Welcome, Class of 2020!

On July 6, 32 medical students, comprising the 12th class of the Cleveland Clinic Lerner College of Medicine, joined the Cleveland Clinic family. Our new junior colleagues were busy all week with orientation: learning their way around, meeting their advisors and crafting the oath they will follow for their entire medical career.

Monday, July 6
After being greeted by the Admissions and Student Affairs teams, students were welcomed to the profession by faculty member Abby Abelson, MD, at the Foundation House. Using anecdotes about her own experiences with patients, Dr. Abelson described the integrity and compassion needed to become an excellent physician. Police Officer Derrick Dark spoke about safety in our community and shared important safety tips. The students received their new white Cleveland Clinic coats and paused for a photo before having lunch with faculty and staff. In the afternoon, students worked with Director of Education Technology Neil Mehta, MBBS, MS, on their new computers and were introduced to the CCLCM portal.

Tuesday, July 7
Executive Dean James Young, MD, kicked off the day, asking students why they came to CCLCM. The students offered a multitude of reasons and expressed gratitude for the opportunity to study here. Students met their physician advisors for lunch and participated in a dynamic self-care fair organized by Julie Foucher (’17), testing their exercise stamina and learning about maintaining a healthy lifestyle. They enjoyed a group activity with current students and heard about basic science and translational research from Associate Director of Research Education Warren Heston, PhD. Faculty members Julie Tebo, PhD, and Bela Anand-Apte, MD, PhD, described the fundamentals of molecular medicine and basic science journal club, respectively.

Wednesday, July 8
Clinical psychologist Scott Bea, PsyD, used his usual good humor to give students tips for time management, effective study and stress management. Counselors from CWRU introduced their personal counseling and behavioral health services, and Elizabeth Myers, MEd, presented financial aid information. Students heard from upper classmen about where to shop for groceries, get a haircut, take care of car repairs and 100 other helpful hints in the “Where’s Waldo” panel discussion. Some students joined CWRU students for a Cleveland Indians game that evening.

Thursday, July 9
Students met in small groups to discuss interpersonal boundaries and other components of professionalism. They also met with their preceptors and participated in the second half of their computer orientation.

Friday, July 10
During this half-day session, students met at CWRU with the School of Medicine students to write their oath.

Sunday, July 12
On this last day of orientation, family and friends arrived for breakfast at the InterContinental Hotel before heading to Severance Hall for the white coat ceremony. The group was welcomed by Pamela B. Davis, MD, PhD, Dean of the CWRU School of Medicine, and heard a heartfelt speech from faculty member J. Harry Isaacson, MD, Assistant Dean of Clinical Education, who ended with a touching story about his 107-year-old patient. After the students marched across the stage to receive their white coats, they read their oath together. Faculty member Bradford Borden, MD, was so impressed with their oath that he shared it with Cleveland Clinic leadership the following week!
Like their predecessors, the class of 2020 is exceptionally talented. They have volunteered in 86 healthcare activities, served as tutors, mentors or coaches for 84 organizations and volunteered for community programs at 52 sites. All have volunteered in a medical setting. They have held 70 elected leadership positions and boast more than 29 publications, 42 posters/oral presentations, 14 grants and many scholarships.

Among the students are members of Phi Beta Kappa and a Fulbright scholar. They are the recipients of 162 awards. Many graduated with magna or summa cum laude behind their degree, and most have held multiple jobs in the past. Many speak more than one language: 21 speak Spanish, six speak French and nine speak other languages, which was, of course, helpful when they studied or volunteered outside the U.S.

Not only have the students excelled academically, but many also have intriguing backgrounds. One wrote and produced an opera, and another produced a play in Boston, despite the marathon bombing on the same day. Two students served as missionaries for two years; another helped orphans who needed medical care; and yet another worked as a healthcare analyst. All have been tutors or teachers, many for minority students. We have a student who wrote and acted on the comedic stage; another who actively rescued dogs; and another who translated an entire book from Spanish to English. One is a specialist in Tibetan music; another competed in waterskiing at the national level; and one was a Division I player of the week in lacrosse the year her team won the Ivy League conference. We have South Asian dancers, many musicians and a calligrapher.

Our students have now settled into their seminars, research labs and new residences.

Please join the college in welcoming them to the Cleveland Clinic family!

Photo credit: Matt Kohlmann, Reen Nemeth, Stephen Travarca, Center for Medical Art & Photography
CCLCM Joins Hotspotting Collaborative

_Students will learn how to “hotspot,” care for patients who make repeat visits to the hospital_

Most physicians are familiar with those patients who are repeatedly hospitalized in a short timeframe, often for a preventable condition and often related to a social factor rather than a true medical problem. Identifying these patients is called hotspotting, and helping them involves uncovering the root cause of their repeat visits and providing them with healthcare coordination to keep them feeling healthy and secure in their own homes.

CCLCM and Case Western Reserve University School of Medicine applied to the collaborative with the goal of improving the wellbeing of high-utilization patients identified throughout the Cleveland Clinic health system and at University Hospitals.

“We’re proud of the CCLCM students who initiated this project with CWRU faculty. We’re hopeful in the context of a student learning experience to document the challenges and solutions related to these high-use patients and present meaningful recommendations to hospital leadership,” says Alan Hull, MD, PhD, Associate Dean of Curricular Affairs. “We’re also hopeful to develop a sustained hotspotting initiative, which will help to care for patients not only at Cleveland Clinic hospitals and University Hospitals, but also at the CWRU Student-run Free Clinic.”

The Hotspotting Collaborative was started by the American Association of Medical Colleges (AAMC) along with the Camden Coalition of Healthcare Providers and Primary Care Progress. This year, the collaborative comprises 20 teams and more than 100 students from such disciplines as medicine, nursing, dentistry, social work, public health, psychology, epidemiology, community health and business, and more.

“Participation in the collaborative gives these students a unique opportunity to help develop sustainable and equitable healthcare, while changing the trajectory of some patients’ lives,” says Dr. Hull.

Get more information about the collaborative and view the 10 Steps to Hotspotting Guide.

CCLCM Team Members

Three CCLCM students are on the student team, and cardiologist Eiran Gorodeski, MD, is serving as the faculty advisor from Cleveland Clinic.

**Blair Mitchell-Handley** (‘19) has served the uninsured population at the CWRU Student-run Free Clinic and provided HIV testing and education to male residents within Cuyahoga County. Having grown up in a medically underserved area with family members on public assistance, she has personal insight into health disparities.

**Alexander Ulintz** (‘19) is a Cleveland native who has first-hand experience working with high utilizers as an EMT and brings knowledge logistics necessary for access to decent healthcare. Alex has established professional relationships with emergency medicine physician leaders in Cleveland.

**Joseph Featherall** (‘19) previously worked at The Wright Center for Primary Care, leading clinical transformation initiatives including developing a dental service line and developing organizational scorecards. He brings skills in working with hospital leadership, developing partnerships and improving health systems.
Is the Stethoscope an Anachronism in Modern Medicine?

In the July issue of InSight, we highlighted a number of new technologies that hold promise for transforming the way we teach medicine, and we touched on a new technology that may likely replace the iconic symbol of a physician: the stethoscope.

Ever since 1816 when French physician Rene Theophile Hyacinthe Laënnec rolled a sheet of paper into a tube, creating the first stethoscope, and penned his classic work on cardiac auscultation three years later, the stethoscope not only evolved with few changes, but also became the iconic image and, arguably, the most commonly used diagnostic instrument by healthcare providers at the bedside. Few would disagree that the present day instrument hanging around the neck of a physician is a badge of identity and tool used daily in practice.

Over the past two centuries, the stethoscope has helped make cardiovascular, respiratory and abdominal organ pathologic diagnoses in an inestimable number of ill patients. However, over the last 30 years, the tool’s diagnostic accuracy, which relies on auscultation skills of the user, has been called into question.

“The truth is, a stethoscope’s diagnostic sensitivity and specificity are less than desirable,” says James B. Young, MD, Executive Dean of CCLCM, “Sophisticated sonographic imaging techniques, coupled with other noninvasive approaches, are vastly more accurate in determining pathologic problems. Why, some argue that the stethoscope is an anachronism in 21st century medicine.”

The problem has been that bringing a large, unwieldy, complicated-to-use echocardiographic machine to each patient during clinic visits or at the bedside was impossible. But a new technology may solve that problem.

Called pocket ultrasounds, these sleek, simple and accurate devices slip into the pocket of a white coat and can essentially replace the stethoscope.

These devices are most frequently used by emergency physicians for the rapid diagnosis of internal injuries in trauma patients. Proponents are enthusiastic about this point-of-care technology because it helps diagnose serious conditions before full-blown symptoms appear and offers faster and more precise diagnostic results than a stethoscope. Several clinical studies reflect these positive results.

“The progress with which these small devices are developing has been astounding,” says Dr. Young, “We are now ready to put pocket ultrasounds into practice by using them in physical examinations. It is an exciting time!”

CCLCM and the CWRU School of Medicine join the following schools as part of the 2015 Hotspotting Cohort:

• Johns Hopkins School of Medicine
• Louisiana State University New Orleans School of Medicine with Tulane School of Medicine
• Ohio State University College of Medicine
• Penn State College of Medicine
• Ponce Health Sciences University School of Medicine
• Rutgers – New Jersey Medical School
• Southern Illinois University School of Medicine
• SUNY at Buffalo School of Medicine
• Thomas Jefferson Medical College
• Vanderbilt University School of Medicine
• Virginia Commonwealth University School of Medicine
• University of California, San Diego School of Medicine
• The University of Chicago Pritzker School of Medicine
• University of Massachusetts Medical School
• University of Minnesota Medical School, Twin Cities
• University of North Carolina School of Medicine, Charlotte Regional Campus
• University of North Carolina School of Medicine at Chapel Hill with Duke University School of Medicine
• University of Rochester School of Medicine and Dentistry
• University of Washington School of Medicine
Design Approved for New Health Education Campus

A slightly altered design of the new Health Education Campus has been enthusiastically approved by Cleveland’s Euclid Corridor Design Review Committee. The architectural team of Foster + Partners and Westlake Reed Leskosky has amended the design of the building’s canopy to allow for more natural light inside.

View the revised design renderings, and read more about the building’s design.

One of the highlights of the 480,000-square-foot building is a sky-lighted atrium, which promises to serve as a welcoming space for students and faculty to gather for studying and socializing.

Groundbreaking for the new Health Education Campus is tentatively set for early September.

Workshop Kicks Off LCME Visit Self-Study

The workshop to kick off the 2017 LCME visit self-study was held at Case Western Reserve University on June 23 with the Association of American Medical Colleges’ Dan Hunt, MD, MBA, who is serving as Co-secretary for the Liaison Committee on Medical Education (LCME).

Dr. Hunt gave an overview and offered guidance on approaching the self-study cohesively as one medical school to representatives from the CWRU School of Medicine and CCLCM. The group was then organized and divided into the following five subcommittees:

1. Educational Resources
2. Educational Program
3. Faculty
4. Medical Students
5. Institutional Setting

The subcommittees report to the CWRU School of Medicine LCME Steering Committee, the members of which were also at the workshop. Each subcommittee is tasked with drafting a response to each of the assigned elements — 93 in all. Dr. Hunt met with each subcommittee to clarify issues and address questions.

The deadline for subcommittees to submit their initial draft responses for the self-study is Sept. 1, 2015. The responses will then be reviewed by the Steering Committee and revised and updated by the subcommittees over the next year.

Medical Education Fellows Selected for 2015-16

The two new Medical Education Fellows for 2015-16 have been chosen from a field of quality candidates.

They are Maidana Vacca, MD, and Brian Schroer, MD.

Dr. Vacca serves as Director of Education within the Center for Connected Care. The title of her project is “Developing Educational Infrastructure for a new Center for Connected Care ‘Transitions of Care’ Fellowship.”

Dr. Schroer is a staff physician in Pediatric Allergy & Immunology with Cleveland Clinic Children’s and an Assistant Professor of Pediatrics with CCLCM. The title of his project is “Living with Food Allergies Curriculum Development Project Proposal.”

The professional staff in the Education Institute looks forward to working with these outstanding educators in the coming year.

New Faculty Orientation

If you are a member of the professional staff and are interested in serving as a College of Medicine faculty member, please register for new faculty orientation:

| Tuesday, Oct. 27, 2015 |
| 7:30-11 a.m. |
| Lerner Building, room NA1-139 |

During orientation, you’ll get an overview of the medical school structure and guiding principles, and a chance to explore the type of teaching, learning and assessment that happens at CCLCM.

You’ll also learn more about specific roles that faculty can play in the medical school, and you’ll get details about the faculty appointment application process.

The orientation will be facilitated by Alan Hull, MD, Colleen Colbert, PhD, Elaine Dannefer, PhD, Phillip Hall, MD, Julie Tebo, PhD, Warren Heston, PhD, and Eileen Hilton.

To register, please log in to COMET. Choose “Catalog,” then “CC Learning Academy,” then scroll down to “Essentials” and choose “New Faculty Orientation.” All sessions are listed in alphabetical order rather than date order.

For questions about the session, contact the Office of Faculty Development at stiberm@ccf.org or Colleen Colbert, PhD, at colberc2@ccf.org. For questions about registration, contact Michaela Stiber at stiberm@ccf.org.
New Students Learn to Heal Thyself

At the CCLCM’s first annual Self-Care Fair, the newest class of medical students discovered the importance of being mindful of their personal health habits, and they were given resources to help them optimize their health so they may one day take this same approach with their patients.

Cleveland Clinic’s Roxanne Sukol, MD (Preventive Medicine) kicked off the fair, which was held in July. Dr. Sukol played off of Thomas O’Neill’s quote, “All politics is local,” saying, “All health is personal,” and emphasized the significance of first taking care of oneself in order to provide the best care for patients.

Dr. Sukol discussed her personal experience in the field, acknowledging that time is a truly limited resource, which drove home the main focus of her speech: mindfulness. Although students are adjusting to a life change, they need to take a step back and focus on themselves rather than only “talking the talk with patients.”

She offered the students a multitude of simple, yet often overlooked, tips: getting enough sleep every night, integrating nutritious and colorful foods into their diets and finding time to increase activity in small ways such as brushing their teeth on one foot. After Dr. Sukol’s presentation, students visited four stations:

- Fitbit set-up station, led by David Van Wagoner, PhD (Molecular Cardiology, Lerner Research Institute). Each student received their own Fitbit to help them track their daily activity and sleep patterns.
- Nutrition station, led by Gail Cresci, PhD, RD, LD, CNSD. Students had their body composition measured, sampled green smoothies and received Dr. Mark Hyman’s book, The Blood Sugar Solution. They also got tips for healthy eating and how to keep a food diary from nutritionists.
- Exercise station, led by Julie Foucher (’17). Students learned how to perform a proper squat and tested their maximum squats, push-ups and sit-ups in one minute. Julie shared ideas for workouts that can be done with limited time and equipment.
- Yoga station, led by Linda Baron (Wellness/Yoga). Linda taught the students yoga poses, relaxation techniques and mindful breathing exercises.

Julie Foucher was instrumental in organizing the fair. “We are very lucky that the school wants to support students in taking care of themselves. Medical students often are not taught much about nutrition, exercise or relaxation during their training, so this fair gave them a chance to learn about these topics in a practical and interactive way,” she says.

According to survey results, the Self-Care Fair was an overwhelming success. Mimi Luo (’20) said, “Today gave us a chance to take care of ourselves. It gave us an opportunity to focus on our bodies instead of working or studying. The fair showed me that it really is important to augment into our personal lives what we tell patients on a daily basis.”

“It is my hope that the Self-Care Fair provides a springboard for their five years here, and they continue to learn and develop expertise in these topics,” says Julie.

Photo credit: Can Bolgi, Center for Medical Art & Photography
New Medical School Aims to Provide More Primary Care Physicians for Northeast Ohio

The Ohio University Heritage College of Osteopathic Medicine has opened a new campus in affiliation with Cleveland Clinic on the campus of its South Pointe Hospital in Warrensville Heights, to address the pressing need for more primary care physicians in Northeast Ohio and the rest of the country.

The first class of 51 medical students arrived for classes in July at the Heritage College, Cleveland. Many of these students have been recruited from Northeast Ohio, with the knowledge that if they train and complete their residencies in the area, they will be more likely to remain here to practice after they graduate. The college is working closely with Cleveland Clinic and other area healthcare providers to ensure that clinical training slots are available for these students.

Within the next decade, experts predict a national shortage of more than 45,000 primary care physicians. The 20 percent of Americans living in rural or inner-city primary care Health Professional Shortage Areas (HPSAs) will be hit the hardest, according to the Association of American Medical Colleges Center for Workforce Studies. Northeast Ohio, which includes Cuyahoga, Lorain, Geauga, Summit, Medina, Portage and Lake counties, has the largest number of HPSAs in Ohio.

The Heritage College, Cleveland will train students in an interactive learning environment, similar to how students are trained at the Lerner College. The campus will showcase a model of medical education that emphasizes physician teamwork and will be linked to the Heritage College’s other two campuses through state-of-the-art telecommunications technology. Specially designed group work stations, or “learning pods,” do away with old auditorium-style lecture halls and allow students and instructors at all three Heritage College campuses to interact in real time via teleconferenced learning activities and instantaneous sharing of slides, videos and other electronic materials.

Heritage College Executive Dean Kenneth Johnson, DO, said the college’s new campuses represent an innovative approach to training doctors that aims to meet the nation’s most pressing healthcare needs. “The focus as we’ve expanded has been to re-dedicate ourselves to primary care,” Dr. Johnson says, “And this new campus is intended to be a model for medical education that addresses the shortage of primary care physicians.”

The Heritage College has a track record of graduating physicians who go into primary care. Approximately 50 percent of Heritage College alumni practice in primary care and nearly 60 percent practice in Ohio.
CCLCM Alumnus Dr. Michael Knight Named Clinical Scholar

Following three years of residency in internal medicine at New York Presbyterian Hospital - Weill Cornell Medical Center, Michael Knight, MD ('12) was named a Robert Wood Johnson Foundation Clinical Scholar, selected along with 30 other promising physician leaders.

The program trains physicians who are chosen from medical and surgical residencies across the U.S. to help lead the transformation of healthcare and find solutions for the challenges arising out of our nation’s healthcare system.

As a Clinical Scholar, Dr. Knight will spend two years at the Philadelphia VA Medical Center/University of Pennsylvania studying how healthcare is organized and delivered. He also will be trained in leadership, health policy and health services research methods.

“What I’m most excited about this opportunity is the chance to participate in community-based research,” says Dr. Knight. “We engage community members in our research process, which gives us direct insight into the health concerns within a particular community, and ways that we can effectively assist them in empowering their own communities.”

Selection into the Clinical Scholars program is quite competitive. Former scholars, many of whom have become national healthcare leaders, can be found working in academic medicine, government and medical practice.

Congratulations, Dr. Knight, on this well-deserved honor!

EXTRA MILE

CCLCM Student Rides 50 Miles to Help Fund Cancer Research

Stuart Zeltzer ('16) participated in the Velosano Bike to Cure on July 18 and 19, riding the 50-mile challenge to help fund cancer research at Cleveland Clinic.

Sarah Strandjord ('16) rode “virtually,” because she was in Colorado for clinical rotations.

As part of this effort, they were each responsible for raising $1,000.

“Cancer has touched both our families,” says Stuart. “We were honored to join many others, riding in solidarity and support.”

This year’s event attracted more than 1,200 cyclists and raised $2.3 million. There’s still time to help Stuart, Sarah and many other riders/teams meet their fundraising goals and support the cause in general by making a donation at velosano.org. To make a donation to a specific rider or team, use the “Find Participant” tab on the Velosano home page.

Our thoughts and best wishes are with VeloSano cyclist Brady Tucker, a CWRU medical student who was injured in a hit-skip accident during the event. An online fund has been established to help his family during his recovery.

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.

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