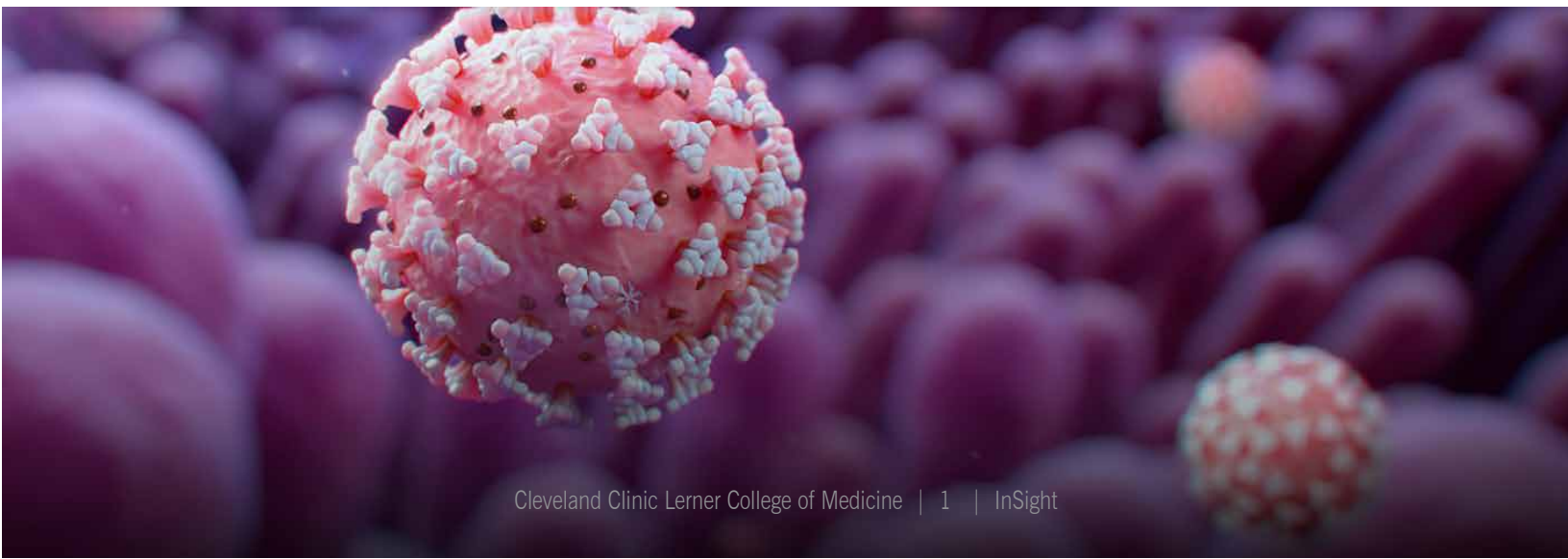


## Students rise to the challenge of COVID-19

As clinical rotations and research experiences have been placed on hold, CCLCM students have found innovative ways to keep busy. Many have been volunteering as a way to give back to their local healthcare and medical school communities. Others, with the help and guidance of faculty, have been participating in COVID-19-related clinical activities (remotely, of course) and research.

What's most striking is the way the students jumped at the chance to get involved in one or more initiatives, some of which they forged on their own. They truly are remarkable!

*continued >>*



# Students rise to the challenge of COVID-19 *continued*

## CARING FOR PATIENTS

Caroline Franke ('20), Bethany Bruno ('21) and Suresh Garudadri ('20) organized telemedicine experiences for third-, fourth- and fifth-year medical students with the help of Neil Mehta, MBBS, MS, Professor of Medicine and Associate Dean of Curricular Affairs, and Skylar Kalady, MD, Assistant Professor of Pediatrics.

The students are using telemedicine to virtually contact patients who have been tested for COVID-19 to inform them of their result status and offer instructions and guidance on what to do next. Physicians from across Cleveland Clinic have volunteered to serve as virtual preceptors for the students.

This telemedicine opportunity has not only reduced the burden on Cleveland Clinic caregivers and allowed patients to receive results in a timely manner, but also given the students the chance to connect with potential COVID-19 patients, learn about and address their concerns, and gain experience using telemedicine.

Bethany is leading a separate team, under the guidance of Cleveland Clinic Medical Operations, to run a transfer hotline. As part of a city-wide effort between healthcare institutions, the team fields calls from rural hospitals seeking to transfer their patients to either University Hospitals or Cleveland Clinic to receive a higher level of care.



## CREATING EDUCATIONAL RESOURCES FOR WORKFORCE REDEPLOYMENT

Dr. Mehta is working with students from the middle and senior years to develop COVID-19 educational content to train Cleveland Clinic frontline caregivers in the event of a COVID-19 patient surge.

"The first step was to create the syllabus and identify learning objectives depending on the types of clinical settings, such as ICU, nursing floor and outpatient, as well as the type of patient, either COVID-19-positive or COVID-19-negative," says Dr. Mehta. "Next we found publicly available high quality content created by recognized societies and institutions and linked the learning objectives to these. That left some gaps for which we could not easily find this type of content."

To fill the gaps, Dr. Mehta recruited about 20 medical students, working with pulmonary critical care fellows, and Anchal Kapoor, MD, Clinical Assistant Professor of Medicine, to create the content. The students conducted research and created 15-minute lessons with some self-assessment questions. The content was created in PowerPoint, with narrated recordings, and then converted into videos. The students animated and annotated some slides to improve learner engagement.

The students have experience during their problem-based learning (PBL) activities with developing brief presentations to meet the learning objectives identified by their small group of peer students. Thus, they were able to quickly apply these same skills to develop content for the learning objectives identified for COVID-19 training.

Sidra Speaker ('21), one of the students involved in this initiative, felt well-prepared to contribute, sharing that "It's so within my skill set."

Within just one week's time, the students created about 40 lessons, which are hosted on MyLearning, Cleveland Clinic's learning management platform, and accessible 24/7 to any Cleveland Clinic caregiver. This effort is ongoing, and new lessons are added to [MyLearning](#) continually. The content will soon be offered to other providers outside the Cleveland Clinic health system.

*continued >>*



# Students rise to the challenge of COVID-19 *continued*

## PARTICIPATING IN CLINICAL RESEARCH

When news of the impact of COVID-19 began to break, CCLCM students were eager to contribute in as many ways as possible. One such opportunity came in the form of clinical research.

Within days of the first COVID-19 case in Ohio, Cleveland Clinic began assembling an IRB-approved research registry of all patients being tested in the Cleveland Clinic health system. The registry is hosted in a secure, IRB-approved and HIPAA-compliant database. To maximize the use of this rich source of information, Cleveland Clinic leadership solicited research proposals from caregivers across the enterprise. Within minutes of the call for proposals and under the leadership of Dr. Mehta and Scott Anjewierden ('21), many CCLCM students began compiling their ideas and forming teams to develop research submissions. Two days later, the CCLCM student body submitted 40 proposals, representing nearly half of the 84 total proposals that were submitted by caregivers across the enterprise.

Students used their knowledge of underlying basic science principles to develop testable hypotheses using the newly formed registry. The diversity of student interest and ability was also reflected in their submissions. Some sample proposal titles include:

- Are ACE inhibitors/ARBs associated with poorer outcomes for patients with SARS-Cov-2?
- Unsupervised clustering to define distinct disease phenotypes in patients with COVID-19
- How do preexisting barriers to healthcare access affect testing and treatment for COVID-19 among racial and socioeconomic minority groups in Cleveland?



In addition to lending their brain power, some students had the opportunity to lend a hand building the database. Fifteen CCLCM students attended a training with Lara Jehi, MD, Professor of Medicine, Chief Research Information Officer and Principal Investigator of the COVID-19 registry. Students learned the science behind COVID-19 and how to enter data into the database. In a matter of only days, data was collected on thousands of the patients tested for COVID-19 at Cleveland Clinic, providing much-needed information to fight this pandemic.

Of the experience, Scott says, "It was amazing to see so many students come together and collaborate in this research effort. We were sharing and critiquing the latest research, developing hypotheses about the risk factors and effects of COVID-19, and flexing our scientific writing skills. At the time, it was a flurry of thought, but on reflection it is impressive how our four years of research training at CCLCM really came together in a time of need."

*continued >>*

# Students rise to the challenge of COVID-19 *continued*

## CARING FOR THE COMMUNITY

To help reduce the number of people who might fall through the cracks during the COVID-19 pandemic, a web-based grassroots organization called Cleveland Pandemic Response COVID-19 community hub was created. This mutual aid organization helps connect resources to people in need and then matches volunteers to provide or deliver those resources. Daniel Moussa ('21) serves as the chair.

Some examples of how the organization has already helped community members include picking up prescriptions, delivering groceries and toilet paper (the team fielded a request from an Australian man to deliver toilet paper to his mother-in-law who lives in Cleveland!), helping people apply for unemployment, helping families avoid eviction, and making face masks for hospital workers and first responders.

Within the last few weeks, the community hub has grown to include nearly 200 volunteers or volunteer groups, and the hub has served more than 150 people or communities. The volunteer base is widely diverse, comprising undergraduate and professional students, nurses, lawyers, administrative staff and teachers, to name but a few.

The community hub's work was recently featured on Cleveland's ideastream in a segment entitled "Cleveland Mutual Aid Volunteers Hope To Fill In Gaps In Pandemic Response."

## KEEPING STUDENT WELLNESS IN MIND

Students have been looking out for each other during these uncertain and anxiety-inducing times. Lestella Bivens ('20) created a virtual student lounge via GroupMe so that CCLCM students can stay connected virtually. Working with Cory Chevalier, MD, Assistant Professor of Medicine, a group of students on the Self-Care Committee created a list of wellness resources, chock-full of at-home exercises, mindfulness activities and other ideas to help promote student wellness during the pandemic.

## PRACTICING GRATITUDE

Several students created two photo collages to post on the Cleveland Clinic Kudoboard, an online board where anyone can post inspiring messages, photos and videos, along with notes of gratitude for Cleveland Clinic caregivers. These messages give our frontline caregivers much-needed encouragement, and they demonstrate that we truly are in this together.

During this unprecedented time, our students are setting a superb example for those who will follow. We couldn't be prouder of them.

"...it is impressive how our four years of research training at CCLCM really came together in a time of need." – Scott Anjewierden ('21)

# A Match Day like no OTHER



On March 20, like medical students across the nation, CCLCM students celebrated Match Day, the day they learn where they'll go for their residency.

Of course, because of the COVID-19 pandemic, this year's Match Day was like no other.

Instead of the usual noisy, elbow-to-elbow gathering at the CWRU Tinkham Veale University Center, this year's Match Day was quieter, calmer. Formal remarks from faculty members were livestreamed from either Tinkham Veale or their homes, and students gathered with family or in small groups, or waited by themselves in front of their computer, anticipating the email that would reveal their Match result.

"Match Day is one of our favorite traditions, and we're sorry we can't be with you to celebrate," said Bud Isaacson, MD, Associate Professor of Medicine and Executive Dean of CCLCM, in his remarks. "We also know how difficult the cancellation of our in-person Match Day is for our 2020 graduates and their families. If you look at pictures from typical Match Day events, you will see joy, broad smiles and a sea of humanity close together — definitely not social distancing!"

View the Match results on p. 7.

Although Match Day was certainly unique this year, it was not without revelry. Students decorated their apartments with colorful streamers and balloons, shared photos showing their Match results from their devices, posted videos on social media and celebrated with takeout or dinner out (restaurants were still open then).

#Match2020 was filled with emotion. Students and their loved ones celebrated. Faculty members felt overwhelming pride. People connected. The coronavirus couldn't take that away.

*continued >>*

53% of this year's

GRADUATING STUDENTS

matched at HOSPITALS

RANKED IN THE TOP 10

according to *U.S. News & World Report* (2009-2020)



# A Match Day like no OTHER



“We take great pride in the fact that we are sending an incredibly talented class of students on to join other physicians in helping to fight this pandemic.”

– Dr. Bud Isaacson



CUMULATIVELY,  
of our students (n=377) have **51%**  
matched at **HOSPITALS**  
**RANKED** **TOP 10**  
IN THE  
according to U.S. News & World Report (2009-2020)



# CLASS OF 2020 MATCH RESULTS



**Janet Adegboye**  
University of Maryland-  
Mercy Medical Center  
INTERNAL MEDICINE  
  
Johns Hopkins Hospital  
ANESTHESIOLOGY



**Caroline Franke**  
UPMC Medical  
Education  
PSYCHIATRY



**Lestella Bivens**  
University of Chicago  
Medical Center  
PEDIATRICS



**Suresh Garudadri**  
Stanford University  
Programs  
INTERNAL MEDICINE



**Robert Borden**  
Stanford University  
Programs  
THORACIC SURGERY



**Brittany Goldstein**  
Northwestern McGaw/  
NMH/VA  
PSYCHIATRY



**William (Alex) Cantrell**  
Cleveland Clinic  
ORTHOPAEDIC  
SURGERY



**Brett Graham**  
Vanderbilt University  
Medical Center  
NEUROLOGY



**Harry Choi**  
Hospital of the  
University of PA  
INTERNAL  
MEDICINE



**Nikhil Gupta**  
University of Chicago  
Medical Center  
INTERNAL MEDICINE



**Katharina Clore-  
Gronenborn**  
Children's National  
Medical Center  
PEDIATRICS



**Cameron Beau Hilton**  
Vanderbilt University  
Medical Center  
INTERNAL MEDICINE/  
ABIM RESEARCH PATH



**Albert Feeny**  
University of California  
San Francisco  
INTERNAL MEDICINE



**Severine Kako**  
Case Western/University  
Hospitals Cleveland  
Medical Center  
NEUROLOGY



**Kaitlin Keenan**  
Rush University  
Medical Center  
NEUROLOGY



**Radhika Rastogi**  
Children's Hospital -  
Philadelphia  
PEDIATRICS



**Lamont Wilkins**  
Johns Hopkins  
Hospital  
UROLOGY



**Ann Kim**  
Johns Hopkins  
Hospital  
INTERNAL MEDICINE



**Navin Sabharwal**  
University of  
California Irvine  
UROLOGY



**David Xiong**  
UPMC Medical  
Education  
INTERNAL MEDICINE  
  
Case Western/  
University Hospitals  
DERMATOLOGY



**Anne Kim**  
Hospital of the  
University of PA  
OBSTETRICS AND  
GYNECOLOGY



**Elizabeth Shay**  
Indiana University  
SOM  
OTOLARYNGOLOGY



**Wenda Ye**  
Vanderbilt University  
Medical Center  
OTOLARYNGOLOGY



**Erika Lampert**  
Cleveland Clinic  
OBSTETRICS AND  
GYNECOLOGY



**Shehryar (Sherry)  
Sheikh**  
Wake Forest Baptist  
Med Center  
GENERAL SURGERY



**Emily Zhang**  
Cleveland Clinic  
OTOLARYNGOLOGY



**Diane Libert**  
Stanford University  
Programs  
PATHOLOGY



**Christina Snider**  
Vanderbilt University  
Medical Center  
INTERNAL MEDICINE



**Jessica Zhang**  
UCLA Medical Center  
INTERNAL MEDICINE



**John McAfee**  
Cleveland Clinic  
PATHOLOGY



**Robert Unger**  
Case Western/Metro-  
Health System  
Internal Medicine  
Massachusetts  
General  
Hospital  
RADIOLOGY-  
DIAGNOSTIC



**Appledene Osbourne**  
University of California  
Davis Medical Center  
INTERNAL MEDICINE



## FROM THE DEAN'S DESK



J. Harry (Bud) Isaacson, MD

# COVID-19, CCLCM and the Cleveland Clinic mission

The COVID-19 pandemic has led to profound changes in our personal and professional lives. We often speak of the “CCLCM Family,” and at no time has this concept been more important. First and foremost, we think of the health and welfare of all of us as we weather this storm. COVID-19 has created multiple challenges for all aspects of CCLCM. With these challenges come opportunities. It has been remarkable to see how the CCLCM students have embodied the **Cleveland Clinic mission of patient care, education and research.**

## Patient Care

- CCLCM students are participating in COVID-19 telemedicine efforts. In addition, our students are participating in pilot projects in both the ambulatory and inpatient setting to help care for patients virtually while also fulfilling parts of their clinical curriculum.

## Education

- Twenty CCLCM students volunteered to help build eLearning content around COVID-19 to be used by Cleveland Clinic clinicians as they train to care for the surge of COVID-19 patients. This effort is being led by Neil Mehta, MBBS, MS, Professor of Medicine and Associate Dean of Curricular Affairs, and Neal Chaisson, MD, Assistant Professor of Medicine, in conjunction with a team of clinicians in the Cleveland Clinic Respiratory Institute. This was a heavy lift by everyone involved and holds tremendous promise for clinicians and patients at Cleveland Clinic and around the globe.

## Research

- Many students are working with Lara Jehi, MD, Professor of Medicine and Chief Research Information Officer, on a clinical research registry related to COVID-19, collecting data on patients who are being tested and who are being treated for COVID-19 at Cleveland Clinic. The students also answered the call for research proposals, submitting 40 innovative research study ideas for the registry.

*continued >>*

## **Students step up to volunteer**

With extra time on their hands because of canceled electives, dozens of students volunteered their time to help out Cleveland Clinic physicians, including residents and fellows, with any number of non-direct patient care tasks, ranging from setting up research databases and writing IRB proposals, to pet care and grocery runs. This altruistic gesture originated with the students in an attempt to offer some relief to those caregivers who are stretched thin because of the COVID-19 situation.

Read more about all these marvelous innovations in the cover story, “Students rise to the challenge of COVID-19.”

## **It takes a village**

CCLCM faculty members have been busy overseeing these innovative projects, engaging students in alternatives to their canceled clinical rotations and adapting major live events to virtual events, as best as possible, with Match Day being the first, Capstone being the second, and Second Look being the next. As we head toward graduation in May, we're working with senior students to prepare for a virtual celebration that is as meaningful to students and families as possible.

I'm so grateful to our dedicated faculty for their thoughtful approaches to adjusting the curriculum to meet student needs and career interests. These are challenging times indeed, and everyone's situation is unique. I commend all our faculty on their commitment to helping students with both their personal and academic concerns.

The administrative support team has been nothing short of phenomenal in facilitating the transition to a virtual curriculum. We are all now becoming experts in Zoom!

## **Cleveland Clinic prepares**

Amazing things happen when push comes to shove. We have a remarkable leadership team at Cleveland Clinic who are thinking not only about the patient care issues during this pandemic, but also about the welfare of the 70,000 people who work at Cleveland Clinic, our many students and the community at large.

At this time, we're converting the Samson Pavilion within the Health Education Campus to a hospital unit, with the capability to care for up to 1,000 non-critical COVID-19 patients. [Read more about this effort.](#)

I personally feel very fortunate to be part of this organization where we have significant resources and bright, capable caregivers.

The COVID-19 pandemic has forced us all to rapidly adjust to new ways of working, learning and interacting. Although the adjustment can be difficult at times, we improve with each iteration. These efforts represent the outstanding work of many, many caregivers and our Lerner College of Medicine students, and are a reminder that we work best when we act as a unit.

I am so proud of the entire CCLCM community -- students, faculty and staff -- for the many ways they've risen to the challenge as we collectively strive to weather the COVID-19 public health crisis.

***Bud Isaacson, MD***

*Executive Dean*



## CCLCM plans for virtual graduation celebration

In light of the current environment related to coronavirus, we are transitioning the Cleveland Clinic Lerner College of Medicine Graduation Celebration into a virtual experience. Please stay tuned for details about how you can plan to experience our graduation celebration virtually on Saturday, May 16.

### A celebration with heart

Richard Drake, PhD, Professor of Surgery and Director of Anatomy, commemorated his 70th birthday at the end of February. To celebrate, the first-year class surprised him with a specialty birthday cake, topped with a heart made from brightly colored fondant.

As you can see from the photo, Dr. Drake was all smiles. “This was quite a surprise and very appreciated,” he says, adding, “I was especially happy that the anatomy of the heart was reasonably accurate!”



### The art and practice of bread making

Prior to physical distancing rules, a group of students engaged in a bread-making activity, organized by Anthony Tizzano, MD, Clinical Assistant Professor of Surgery, as part of the Art & Practice of Medicine curriculum.

With Dr. Tizzano's help, third-year students Wenting Ma, Metabel Markwei, Joan Nambuba, Jatin Narang, Vigneshwar Subramanian and Raoul Wadhwa made the dough for Czech Christmas Bread in class and then baked and ate it later at home.

“This was an opportunity for us to practice mindfulness and self-care by doing something different from the typical APM small group activity,” says Joan. “We had a great time!”



### Help arrives to survive Step 1

As has been tradition at CCLCM, the first-year students distributed “survival boxes” to the second-year students, who will be taking the Step 1 Exam this year.

The survival box tradition started 10 years ago, when Kathleen Franco, MD, former Associate Dean of Admissions and Student Affairs (retired), filled a file box with comfort items such as tea, coffee and candy for the students as a way to both acknowledge their stress and reassure them that their CCLCM family cares about them.

Shaped like old-fashioned doctor bags, this year's survival boxes were handed out in early March, during which time students were still in classes. The boxes and their contents were donated by Christine Warren, MD, MS ('09), Clinical Assistant Professor of Dermatology and Associate Dean of Admissions and Student Affairs; Cory Chevalier, MD, Assistant Professor of Medicine and Director of Wellness for CCLCM; the Alumni Association; and CCLCM.

“We did surprise the students,” says Darlene Gray, Student Affairs Coordinator, who, along with Dr. Franco, has been involved in organizing the survival boxes from the very beginning. “It was fun!”



## Teaching in difficult times

Get tips for creating a psychologically safe learning environment, which, during this high-stress time, is more important than ever.

## CCJM launches COVID-19 Curbside Consults

The *Cleveland Clinic Journal of Medicine* launched a new section called [COVID-19 Curbside Consults](#). Authored by clinicians who confront this infection daily, the consults address key questions, issues and concerns, and offer solutions to managing patients with COVID-19. Frequent updates, likely daily, are planned.

### TEACHING IN DIFFICULT TIMES

## Psychologically Safe Learning Environments

### What is it?

In a safe learning environment, all members of the team can speak up, ask questions, and seek feedback without fear of retaliation. Everyone should feel safe interpersonally.

### Why is it important?

Safe learning environments are essential to learning, patient safety, and delivering high quality care. During times of high stress, it is more important than ever.

### How can I prepare myself?



Acknowledge that you are not alone in feeling stress or uncertainty.



Plan to lead with empathy through uncertain times.



Understand institutional expectations and expectations for members of the team.



Value every member of the team by acknowledging their contributions.



While putting patients first, be mindful of psychological stressors team members may be dealing with.

### What steps can I take now?

Take a moment to check in with yourself and your team. Start with empathy and appreciation.



Provide clear expectations and ask about learners' familiarity with situations.



Ask about support and resources that team members may need.



Ask the team if clarification is needed before beginning work together.



Be deliberate in making time for daily debriefs of difficult situations and psychological stressors.





## Student team receives acknowledgment for its outreach work

The three abstracts submitted by Paola Barrios ('21), Sophia Colombari Figueroa ('22), Diana Lopez ('23), Frank May ('21), Daniel Moussa ('21) and Spencer Seballos ('22) to the National Hispanic Medical Association were accepted for presentation at its national meeting (postponed until spring 2021).

The three abstracts, which relate to years of work with the local Hispanic community, are:

1. "Diabetes perspectives: A qualitative study among Hispanics in Cleveland," authored by the students named above as well as Emily Abramczyk ('24) and Carlos Munoz-Lopez ('24)
2. "Attitudes towards bariatric surgery in the Hispanic population"
3. "Student-driven service-learning and patient care optimization in the Hispanic community: An educational case report of an ongoing 4 year experience"

"We are very proud of this accomplishment for two reasons," says Paola. "First, we are serving this population through research. Second, we currently have at least one student from the fourth- to first-year classes involved. These projects, specifically the one entitled 'Diabetes Perspectives,' has been a group effort, handed down from class to class."

Learn more about the team's work in the Hispanic community in ["Students Push to Prevent Diabetes in Cleveland's Hispanic Community," InSight, May 2018.](#)



Emily Abramczyk



Paola Barrios



Sophia Colombari Figueroa



Diana Lopez



Carlos Munoz-Lopez



Frank May



Daniel Moussa



Spencer Seballos



## ACCOLADES

# Student's poem published in humanities magazine

Congratulations to Joan Nambuba ('22) for having her poem, [Phenomenal Medical Student](#), published in *Harmony*, the medical humanities magazine of the University of Arizona College of Medicine.

Joan's poem explores her journey as a medical student using Maya Angelou's [Phenomenal Woman](#) as a framework.

Congratulations, Joan!



Joan Nambuba

STUDENTS AND FACULTY: Be sure to email [Laura Greenwald](#) with news about your achievements so that we can share your terrific news with our entire education community!

## ALUMNI UPDATE



Anne Song

# When goals of care become personal

Anne Song, MD ('18), published a heartfelt reflection, called "The Other Side," in the March 24/31, 2020, issue of *JAMA*. Her reflection details the experience of being a family member of a patient, in this case her father, who is in a persistent vegetative state and the tension that accompanies the profoundly difficult decisions families must make.

Dr. Song currently is a second-year resident practicing in the Department of Medicine at the Hospital of the University of Pennsylvania, Philadelphia.

[Read Dr. Song's reflection.](#)

### 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](mailto: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](mailto:greenwl@ccf.org).

# InSight

Laura R. Greenwald, MBA,  
Managing Editor

Mary Reagan, Art Director