

Lerner College of Medicine students celebrate

Match Day



On March 19, our Lerner College of Medicine (CCLCM) students experienced “Match Day,” the day all medical students across the nation find out where they are headed for residency. Match Day couldn’t be held in person because of the ongoing pandemic, so social media channels exploded with photos of students holding up premade signs and t-shirts upon which they announced their Match results.

CCLCM student Shadi Ahmadmehrabi, who matched at the University of Michigan in otolaryngology, addressed her mom in her post, announcing that she’s coming home.

Scott Anjewierden, who matched at Mayo Clinic in pediatrics, posted that he could not be more excited. “We’re moving to Minnesota!” he wrote.

Bethany Bruno posted, “After 1,722 days of 466 miles between us, we

are DONE with long distance!” She is returning to the South with her significant other to train at the Medical University of South Carolina in ob/gyn.

Sidra Speaker shared the excitement about the couples match, posting that “The couples matched worked. Could not be happier to finally be together again after so long.” She is headed to the University of California, San Diego Medical Center, to train in emergency medicine.

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Lerner College of Medicine students celebrate

Match Day *continued*

All CCLCM graduating students matched. The top residency programs chosen by our students this year are internal medicine, general surgery and pediatrics. Of the program's 31 graduating students, 10 are staying in Ohio for their residencies, six of whom will train at Cleveland Clinic. Of the 203 total Case Western Reserve University School of Medicine students who matched (which include the Lerner College Program, University Program and Medical Scientist Training Program), 12 are coming to Cleveland Clinic for training.

Each student received a Match Day swag bag that included a Match envelope with a personalized Match letter and a blank space for the Match information. At noon on Match Day, a friend or family member could log into the student's National Resident Matching Program account, record the Match result on the letter, seal it inside the envelope and then present it to the student so they could experience the tradition of "opening the envelope."

Later, some students participated in a socially distanced celebration at the Health Education Campus, where they exchanged elbow bumps and long-distance high fives, and others joined a virtual celebration, with specially designed Match Day backgrounds, hosted by Christine Warren, MD, MS ('09), Clinical Assistant Professor of Dermatology and Associate Dean of Admissions and Student Affairs.

Destinations for the 2021 CCLCM graduating class include such prestigious organizations as Cleveland Clinic; Brigham & Women's Hospital; Hospitals of the University of Pennsylvania; Massachusetts General Hospital; Mayo Clinic; New York-Presbyterian Hospital/Weill Cornell Medical Center; University of California, San Francisco; and University of Michigan Hospitals-Michigan Medicine.

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

[View the entire Match list.](#)

The Lerner College of Medicine graduating class will be honored by their families, faculty, staff and fellow students in a virtual celebration on Saturday, May 15, at 6 p.m. The students will formally graduate on Sunday, May 16, 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."

Cumulatively, 51% of our students (n=408) have matched at hospitals historically ranked in the top 10

according to *U.S. News & World Report* (2009-2021)

55% of this year's graduating students matched at hospitals historically ranked in the top 10

according to *U.S. News & World Report*



CAPSTONE 2021 GOES HYBRID



The class of 2021, pictured on March 16, the last day they would all be together in person. Fellow student Adam Lauko is among the group, but because he is pursuing an MD/PhD, he will graduate in 2025.

Each class of graduating students engages in a final curriculum experience to help them prepare for their first year of residency — no matter where they go or which specialty they enter. Typically students spend the two weeks of Capstone together, refining their skills and giving them one last chance to spend time with their classmates before graduation.

Because of the COVID-19 pandemic, the activities were held in hybrid fashion: most virtually and some in person. Only certain skill-building activities required the students to gather in person at the Simulation and Advanced Skills Center, where they and the faculty carefully followed all safety protocols, of course. Below is a recap of this year's Capstone activities:

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CAPSTONE 2021 GOES HYBRID *continued*

WEEK 1

Monday, March 8

(virtual and Simulation Center)



- The Capstone rotation began 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.
- Bud Isaacson, MD, Professor of Medicine and Executive Dean, 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 session is designed to help students minimize professional risk and avoid medical malpractice. Susan Rehm, MD, Professor of Medicine and Executive Director, Physician Health, presented on personal well-being, offering students guidance about how to care for themselves while caring for others.
- Cleveland Clinic CEO and President Tom Mihaljevic, MD, Professor of Surgery, met with the students to offer guidance and advice for the next step in their medical career.
- Leonard Calabrese, DO, Professor of Medicine; Eric Kodish, MD, Professor of Pediatrics; and Katherine Burke, MFA, Adjunct Associate Professor of Medicine, concluded the Monday morning session with a program on professionalism, called "Looking Back/Looking Ahead: On Becoming a Doctor." They led the students in a discussion about how to keep the "being" part of themselves alive during the next stage of their medical career journey.
- Students gathered at the Simulation and Advanced Skills Center to participate in a series of hands-on skill building exercises on topics ranging from approaching medicine on-call problems and diabetes management to ECG interpretation and optimizing lab testing.



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CAPSTONE 2021 GOES HYBRID *continued*



Tuesday, March 9

(Simulation Center)

- All the students met in the Simulation Center for a full day of skill-building exercises to prepare them for residency on topics such as basic suturing (including laparoscopic suturing) and knot tying; crashing patient; cardiac auscultation; wound care; stopping the bleed; bedside feeding tube placement; and placing lines and drawing blood.

Wednesday and Thursday, March 10 and 11

(Simulation Center)

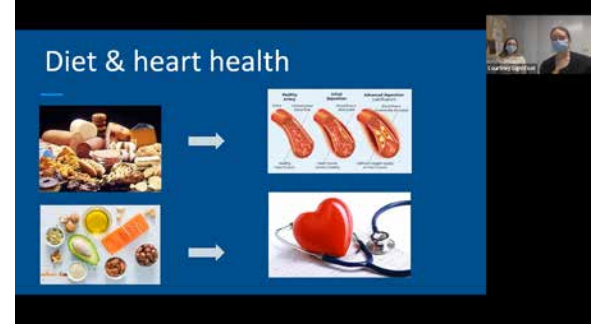
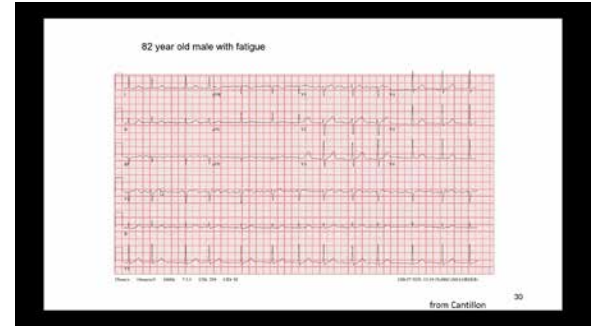
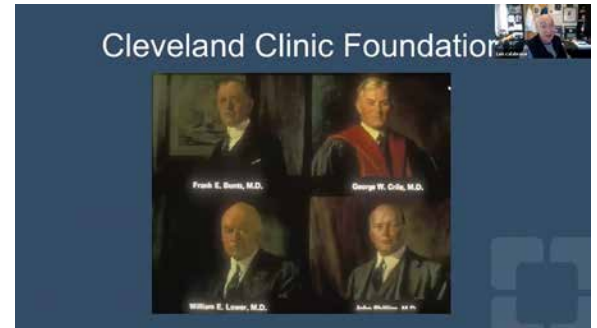
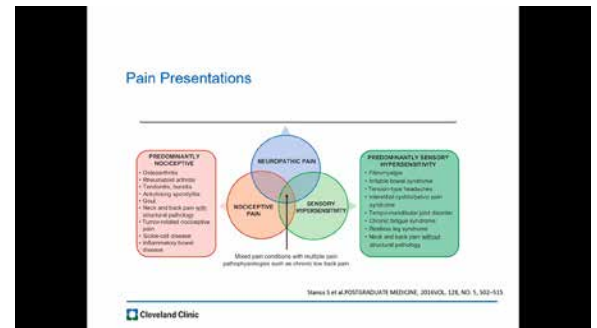
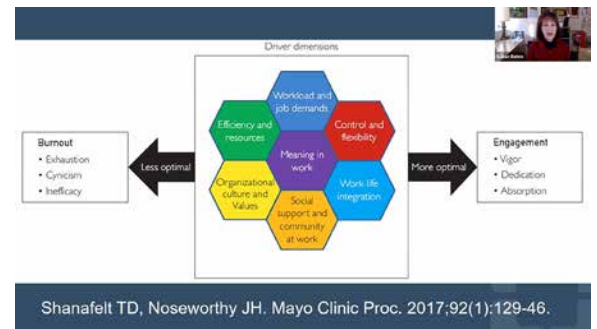
- The students spent two full days getting trained and certified in Advanced Cardiovascular Life Support (ACLS) and Pediatric Advanced Life Support (PALS), led by professionals from the American Heart Association.

Friday, March 12

(virtual)

- The 11th Annual Cleveland Clinic Lerner College of Medicine Research Day was held virtually and featured Harvey Alter, MD, 2020 Nobel Prize winner for Medicine or Physiology. See "Graduating students present their research," p. 11.

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CAPSTONE 2021 GOES HYBRID *continued*

WEEK 2

Monday, March 15

(virtual)



- 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.
- Dr. Lipman, along with Craig Nielsen, MD, Associate Professor of Medicine; Charles Kwon, MD, Clinical Assistant Professor of Pediatrics; and interns Diana Basali, MD; Austin Griffin, MD; Everly Faith Ramos, MD; Nivaas Thanoo, MD; Ryan Ellis, MD; Amy Han, MD; Danny Orabi, MD; Jesse Rappaport, MD; Bilasan Hammo, MD; and Christine Mhanna, MD, led group discussions with graduating students who are planning to match to Medicine/Preliminary Medicine, Surgery or Pediatrics/Pediatric Neurology, offering them tips on how to excel in those areas and answering questions about how to best prepare for their PGY1 year.
- Stacey Jolly, MD, Associate Professor of Medicine, offered an NRMP Match Review.



Tuesday, March 16

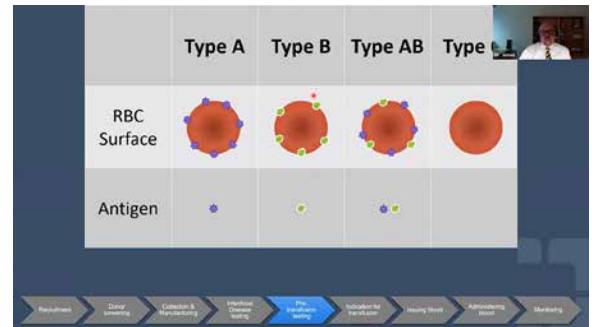
(Simulation Center)

- Students participated in a full day of additional simulation training including intubation/airway management and mock code reviews, with help from professionals from the American Heart Association. The Radiology Review for Interns course was created by Shetal N. Shah, MD, Assistant Professor of Radiology, and covered such areas as neuro/musculoskeletal, chest, abdomen and pediatrics. The ultrasound section covered such skills as central line placement, paracentesis and thoracentesis.



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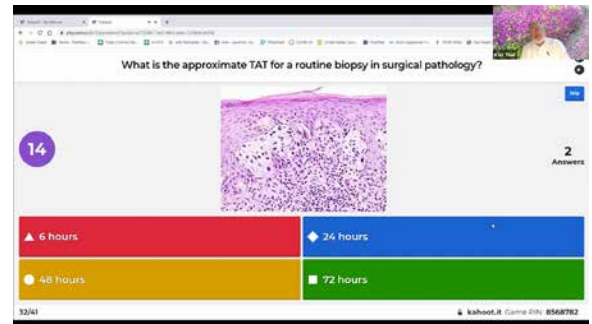
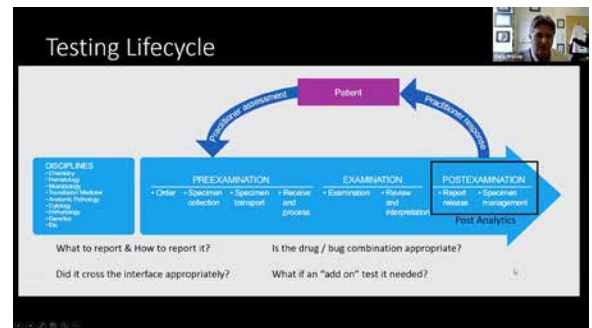
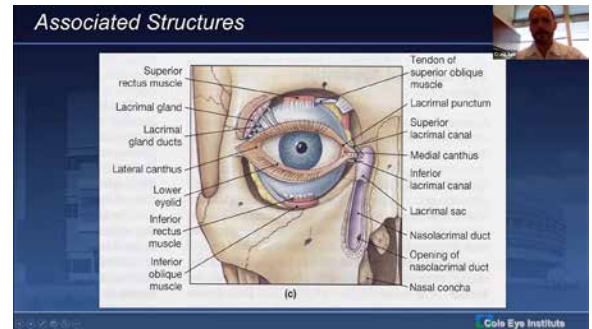
CAPSTONE 2021 GOES HYBRID continued



- Students broke for lunch, picking up a boxed lunch and alumni swag, courtesy of Cleveland Clinic Alumni Relations, at the White Mansion, next door to the Simulation Center.

Wednesday and Thursday, March 17 and 18 (virtual)

- Students participated in two full days of skill-building exercises to prepare for residency on topics such as working in the medical ICU, managing IV fluids, writing prescriptions, ophthalmology emergencies and patient handoffs, among others.
- On Thursday, students heard from the Cleveland Clinic Alumni Relations team about the alumni group and how to stay connected after graduation.



Friday, March 19

Capstone concluded with Match Day. See “Lerner College of Medicine students celebrate Match Day” (cover) and view the [2021 Match results](#).

Thank you to the many faculty, staff and residents who helped plan and conduct the virtual and in-person Capstone sessions for our graduating class. Your time and effort give our students an extra boost of confidence as they begin their career in medicine.



FROM THE DEAN'S DESK



J. Harry (Bud) Isaacson, MD

We have much to celebrate

Spring has arrived, which means it's time to celebrate the Capstone, Match Day and Research Day. Each year our graduating class participates in an intensive two-week Capstone experience, the goal of which is to ensure they are fully prepared to start their residency. Capstone is led by Dr. Neil Mehta and Deb Schuster, and expertly designed by many members of our faculty, whom I'd like to recognize for the tremendous effort they put forth in planning and delivering this meaningful experience for our students. I invite you to read more about the highlights of this year's Capstone on page 3.

Capstone culminates each year in Match Day, the day medical students from across the U.S. learn where they will go for their residency. Because of the COVID-19 pandemic, the Match cycle, which begins during the graduating students' fourth year, was disrupted. Our medical students, like medical students across the nation, were unable to participate in away rotations and residency visits, which impacted their ability to both show their strengths in person and see first-hand potential residency training programs.

Nonetheless, our students successfully matched to fantastic programs, and we are so proud! This year, six of our 31 graduating students are staying at Cleveland Clinic for their residency, training in dermatology, neurology, pediatrics and urology. This group of students will join the 60 CCLCM alumni who currently are training or who have trained at Cleveland Clinic. Please read more about our students' Match Day experience on the first page of this issue of *InSight*.

This year's annual Research Day featured Nobel Laureate Dr. Harvey Alter, a Senior Scholar at the National Institutes of Health Clinical Center's Department of Transfusion Medicine. I invite you to read more about Research Day on page 11.

As I've remarked many times before, our faculty members are the keystone of the excellent medical education we provide. Many faculty members (as well as a few students) are members of the Research Education Committee (REC), which oversees the CCLCM research curriculum to ensure that it meets accreditation standards and our learning objectives, and works directly with students to guide them through their research year. Learn more about the crucial work the committee does on page 9.

We have much to celebrate, between a successful Capstone experience, Match Day and Research Day, as well as much to look forward to, with graduation in May and the incoming class this summer. I couldn't be prouder of the tremendous efforts our faculty, staff and students make toward the future of patient care and the continued success of CCLCM.

Bud Isaacson, MD

Executive Dean

CCLCM Research Education Committee keeps the curriculum on track

As a medical school that is dedicated to fostering physician investigators, CCLCM offers a stimulating research study program for its students. Like any vibrant organization though, CCLCM cannot, and does not, remain static, and so its research curriculum undergoes continuous monitoring and renewal. This is the job of the CCLCM Research Education Committee (REC), which is charged by the Curriculum Steering Council to be the “watchdog” of the research curriculum.

The REC monitors the content of CCLCM’s research curriculum, according to the standards of the Liaison Committee on Medical Education, and sets policies for the entire research thread. This entails the review, every year, of the curriculum’s learning objectives and delivery methods, and then making any recommendations for updating the research courses. The REC also reviews and approves each student’s research thesis proposal.

The REC has been chaired since the school’s opening in 2004 by Linda Graham, MD, Professor of Surgery; Assistant Dean, Research Education; and staff member in Biomedical Engineering. She sees the CCLCM’s mission, and the REC’s part in it, as twofold: “How can we best educate students in research, and how can we promote enthusiasm?”

The REC has oversight over several courses and programs in CCLCM, including: the Basic and Translational Research Summer Block, including the Basic Science Journal Club; the Clinical Research Block, including courses in Biostatistics and Epidemiology, and the Clinical Research Journal Club; Advanced Research in Medicine; and the Research Year. The committee membership covers the range of the CCLCM environment and includes the Assistant Dean, Research Education (Dr. Graham); the Associate Director(s) of the CCLCM Research Curriculum; the Director of the CCLCM Dual Degree Program; basic science researcher(s), clinical researcher(s), translational researcher(s); and two CCLCM students (one fourth-year and one fifth-year). Students play an active role on the REC and take the lead on Research Day, identifying and inviting a keynote speaker and selecting students to give oral presentations.

Dr. Graham says the REC’s charge is grounded in the need to help students acquire critical thinking skills. “Intellectual tools are important,” she says. “Students need to be comfortable with basic science and clinical studies. We want our students to be problem-solvers.”

A new responsibility for REC members is to serve as a research advisor to help students navigate research expectations, opportunities and requirements, and provide guidance and general advice on research. “The advisors are there to direct the students to various resources,” Dr. Graham says. “That way, the student has a name to go to who can answer any questions.”

Like so much of life in 2020-2021, the CCLCM schedule and routine have been shaken up by the COVID-19 pandemic, but Dr. Graham notes that students have risen to the challenge. “In fact, this year’s class seems even more interested in research, perhaps because of the pandemic,” she says. “That really says a lot for our students and their motivation.”

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CCLCM Research Education Committee keeps the curriculum on track *continued*

MEMBERSHIP IN 2021



Linda Graham, MD, Chair



Bela Anand-Apte, MD, PhD



Salam Bachour, student



Eugene Blackstone, MD



Laura Buccini, DrPH



Scott Cameron, MD



Warren Heston, PhD



Christopher Hine, PhD



Trine Jorgensen, PhD



Daniel Leonard, student



Edward Maytin, MD, PhD



Neil Mehta, MBBS, MS



Anita Misra-Hebert, MD, MPH



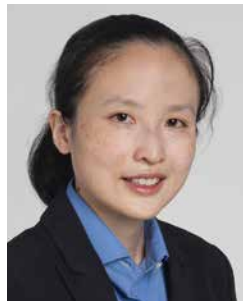
Christine Moravec, PhD



Elizabeth Pfoh, PhD



Briana Prager, student



Alice Tzeng, student



**Administrative Support:
Penny Thompson Jones**

Graduating students present their research

The 11th Annual CCLCM Research Day, held virtually on March 12, featured outstanding talks and pre-recorded mini oral presentations by our graduating class on the work completed during their research year. Harvey Alter, MD, who won the 2020 Nobel Prize for Medicine or Physiology for his contributions toward the discovery of the hepatitis C virus, gave the keynote address, speaking on “Hepatitis C: The End of the Beginning and Perhaps the Beginning of the End.”

The students' names, titles of their research work and research mentors are listed below.

Congratulations to all the students for the considerable time, effort and energy they put into their projects over the past year.

CLASS OF 2021 ORAL RESEARCH PRESENTATIONS



Shadi Ahmadmehrab

Genome-first approach to rare EYA4 variants and cardio-auditory phenotypes in adults

Mentor: Daniel Rader, MD (University of Pennsylvania, Philadelphia)



Selena Pasadyn

From surviving to thriving: Exercise, lifestyle, and predicting post-traumatic stress disorder in type A and type B aortic dissection patients

Mentor: Eric Roselli, MD



Paola Barrios

The role of physician encouragement and of emphasizing health benefits in increasing utilization of metabolic surgery among Hispanics: Contributors to this surgical disparity

Mentors: John Rodriguez, MD; Monica Yepes-Rios, MD; Paola Raska, PhD



Nathan Radakovich

Multicenter validation of a personalized model to predict hypomethylating agent response in myelodysplastic syndromes (MDS)

Mentor: Aziz Nazha, MD (Case Comprehensive Cancer Center, Case Western Reserve University)



Frank May, MS

Central nervous system-targeted adeno-associated virus (AAV) gene therapy in methylmalonic acidemia

Mentor: Charles P. Venditti MD, PhD (Medical Genomics and Metabolic Genetics Branch, NIH, Bethesda, Md.)



Sidra Speaker

Oral temperature among non-infected and infected patients at a large tertiary care hospital in 2017-2018

Mentor: Michael B. Rothberg, MD, MPH

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Graduating students present their research *continued*

CLASS OF 2021 MINI PRESENTATIONS, ABSTRACTS

**LeAnne Young**

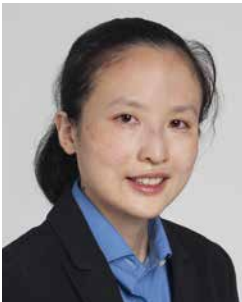
Automated detection of vascular leakage on fluorescein angiography

Mentor: H. Nida Sen, MD, MHSc (National Eye Institute, NIH, Bethesda, Md.)

**Jianning (Jenny) Shao**

Patient frailty informs postoperative patient outcomes and hospital course following adult spinal deformity surgery

Mentors: Michael P. Steinmetz, MD; Edward C. Benzel, MD

**Alice Tzeng**

Human breast microbiome correlates with prognostic features and immunological signatures in breast cancer

Mentor: Charis Eng, MD, PhD

**Emily Rose**

Physician global assessment as a disease activity measure for relapsing polychondritis

Mentor: Peter Grayson, MD, MSc (National Institute of Arthritis and Musculoskeletal and Skin Diseases, NIH, Bethesda, Md.)

**Jonah D. Thomas, MS**

Comparing the Sugarbaker versus keyhole mesh techniques for open retromuscular para-stomal hernia repair: A registry-based randomized controlled trial

Mentors: Michael J. Rosen, MD; Clayton C. Petro, MD

**Bryan Naelitz, MS**

Utilization of single-cell RNA sequencing to identify populations of prostatic cells responsible for adrenal steroid metabolism

Mentor: Nima Sharifi, MD

**Lillian Sun**

Increased frequency of circulating CD45+CD13 high granulocytes correlates with lack of response to extracorporeal photopheresis in cutaneous T cell lymphoma patients

Mentor: Anthony Fernandez, MD

**Daniel Moussa**

“That’s the whole art of doing primary care:” Physician perspectives on prescribing practices for older patients with polypharmacy

Mentor: Kathryn Martinez, PhD

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Graduating students present their research *continued*

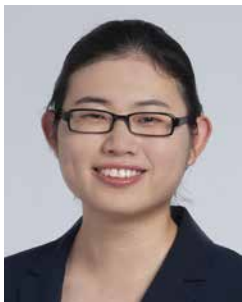
CLASS OF 2021 MINI PRESENTATIONS, ABSTRACTS



John McVey
Tumor antigen specific CD8 T-cells towards primary liver cancer are impaired in non-alcoholic fatty liver disease
Mentor: Tim F. Greten, MD (Thoracic and GI Malignancies Branch, NIH, Bethesda, Md.)



Zheyi Han
Impact of clostridioides difficile infection on patient quality of life
Mentor: Abhishek Deshpande, MD, PhD



Chan Mi Lee
Role of aggrecan in vascular biology and disease
Mentor: Suneel S. Apte, MBBS, PhD



Bryan Hair
Predicting occult nodal metastasis of salivary gland malignancy in the clinically node-negative neck
Mentor: Brian B. Burkey, MD, MEd



Lauren Larkin
Cholestasis and growth parameters in high-risk neonates on prolonged parenteral nutrition receiving Smoflipid® versus Intralipid®
Mentor: Ricardo J. Rodriguez, MD



Joshua Golubovsky
Development of a novel in-vitro cadaveric model for analysis of biomechanics and surgical treatment of Bertolotti Syndrome
Mentor: Michael P. Steinmetz, MD



Jaret McGraw Karnuta, MS
Whole-genome and epigenetic analysis of chromothriptic events reveals a trifecta of HGMA2 regulation in juxtacortical osteosarcomagenesis
Mentor: Peter Scacheri, PhD



Aaron Dunn
Long-term outcomes among patients with mediastinal radiation-induced coronary artery disease undergoing percutaneous coronary intervention versus coronary artery bypass grafting
Mentor: Milind Desai, MD



Michael Jiang
Anomalous aortic origin of a coronary in adults
Mentor: Alison Marsden, PhD (Stanford University, Calif.)



Christine Doherty
Predicting mood decline following temporal lobe epilepsy surgery in adults
Mentor: Robyn Busch, PhD

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Graduating students present their research *continued*

CLASS OF 2021 MINI PRESENTATIONS, ABSTRACTS

**Perry Dinardo**

Clinical characteristics and treatment outcomes in children and adolescents with avoidant/restrictive food intake disorder (ARFID)

Mentor: Ellen Rome, MD, MPH

**Bethany Bruno, MA**

Investigating patients' perspectives of a hybrid virtual/in-person alternative to the standard, in-person model of prenatal care

Mentor: Susannah Rose, PhD

**Lynn Daboul**

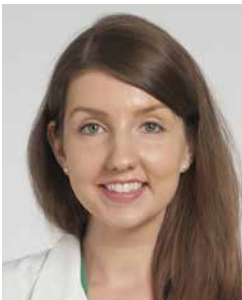
Gadolinium improves detection of central vein lesions in MS using 3T FLAIR*

Mentors: Daniel S. Reich, MD, PhD; Pascal Sati, PhD (Translational Neuroradiology Section, NIH, Bethesda, Md.)

**Andrea Boyd Tressler**

Pattern of antifungal resistance among vulvo-vaginal candida species

Mentor: Oluwatosin Goje, MD

**Jessica Cooperrider**

Changes in motor network connectivity following post-stroke therapeutic cerebellar stimulation

Mentor: Stephen Jones, MD, PhD

**Scott Anjewierden**

Monitoring of atrial ablation using cyclic variation of integrated backscatter

Mentors: D. Geoffrey Vince, PhD; Russell J. Fedewa, PhD

**Taylor Bullock**

Use of 3-D photographic images to document changes in tumor volume following photodynamic therapy in patients with basal cell carcinoma of the skin

Mentor: Edward Maytin, MD, PhD

Congratulations again to all!

Wellness: Walking the walk

A group of third-year students tuned in for a virtual wellness event at the end of last year that included breakout groups focused on culinary medicine, physical activity, sleep, yoga and mindfulness meditation, each led by a Cleveland Clinic expert. Students chose which breakout group they were interested in attending, with the goal of building healthy habits for themselves and becoming experienced about the benefits of wellness so that they can share that experience with their patients.

“One of the most important things we can do to support our students at CCLCM is to not just discuss the importance of focusing on wellness but also to “walk the walk” by providing ongoing opportunities to have students focus on their own wellness in the ways that are meaningful for them,” says Cory Chevalier, MD, Assistant Professor of Medicine and Director of Wellness for CCLCM.

Now all CCLCM students have the chance to work on building healthy habits through two recurring virtual wellness events: 15-minute guided imagery meditation and a culinary medicine workshop. “The sessions are structured in a way that brings the students together, even when virtual, so that we can continue to build our CCLCM family even stronger,” says Dr. Chevalier.



Dr. Cory Chevalier

Calming the mind, body

Led by Nazalee O’Hearn, who serves as the Executive Director of the Cleveland Clinic Philanthropy Institute and is also a credentialed life coach, executive coach and certified Reiki master, the weekly guided imagery meditation allows students to reset, re-empower, reflect and refocus their energies and intentions to reduce stress and calm their mind and body.

Nazalee describes the practice as a “not still” meditation. “We use our body while seated, engage in somatic breath work and then move into guided imagery,” she says.

Perhaps surprising, meditation can not only be done while sitting, but also when engaged in ordinary activities such as scrubbing the floor, taking a shower, walking through the hospital corridors and gardening.

Guided meditation as a way to reduce stress and calm down quickly isn’t taught structurally in medical school, yet the skills are incredibly useful for healthcare providers, who are at high risk for burnout. To learn the techniques to calm the mind and body down quickly, Nazalee studied Thích Nhất Hạnh, a famous Vietnamese Zen master.

“Physicians often are the ones who don’t care for themselves because they’re so busy caring for patients,” says Nazalee. “I’m grateful to be able to teach them this holistic way of coping with stress and calming themselves.”

In normal times, the meditation would likely occur in person, but because it’s virtual, Nazalee assures the students that they can keep their cameras off and mute their microphones so that they can better concentrate.

“I need it as much as everyone who’s showing up, so I tell the students that we are all in practice together. This way, they won’t feel intimidated or that they might fail. You can’t mess this up!”

Nazalee hopes that the students who participate in the guided imagery meditation are able to derive heightened awareness and restoration of their body, mind and spirit. Although 15 minutes may not sound like enough time, she says that you can derive much physical and mental benefit from 15 minutes of meditation.

“It’s a gift you give to yourself.”



Nazalee O’Hearn

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Diet is a vital sign

You've heard that food is medicine, but have you ever heard that diet is a vital sign? How about that culinary medicine should be a part of every physician's medical bag? Diet and health are inextricably linked, and healthcare providers must address diet with their patients; otherwise, they are practicing at the margins of what matters the most regardless of what else they do in a clinical setting.

This is the premise behind teaching culinary medicine to our medical students.

"Our goal is to help students develop culinary literacy so that they can prepare healthy meals for themselves and their families, and then pass this knowledge along to their patients," says Jim Perko, Sr., CEC, AAC, Cleveland Clinic Executive Chef. He along with Mike Roizen, MD, Professor of Anesthesiology and Chief Wellness Officer of Cleveland Clinic, created a culinary medicine program that they hope will be eventually integrated into the CCLCM curriculum.

In a nutshell, culinary medicine combines the evidence-based science of food, nutrition and medicine with the joy and art of cooking. The virtual program they created for students began in January and is held monthly, during which Dr. Roizen provides the science behind the recipe and Jim shows how to execute it, all from the demonstration kitchen at the Cleveland Clinic Lyndhurst Campus.

Students are given information ahead of time about the session including the recipes, shopping list, basic equipment list and any food preparation that is recommended beforehand. During each session, the students can learn how to cook two recipes.

"We use a technique-driven curriculum, kind of like teaching the students how to fish rather than giving them fish," says

Jim. "We teach them cooking techniques such as knife skills and provide them with a culinary medicine toolkit that includes information on nutrition; cooking methods; food safety and sanitation; tips for stocking a pantry; and more."

Of all the components of wellness, Jim suggests that food choice and calorie intake are among the largest because you have to eat every day.

"You want your diet to fight disease, not feed disease, and your food needs to taste good," he says. "We tell everyone, especially our patients, that our number one rule is 'you want to love the foods that love you back!' Through the culinary medicine program, students learn culinary techniques such as how to add moisture without fat, sweetness without added sugars, flavor without added sodium and savory density without meat so they can enjoy meals full of plant-based protein, fiber and nutrients that will fight disease."

Of course, getting people to change their dietary habits can be an uphill battle. "Food is cultural. To get people to make healthy changes, you have to modify traditional recipes to be healthy while still keeping the traditions they know as well as making new ones," says Jim.

Student feedback thus far has been overwhelmingly positive. The students are engaged during the cooking demonstrations, asking questions about cooking techniques and equipment, some of which are new to them. The experience has energized both Dr. Roizen and Jim, who plan to continue the monthly sessions through at least the end of 2021.

"We're confident the students will pay these skills forward to their patients as well as use them to practice self-care. These are skills they'll have all their life," says Jim.

continued >>



Guacamole

Makes 16 Servings – Serving Size: ¼ cup

INGREDIENTS:

- 3 each Avocados – peeled, pit removed
- 1 teaspoon Fresh Garlic – fine minced
- 1 teaspoon Salt
- 2 tablespoon Fresh Cilantro – chopped
- 3 tablespoon Lime Juice
- 1 teaspoon Jalapeno – charred, peeled, seeded and fine minced (optional) *
- 1 tablespoon pineapple juice (optional)
- 1 ½ cup Roma Tomatoes – seeds removed, small diced

PROCEDURE:

In large mixing bowl, combine all ingredients except tomatoes and mash the avocados until all ingredients are well mixed. Add the tomatoes and serve.

Nutritional Information per Serving:

Calories: 60	Sodium: 180mg
Sugars: 1g	Cholesterol: 0mg
Saturated Fat: 0.5g	Fiber: 2g
Protein: 1g	Carbohydrate: 4g

Created by Jim Perko CEC, AAC



To remove skins and seeds from a jalapeno chili, insert a skewer or end of a two prong fork into the stem end of a jalapeno chili. Over a medium flame, hold the skewer of the jalapeno pepper over the flame, roasting each side until a blistered skin forms. Once fully blistered and roasted, turn off the flame, take the jalapeno off of the skewer and put the jalapeno in plastic wrap and cover for one minute. Uncover the jalapeno and using a knife, gently scrape away the blistered skin until no more remains. Remove the seeds and ribs from the jalapeno without rinsing in water and begin to chop to a fine mince.

Chef Notes:

- Adding tomatoes to the guacamole reduces the amount of fat and calories.
- My favorite way to keep guacamole from turning brown is by adding a little pineapple juice. Their powerful Bromelain enzymes help prevent the avocado from turning brown better than lime juice.
- Roasting a jalapeno on an open flame and removing skin, rib and seeds add much flavor while decreasing the raw sharpness and spicy heat.



Jim Perko



Need help sleeping?

All CCLCM students as well as Cleveland Clinic caregivers have free access to the [Cleveland Clinic Go! to Sleep program](#), a six-week online course that teaches users to identify and reframe those thoughts and behaviors that interfere with their ability to sleep.

If you have trouble falling or staying asleep, give the Go! To Sleep program a try!

Promote Workshop for faculty

Learn to empower and promote yourself!

Get guidance on navigating the faculty appointment and promotion process as well as how to advance your academic medicine career. Ask for what you need!

After registering for one of the programs, you will receive a confirmation email containing information about joining the Zoom meeting.

SPRING: April 15, 5:30–7 p.m.
[Register in advance for this meeting.](#)

FALL: Sept. 16, 5:30–7 p.m.
[Register in advance for this meeting.](#)

WINTER: Dec. 2, 5:30–7 p.m.
[Register in advance for this meeting.](#)





A Step 1 “9-1-1”

On a snowy and cold April day, Christine Warren, MD, MS ('09), Clinical Assistant Professor of Dermatology and Associate Dean of Admissions and Student Affairs, and Cory Chevalier, MD, Assistant Professor of Medicine and Director of Wellness for CCLCM, met second-year students outside the Health Education Campus for the annual Step 1 Survival Kit delivery as a part of CCLCM's wellness program. Students arrived by car, bicycle and even while on a jog!

As has been the tradition at CCLCM, second-year students, who will be taking the Step 1 Exam this year, receive a survival kit filled with comfort items as a way to both acknowledge their stress and reassure them that their CCLCM family cares. The boxes, shaped like old-fashioned doctor bags, along with their contents were donated by the CCLCM Student Affairs Office.



STUDENT SPOTLIGHT

Lauren
Larkin



As Lauren Larkin ('21) closes her chapter at CCLCM and prepares for pediatric residency, she continues to immerse herself in community improvement initiatives. At the center of her ambition is her late father, whose memory propels her to always “work hard and help others.”

Lauren was 11 years old when she lost her father to a heart attack -- a pivotal moment that prompted much personal growth and influenced her decision to pursue a career in the medical field. His sudden death at the age of 54, a scenario not unheard of in her family, sparked Lauren's interest in the human body, health awareness (she became vegetarian at age 12!), and various determinants of health.

Today, Lauren is the Public Relations Chair for the Bobby R. Larkin, Sr. Charitable Association, a non-profit her family started in her father's memory. The organization has provided scholarship support to 11 graduating seniors at Euclid High School, her alma mater. “My father taught us the importance of education and that it is something no one can take from you,” Lauren says. “I have ideas to start a pipeline from the nonprofit to increase interest and get more minorities into the field of medicine.”

After graduating from Howard University in Washington D.C., Lauren decided to return to Cleveland for medical school. “I really felt called to give back in my own community,” she says.

Alongside her studies, she served as President and Vice President of Programming for the school's chapter of Phi Delta Epsilon International Medical Fraternity. In these roles, she led service initiatives such as packing medical supplies at MEDWish, crafting with children at the Ronald McDonald House, volunteering at local foodbanks and shelters, and fundraising for the Children's Miracle Network. She is also involved in research projects focused on disparities in breastfeeding rates, cholestasis in neonates on prolonged parenteral nutrition and resident wellness in pediatric residency.

Last year, as Marketing Subcommittee Chair, Lauren helped recruit more than 2,000 people to attend the Student National Medical Association's national conference – the largest number of participants in the organization's history. Although the event was moved to a virtual platform because of the pandemic, Lauren says she felt humbled to be able to help address important educational gaps in the field by bringing together underrepresented minority pre-medical and medical students, and physicians.

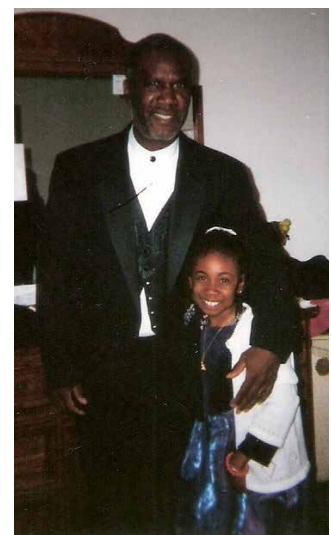
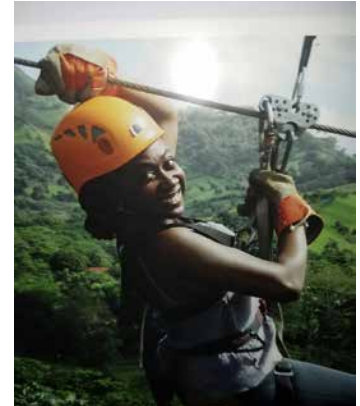
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STUDENT SPOTLIGHT Lauren Larkin *continued*

Lauren also played a major role in FRESH (Food Resources for Empowerment and Security in Healthy Living) Fairfax, a collaborative project focused on health screenings and nutrition education with residents of Cleveland's Fairfax community. The endeavor, focused on addressing community-identified health disparities, is now part of the required interprofessional education (IPE) curriculum at Case Western Reserve University. "The whole focus for us was to stand back and not go in with our medical minds or with any preconceived problems to address in the community," Lauren says. "The residents wanted something that was sustainable. And now, this work is going to be handed on, year after year, through curriculum, which is even better."

Lauren – who was named one of Northeast Ohio's "Top 25 under 35 Movers and Shakers" this year – is not yet finished, and she looks forward to playing an active role in her community in the future as a resident at Cleveland Clinic Children's. As she looks back on the past five years, she notes, "CCLCM gave me the foundation to run and soar with my ideas and dreams."

In her free time, Lauren loves traveling – she finds joy in trying new things and immersing herself in different cultures. She enjoys cooking vegan meals, dancing, spending time with family and friends, and playing the piano, and she can't wait to marry her high school sweetheart next year!



New faculty senate representatives named

Congratulations to the newly elected CWRU School of Medicine Faculty Senate representatives from Cleveland Clinic:

- Michael D. Faulx, MD, Assistant Professor of Medicine
- Jennifer McBride, PhD, Associate Professor of Surgery

Drs. Faulx and McBride join these senate representatives entering the second and third years of their term: Peter Harte, PhD, CWRU (2022), Jeffrey Schelling, MD, MetroHealth (2022), Cynthia Kubu, PhD, Cleveland Clinic (2022), Brian Cobb, PhD, CWRU (2023), Darin Croft, PhD, CWRU (2023), Alan Levine, PhD, CWRU (2023) and Jo Ann Wise, PhD, CWRU (2023).



Dr. Michael D. Faulx



Dr. Jennifer McBride

Dr. Cynthia Kubu appointed Interim Vice Dean of Faculty Development



Dr. Cynthia Kubu

Congratulations to Cynthia Kubu, PhD, ABPP-CN, Professor of Neurology, who has been appointed to Interim Vice Dean of Faculty Development for the Case Western Reserve University School of Medicine. In her new role, she will be responsible for enhancing collaborations with faculty in the areas of scholarship, discovery, diversity, training and leadership.

Dr. Kubu has long been involved in faculty development, with special emphasis on women's professional development, and received a Cleveland Clinic Chief of Staff grant to increase diversity within academic faculty. She also has served on numerous CWRU committees, including the CWRU Senate and CWRU Senate Executive Committee, and she has served as a Faculty Council representative; Faculty Council Steering Committee member; member of the Committee on Women and Minorities; Co-Chair of the Committee on Appointments, Promotion and Tenure; and member and chair of various ad hoc and search committees.

Dr. Kubu also serves on the CCLCM Committee on Appointments and Promotions, and she is the faculty lead for the CCLCM Diversity and Inclusion Faculty Recruitment and Retention Action Group. She served on the CCLCM Admissions Committee and was part of the group that designed its neuroscience curriculum. She also has delivered seminars on functional neuroanatomy since the program began.

Dr. David Gugliotti receives national service award



Dr. David Gugliotti

Congratulations to David Gugliotti, MD, Clinical Assistant Professor of Medicine and Director of the Internal Medicine Clerkship for CCLCM, who received the 2021 CDIM Ruth-Marie E. Fincher, MD, Service Award from the Alliance for Academic Internal Medicine and its charter association the Clerkship Directors in Internal Medicine (CDIM) for his many contributions to the association.

According to his nominator, Dr. Gugliotti is skilled in fostering teamwork and knows the needs of educators. He was instrumental in developing the 2020 CDIM Special Session on “Meaningful Communication about Medical Students to Residency Programs: A Panel Discussion,” which unfortunately was cancelled because of the COVID-19 pandemic.

Dr. Gugliotti has been a member of CDIM since 2008 and is a former chair of the CDIM Program Planning Committee. He will be recognized during AAIM Online 2021, to be held virtually April 6-16.

Scholarship in Teaching award winners announced

Congratulations to the Cleveland Clinic awardees of the 2021 Scholarship in Teaching Awards, which will be presented at the annual CWRU School of Medicine Education Retreat, to be held virtually on April 29.

These peer-reviewed awards are designed to recognize outstanding educational projects, innovative educational practice and scholarship.

Cleveland Clinic internal medicine residency program creating a novel curriculum on race and racism for internal medicine residents

Amy Sullivan, PsyD, Assistant Professor of Medicine

Shieka Madzima, MD, PGY3, Internal Medicine

Alejandro Duran Crane, MD, PGY3, Internal Medicine

David Harris, MD, Assistant Professor of Medicine

Elise Kwizera, MD, MPH, Clinical Assistant Professor of Medicine

Cleveland Clinic Veterans Affairs (CCF-VA) nephrology and hypertension ambulatory experience

Jonathan J. Taliercio, DO, Assistant Professor of Medicine

Ali Mehdi, MD, MEd, Assistant Professor of Medicine

Georges N. Nakhoul, MD, MEd, Assistant Professor of Medicine

continued >>

Scholarship in Teaching award winners announced *continued*

Cleveland Cusco Connection - A global health virtual elective for medical students

Suet Kam Lam, MD, MPH, MS, Assistant Professor of Pediatrics

Katherine Jones, DO, Clinical Assistant Professor of Family Medicine

Jorge Ataucuri-Vargas, MD

Comprehensive COVID care training for workforce redeployment

Aanchal Kapoor, MD, Clinical Assistant Professor of Medicine

Neal Chaisson, MD, Assistant Professor of Medicine

Rendell Ashton, MD, Associate Professor of Medicine

Eduardo Mireles-Cabodevila, MD, Assistant Professor of Medicine

Sergio Bustamante, MD, Clinical Assistant Professor of Anesthesiology

Ronna Romano

Cecile Foshee, PhD, Assistant Professor of Medicine

Neil Mehta, MBBS, MS, Professor of Medicine

Critical care ultrasonography: Development of a longitudinal curriculum for anesthesiology residents

Roshni Sreedharan, MD, Assistant Professor of Anesthesiology

Carlos Trombetta, MD, MEd, Assistant Professor of Anesthesiology

Sandeep Khanna, MD, Assistant Professor of Anesthesiology

Kelly Grauel

Lily Pien, MD, MHPE, Associate Professor of Medicine

Don't just lean in ladies, it's time for women trainees to RISE: Key steps to rise from where you are to where you want to be

Vicki Reed, MD, Clinical Assistant Professor of OB/GYN & Reproductive Biology

Impact of programmatic assessment upon practicing physicians: A qualitative study

Jessica Greenfield, PhD, Clinical Instructor of Medicine

Richard Prayson, MD, Professor of Pathology

Beth Bierer, PhD, Associate Professor of Medicine

Improving the usefulness of written feedback for pediatric hospital medicine fellows

Heidi Szugye, DO, Clinical Assistant Professor of Pediatrics

Sangeeta Krishna, MD, Associate Professor of Pediatrics

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Mentoring, mingling & creating a meaningful career: Building a professional development curriculum for internal medicine residents

Megan McGervey, MD, Clinical Assistant Professor of Medicine

Rendell Ashton, MD, Associate Professor of Medicine

Nephrology practice pointers: A pandemic-adapted educational experience

Georges N. Nakhoul, MD, MEd, Assistant Professor of Medicine

Jonathan J. Taliercio, DO, Assistant Professor of Medicine

Ali Mehdi, MD, MEd, Assistant Professor of Medicine

Tushar Vachharajani, MD, Clinical Professor of Medicine

Simulation boot camp for the orienting first year anesthesiology residents

Carlos Trombetta, MD, MEd, Assistant Professor of Anesthesiology

Sandeep Khanna, MD, Assistant Professor of Anesthesiology

Samantha Stamper, MD, Assistant Professor of Anesthesiology

Kathleen Bauer, MEd

The innovative answer to meded in times of COVID-19: Implementing a contemporary telemedicine curriculum for internal medicine residents during a pandemic

Achintya Singh, MD, PGY2, Internal Medicine

Bryce Montane, MD, PGY 3, Internal Medicine, Clinical Instructor of Medicine

Eric Yudelevich, MD, Assistant Professor of Medicine

Andrei Brateanu, MD, Associate Professor of Medicine

Lakshmi Khatri, MD, Clinical Assistant Professor of Medicine

Catherine Fleisher, MD, Assistant Professor of Medicine

Stacey Jolly, MD, Associate Professor of Medicine

Virtual case-based general surgery clerkship curriculum during COVID-19 distancing

Thomas Shin, MD, PhD, PGY3, General Surgery

Michael Klingler, MD, PGY3, General Surgery

Amy Han, MD, General Surgery Research

Steven Rosenblatt, MD, Assistant Professor of Surgery

Virtual white boards, aquifer patients and zooming everywhere: The milestones of a pediatric virtual clerkship curriculum

Marc Miller, MD, PGY5, Pediatric Hospital Medicine

Melissa Morse, MD

Stacey Zahler, DO, Clinical Assistant Professor of Pediatrics

Skyler Kalady, MD, Assistant Professor of Pediatrics

Sangeeta Krishna, MD, Associate Professor of Pediatrics

Save the Date! Lerner College of Medicine Virtual Graduation

Please join us virtually on Saturday, May 15, at 6 p.m., to celebrate the achievements of the Lerner College of Medicine's 13th graduating class, the class of 2021.

If you've not attended the graduation celebration before, please make plans to attend this uplifting event and show your support for our graduates.

A formal invitation will be sent in the coming weeks.



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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21-EDU-2086616