Children's also provided five awards of \$100 for projects in grades 7 and 8 that displayed scientific excellence. Because the pediatric staff could not send an entire team for judging, Sigmund Norr, PhD, MD, Clinical Assistant Professor of Pediatrics, and his team were assisted by CCLCM students Janet Adegboye ('20) and Lestella Bell ('20).

CCLCM faculty members Christine Moravec, PhD, Assistant Professor of Molecular Medicine and Assistant Dean for Basic Science Education at CCLCM, and Alana Majors, PhD, Assistant Professor of Molecular Medicine and member of the Board of Trustees for the annual event, noted that the students always enjoy the experience and that the younger students appreciate their involvement.

“The fair is a terrific opportunity for the middle and high school students to express their interest in science while receiving constructive feedback from judges, and our students appreciate the chance to give back to the community,” says Dr. Moravec, past president and chair of judges for NEOSEF.

The science fair is held every March and enthusiastically welcomes volunteer judges. Any student or faculty member who would like to participate in future NEOSEF events should contact Dr. Moravec at moravec@ccf.org or Dr. Majors at majorsa@ccf.org.



Alana Majors, PhD



Christine Moravec, PhD



Sigmund Norr, PhD, MD



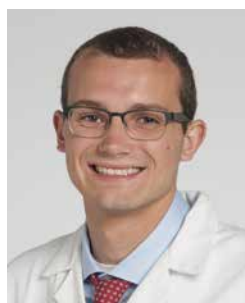
Janet Adegboye



Lestella Bell



Severine Kako



Adam Lauko



John McAfee



Elizabeth Shay



Christina Snider

MARK YOUR CALENDAR



April 6-7, 2019

Spring OSCEs for Year One

Cleveland Clinic

April 10, 2019 | 3 – 8 p.m.

Health Education Campus Open House

9501 Euclid Avenue

April 11-12, 2019

Applicant Second Look

Cleveland Clinic

April 18, 2019 | 3 p.m.

Body Donation Memorial Service

InterContinental Hotel, Cleveland

April 23, 2019 | 7:30 – 11 a.m.

New Faculty Orientation and Role Fair

Cleveland Clinic

May 16, 2019 | 5:30 – 7 p.m.

Faculty Promotion Workshop

Cleveland Clinic, Lerner NA5-08

May 18, 2019

Class of 2019 Celebration

5:30 p.m. Doors Open | 6 p.m. Celebration Program

7:30 p.m. Reception

InterContinental Hotel

May 19, 2018

Class of 2019 Graduation

Severance Hall

Advancing Our Mission

The Education Institute welcomes donations to advance its mission of educating those who serve. Individuals, families, foundations and corporations that believe in the value of education are making a difference in the future of patient care with their generosity. To learn how you can help, please contact Theresa Holthaus at 216.444.1839 or at holthat@ccf.org.

Alumni: Share Your News

We'd like to hear about what you've been doing since graduation. If you have news to share (maybe you're involved in an interesting research project or you recently returned from a global health mission), please email Laura Greenwald at greenwl@ccf.org.

InSight

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