

# InSight

Cleveland Clinic Lerner College of Medicine

August 2017



## Welcome, Class of 2022!

On July 10, 32 medical students, comprising the 14th 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.

Here's a summary of their orientation activities and a little bit about them:

### **Monday, July 10**

After being greeted by the Admissions and Student Affairs teams, students were welcomed to the profession by faculty member Frank Papay, MD, at the Foundation House. Using anecdotes about his own experiences with patients, Dr. Papay described the integrity and compassion needed to become an excellent physician. Cleveland Clinic 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 Assistant Dean for Education Informatics and Technology Neil Mehta, MBBS, MS, on

their new computers and were introduced to the CCLCM portal.

### **Tuesday, July 11**

Executive Dean James B. Young, MD, kicked off the day by asking students why they came to CCLCM. The students offered a multitude of reasons and expressed gratitude for the opportunity to study here. They enjoyed a group activity with current students. Students then met their physician advisors for lunch and participated in a dynamic self-care fair, organized by fourth-year students Ling-Ling Lee, Josie Volovetz and Erin Yamamoto, where they tested their exercise stamina and learned about maintaining a healthy lifestyle.

### **Wednesday, July 12**

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. The new class then met with their "buddies" and had lunch.

### **Thursday, July 13**

Students met in small groups to discuss "Boundaries in Teacher-Learner Relationships" and other components of professionalism. The class participated in their Computer Orientation Part II with Dr. Mehta. At the end of the day, the new students participated in a session called "Doctors, Drinking and Disaster" with David Stroom, MD.

### **Friday, July 14**

Many of the new Class of 2022 students connected with Trine Jorgensen, PhD, to meet their research advisors. Students used the majority of the day to meet with the CWRU School of Medicine University Program students to write their oath.

### **Sunday, July 16**

On this last day of orientation, family and friends arrived for breakfast at the InterContinental Hotel to meet with some CCLCM faculty and administrators 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. After the students marched across the stage to receive their white coats, they read their oath together.

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Like their predecessors, the Class of 2022 is exceptionally talented. Members of the class have held 104 leadership positions. All have tutored, mentored or coached others. They have volunteered in at least 71 healthcare activities and 195 community activities outside of healthcare. In total, they've earned 219 awards, grants and scholarships. They have been involved in 119 oral presentations and have 86 scientific publications to their credit.

Our new students have undertaken many interesting life endeavors. They have participated in triathlons and run the Boston Marathon along with the Tokyo Marathon as part of a 20-person team. One played a football game in the Dallas Cowboys AT&T Stadium. One rock jumped in Hawaii, and another backpacked the Appalachian Trail. One student began college at 15 and graduate school at 17. Another student couch surfed across Europe. One performed video game music in the orchestra at the Smithsonian American Art Museum. We have a novelist, a friend of former football running back Archie Griffin, and a former Division 1 soccer player. One student scuba dived with sea turtles and another swam with dolphins. One designed and built a preschool in South Africa and another founded a school's first LGBT sorority. We have a student who played the harp with the American Youth Harp Ensemble at Carnegie Hall, John F. Kennedy Center for the Performing Arts and the White House. Our students have had interesting work experiences: fire fighter, cliff jumper, English instructor, sponsored Alpine skier and actor in a horror movie.

In the new class, we count many musicians, including those who play the piano, flute, guitar, violin, harmonium, recorder, clarinet, ukulele, bass, trumpet and harp. Four are singers.

They are heavily invested in sports as well. They run; play soccer, tennis, squash, ping pong, ice hockey, golf, cricket, basketball, softball, sand volleyball, football and flag football; fence, bike, swim, flyfish, snowboard and rock climb. Dancing is popular, and we have students who practice Bollywood, fusion, rudimentary swing, Bhangra and modern dance.

Most of the students hail from the East Coast and Midwest, and the international students, most of whom are now U.S. citizens, are originally from China, Costa Rica, Ghana, India, Singapore and Uganda. The students speak many languages, including French and Spanish, and some more unusual ones such as Tamil, Sindhi, Lao, Akan, Lugisu, Luganda and Gujarati.

We are thrilled to welcome the Class of 2022, which comprises an equal number of female and male students, to the Cleveland Clinic family!



## Change Moves Us Forward

*Dr. Young leads the ninth State-of-the-College address*

At the ninth State-of-the-College address in July, Executive Dean James B. Young, MD, reflected on the iterative process we all go through in education — and in life. Each spring we bid farewell to the graduating seniors, who are embarking on a new phase of their medical education journey, and each summer we welcome a new class of students, who are just beginning their journey. “Change moves us forward,” said Dr. Young.

During 2017, we celebrated the members of the ninth graduating class, all of whom matched to solid residency programs. Fifty-five percent matched to their first-choice program, and 86 percent matched to one of their top three choices. Many of our students are now training at some of the most prestigious hospitals in the country, including Cleveland Clinic, Johns Hopkins, New York-Presbyterian and University of California, Los Angeles.

Cumulatively, 42 percent of our graduates have matched to a hospital ranked within the top 10 in the nation according to *U.S. News & World Report*. The largest percentage of students (16) have matched to Cleveland Clinic. These 276 graduates are training at programs throughout the U.S., from as far west as Washington state and as far east as Maine, and as far south as Hawaii and as far north as Minnesota. “This diaspora is important because it allows others to see the kind of physicians we’re producing,” said Dr. Young.

Here are some additional highlights:

- One-third of our students have graduated with a dual degree.
- The class of 2022 was chosen from nearly 1,800 applicants.
- Our matriculant GPA and MCAT scores continue to trend higher than the national average. In 2017, the average CCLCM GPA was 3.76, and the average CCLCM (new) MCAT score was 517.
- We now count nearly 4,000 physicians among our faculty, which helps reduce capacity challenges and increase faculty-to-student ratios.
- During 2016-17, more students from CWRU and CCLCM than any other school were awarded an NIH Medical Research Scholarship.

Dr. Young highlighted the members of CCLCM’s Retired Staff Academy, which offers retired staff the chance to play a meaningful and fulfilling role in educating our medical students, and the Executive Healthcare Leadership Elective that focused on the launch of Cleveland Clinic London. He also recognized the Dean’s Chats that were held over the past year featuring senior leaders from Cleveland Clinic including CEO and President Toby Cosgrove, MD; Chief of Staff Brian Donley, MD; Executive Director of Physician Health Susan Rehm, MD; Executive Chief Nursing Officer Kelly Hancock, DNP, RN; and Chief of Government and Community Relations Kristen Morris.

Progress on the new health education campus is moving along, on time and on budget. The campus, which is slated to open in summer of 2019, is designed so that students can share ideas, use the latest technology and engage in interprofessional learning. At the same time, the individual schools that will be housed within the campus will maintain their separate, unique identities.

Associate Dean Kathleen Franco, MD, briefly described the Class of 2022, which comprises an equal number of female and male students. Most of the students hail from the East Coast and Midwest, and the international students, most of whom are now U.S. citizens, are originally from China, Costa Rica, Ghana, India, Singapore and Uganda.

Collectively, the students have held 104 leadership positions and have volunteered in 195 community activities outside of healthcare. All of them have served as tutors, mentors, teachers or coaches. They have collectively studied or volunteered in 56 countries. They have been involved in 119 oral presentations and have 86 scientific publications and 219 awards, grants and scholarships to their credit.

Dr. Young closed the address by thanking everyone on the college staff for their hard work and dedication to training the world’s future physician investigators.

## Top 3 Reasons Class of 2022 Chose CCLCM

1. Reputation of Cleveland Clinic
2. Financial support
3. Opportunity for research

## Top 5 Training Specialties

Cumulatively, among all our graduates, the top clinical specialties they've chosen are:

1. Internal medicine
2. Pediatrics
3. Orthopaedics
4. General surgery
5. Ophthalmology

## How does one describe the culture of CCLCM?

In the state-of-the-college address, Dr. Young previewed a feature from the upcoming seventh issue of *Stethos*, the medical humanities journal of CCLCM. In the piece, called "The Heart of the Matter," students were asked to describe CCLCM using a metaphor, and some answers are quite intriguing!

Kangaroo  
Brittany Goldstein ('20)

Dandelion  
Chan Mi Lee ('21)

Beehive  
Mimi Luo ('20)

Platypus  
Elizabeth Shay ('20)

Giant piping hot platter of lasagna  
Caroline Franke ('20)

Bungee jumping  
Alexander Chaitoff ('19)

Snowglobe  
Jessica Zhang ('20)

Infinity Mirror Room at the  
Hirshhorn Museum  
Stephen Raithel ('18)

"Yellow Submarine" by the Beatles  
Kaitlin Keenan ('20)

Read the students' explanations for why they chose these metaphors in the upcoming issue of *Stethos*.

# Welcome New Students!

We welcome the class of 2022  
to the Cleveland Clinic Lerner College  
of Medicine.



**Frederick Allen**  
BA, Princeton University



**Sophia Colombari  
Figueroa**  
BA, Stanford University



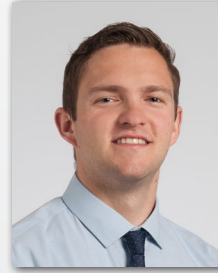
**Navkiranjot Kaur**  
BS, Wayne State  
University



**Salam Bachour**  
BS, University of  
Minnesota



**Melissa Coronado**  
BA, Harvard University



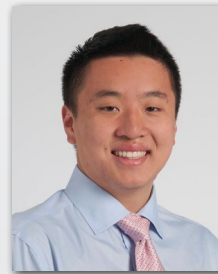
**Jacob Knorr**  
BS, University of  
Cincinnati



**Sara Baicker-McKee**  
BA, Kenyon College



**Emily Durbak**  
BS, The Ohio State  
University



**Maxwell Lee**  
BS, Johns Hopkins  
University



**Jordan Bell**  
BA, Wesleyan University



**Michael Haupt**  
BA, The Ohio State  
University



**Debra Linfield**  
BS, Stanford  
University



**Ellen Brinza**  
BS, Case Western  
Reserve University



**Jessica Jones**  
BS, Xavier University



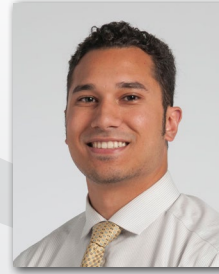
**Shreya Louis**  
BS, University of  
California, Davis



**Wenting Ma**  
BS, University of Maryland, College Park



**Deborah Park**  
BS, University of Illinois at Chicago



**Tisileli Tuifua**  
BS, University of Utah



**Metabel Markwei**  
BA, Yale University  
MSc, Johns Hopkins University



**Daniel Santana**  
BA, Dartmouth College



**Raoul Wadhwa**  
BA, Kalamazoo College



**Arbaz Momin**  
BS, Mercer University



**Spencer Seballos**  
BA, Rice University



**Alexia Zagouras**  
BA, Harvard University



**Frederick Morgan**  
BS, University of North Carolina at Chapel Hill



**Megan Sheehan**  
BS, Case Western Reserve University



**Johnathan Zeng**  
BS, University of Pennsylvania



**Joan Nambuba**  
BS, Duke University  
MSBS, Duke University



**Weilin Song**  
BS, University of California, Los Angeles



**Ryan Zhang**  
BS, Duke University



**Jatin Narang**  
BS, University of Maryland, Baltimore County



**Vigneshwar Subramanian**  
BS, Cornell University



## White Coat Ceremony Tops Off Orientation Week

To welcome the CWRU School of Medicine Class of 2021 and the CCLCM Class of 2022, and to top off orientation week, the new medical students participated in the annual CWRU/CCLCM White Coat Ceremony. The event, which was held July 16 at Severance Hall, began with breakfast for new students and their families, hosted by James B. Young, MD, Executive Dean; and Kathleen Franco, MD, Associate Dean for Student Affairs and Admissions.

Heidi L. Gullett, MD, MPH, Assistant Professor of Education in Family Medicine with the CWRU School of Medicine, delivered the keynote address, speaking about the transformative power of relationships.

Several CWRU and CCLCM faculty, including Drs. Young and Franco, and Alan L. Hull, MD, PhD, Associate Dean for Curricular Affairs, presented students with their white coats. Afterward, the students read aloud the Oath of Professionalism they wrote themselves:

“We, the entering class of two-thousand seventeen, celebrate our unique paths to medicine and will support each other throughout our journey.

“We will be courageous and ask for help, have the humility to admit when we are wrong, learn from our mistakes, and overcome our biases. We will treat ourselves with care and forgiveness.

“We will hold ourselves to the highest standards. We view all members of the healthcare team as equal and vital. The connections we form will last throughout our careers.

“As community members, we will address disparities in care. We commit to the advancement of evidence-based medicine and scientific knowledge. We stand as lifelong students, educators, and advocates for all people.

“To our patients, we seek to empower you, partner with you, and respect your dignity. We will provide care beyond treatment for illness and disease. We are grateful for the honor and privilege to serve you.”

In a message following the ceremony, Pamela B. Davis, MD, PhD, Dean of the CWRU School of Medicine, wrote: “Their words made it clear that they prize diversity of thought, understand the importance of balance and self-care, seek to remedy health disparities in our community and look forward to interprofessional training alongside nurses, physician assistants, social workers and colleagues from other disciplines.”

[Watch a highlight video from the ceremony.](#)

Congratulations to our new class of students!



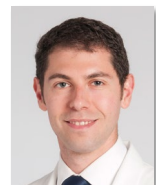
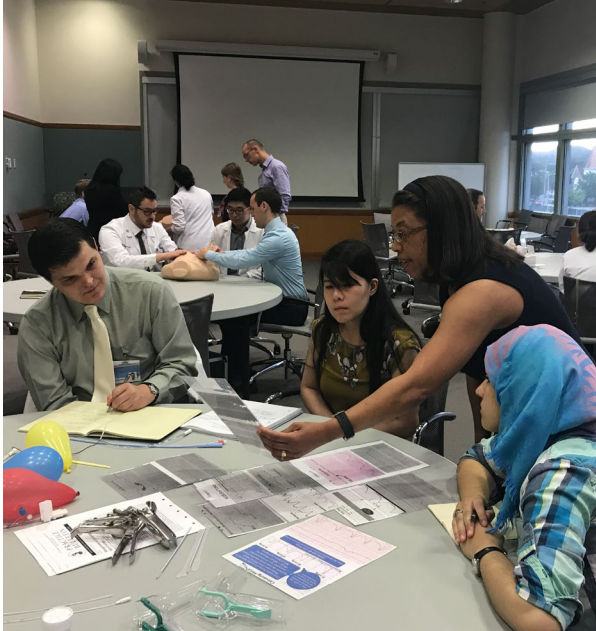
## Students Participate in New Simulation Workshop

To help third-year students prepare for and feel more comfortable with the start of their Ob/Gyn clerkship, Diane Young, MD, developed a hands-on workshop in close collaboration with the Cleveland Clinic Simulation and Advanced Skills Center.



Diane Young, MD

In early July, 16 third-year CCLCM and CWRU School of Medicine University Program students participated in a low-fidelity simulation workshop to teach them skills typically used in women's health, such as how to read fetal heart tracings; perform breast and pelvic examinations on simulated trainers; and evaluate postmenopausal bleeding.



Alex Kotylar, MD

Dr. Young, who serves as the Clerkship Director for Ob/Gyn, and two Ob/Gyn Chief Residents, Alex Kotylar, MD, and Emily Nacy, MD, instructed the students. "Having the Ob/Gyn residents involved in teaching this workshop sets a positive student-teacher relationship between the medical students and the residents. Women's Health has excellent resident teachers," says Dr. Young.

During the workshop, the students rotated among hands-on stations that focused on Pap screening, knot tying, sexually transmitted infection testing, endometrial biopsy, and labor and delivery tools and surgical instruments, to name but a few. Students also worked with a breast model that simulates abnormalities.



Emily Nacy, MD

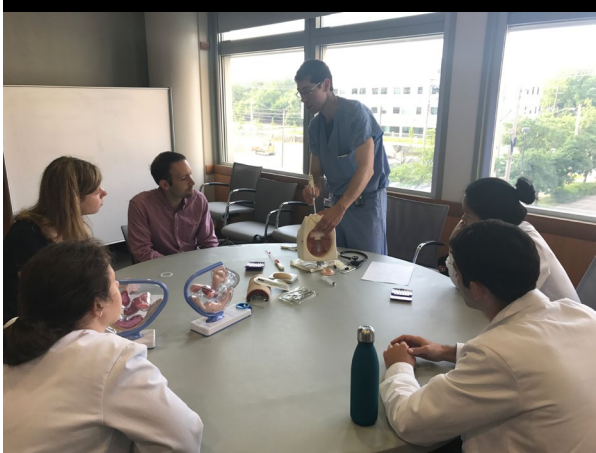
Robert Unger ('20) described the simulation workshop as one of the highlights of his first week on the wards, noting that during the workshop he practiced injecting a newer form of contraception, called NEXPLANON®, into a model arm and a few days later saw the device placed in a patient in clinic. "I appreciated the opportunity to gain some of these practical skills for our Ob/Gyn rotation; things you can't get from textbooks," he says.

Although Dr. Young has been teaching medical students for years, this was the first session she conducted in collaboration with Simulation Center staff. To adequately prepare, Dr. Young recently completed the [Simulation and Advanced Skills Center's Faculty Development Program](#), which involves an online course and a two-day workshop.

The benefits of teaching with simulation and working with our Simulation Center staff are many. The lab technicians brought the simulation equipment over, set up the various stations and cleaned up. Michelle Feliciano, MEd, CHSE, a Simulation Education Specialist with the Simulation Center, observed the workshop and conducted a course debrief with the instructors, providing them with feedback from a simulation educator stance. The students also provided feedback and took a pre- and post-survey related to an IRB-approved study designed to research their knowledge and comfort level when using simulation-based education.

Overall, the simulation workshop was well-received. If the students could change one thing about the workshop, it would be to extend it by a half hour so they could get more practice with suturing.

"Simulation provides medical students with clinical case vignettes and hands-on experience, which can be transferred to patient care, in a comfortable fashion. And it is so much fun to teach!" says Dr. Young.







## Educators Treated to HoloLens Simulation

Attendees at a recent Education Institute Grand Rounds were treated to a close-up look at how the Microsoft HoloLens works, through a fascinating demonstration by Neil Mehta, MBBS, MS, Assistant Dean for Education Informatics and Technology, and Bruce Spevak, a member of the CCLCM Technology Team. Bruce donned the HoloLens headgear, and the images he saw — first a beating heart and then a female pelvis, both slowly twirling to reveal their anatomical nuances in 3-D — were projected onto large screens for the audience to see (in 2-D, of course).

HoloLens represents a transformation in perspective, essentially integrating 3-D holograms with reality. The use of this mixed-reality technology isn't new at CCLCM; Dr. Mehta has been experimenting with its use for two years now.

“There’s no haptic feedback yet, but you can totally interact with it,” said Dr. Mehta. Users can ask questions and receive answers, and click on and watch videos related to the images.

### HoloLens requires a unique teaching approach

Using HoloLens to teach requires a unique educational approach, the same that you would use whenever you adapt technology to learning. Of the models available, the TPACK (Technological Pedagogical Content Knowledge) Framework is the one Dr. Mehta suggested. TPACK is a blend of knowing:

- how to use technology to teach (technological)
- how to teach (pedagogical)
- what to teach (content)

He cautioned, however, that involving technology in all teaching isn't appropriate. For example, if you're teaching the skeletal system, it's probably better to have students look at a model of a skeleton versus using, say, HoloLens. Technology must be both useful and usable to be effective. In the example above, HoloLens would in fact be usable when teaching the skeletal system: You could create a hologram of a skeleton and let users view it in 3-D. However, in this instance, using HoloLens wouldn't be useful because learners could gain as much or more knowledge from simply viewing and handling a model of a skeleton.

Watch an interview with Cleveland Clinic CEO and President Toby Cosgrove, MD: [How Cleveland Clinic is Disrupting Medicine with Microsoft HoloLens](#), on [Fortune.com](#).

### HoloLens is assessed using RAT

To assess the usefulness of HoloLens, Dr. Mehta uses the RAT model:

- Replacement: Does the new technology easily replace old teaching methods?
- Amplification: Does the new technology increase the efficiency and effectiveness of teaching?
- Transformation: Does the new technology offer a benefit that otherwise wouldn't be available?



Neil Mehta, MBBS, MS

To illustrate, Dr. Mehta offered an example of ninth grade students who are learning to speak Spanish. Their task was to:

1. Find a Spanish song
2. Work in groups of four
3. Create a video where gestures and expressions capture the meaning of the words
4. Lip sync to the song in the video

Using “old” teaching methods, the students would have memorized the Spanish lesson and perhaps engaged in conversation with the teacher and classmates. Using “new” technology, in this case video, the students became more active participants in their learning and had some fun along the way.

[View one team's result of the video project.](#)

### HoloLens achieves favorable marks

Several CCLCM students have participated in research using HoloLens and have presented their findings at a variety of conferences. [See June issue of InSight](#) (pp. 15-16).

Overall, the majority of CCLCM students who have tested HoloLens believe that its use can enhance their learning, particularly in instances where 3-D relationships and motions and actions are challenging or impossible to visualize. The students who were surveyed also report that self-study is less desirable than faculty-led or guided discovery using HoloLens.

The HoloLens demonstration at the Education Institute Grand Rounds left many audience members in awe, curious about how they might leverage this powerful new technology in their own teaching and what the impact of HoloLens will be on medical education going forward.

## 25 CCLCM Faculty Members Promoted

Congratulations to the following faculty members who were recently promoted, effective July 1, 2017:



Manmeet S. Ahluwalia, MD  
Professor, Medicine



Matthew Eagleton, MD  
Professor, Surgery



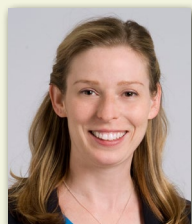
Matthew F. Kalady, MD  
Professor, Surgery



Neil B. Mehta, MBBS, MS  
Professor, Medicine



Rafi Avitsian, MD  
Professor, Anesthesiology



Ruth Farrell, MD, MA  
Associate Professor, Surgery



Sangeeta Kashyap, MD  
Professor, Medicine



Deborah M. Miller, PhD  
Professor, Medicine



Sricharan Chalikonda, MD  
Associate Professor, Surgery



Lutul D. Farrow, MD  
Associate Professor, Surgery



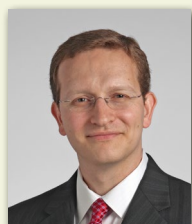
Zong-Ming Li, PhD  
Professor, Molecular Medicine



Sumana Narasimhan, MD  
Associate Professor, Pediatrics



Suzy Comhair, PhD  
Associate Professor,  
Molecular Medicine



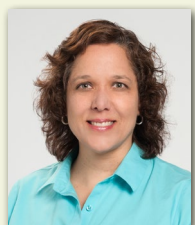
Eiran Gorodeski, MD, MPH  
Associate Professor, Medicine



Margaret McKenzie, MD  
Associate Professor, Surgery



Emilio Poggio, MD  
Professor, Medicine



Katherine M. Dell, MD  
Professor, Pediatrics



Stacey E. Jolly, MD  
Associate Professor, Medicine



Reena Mehra, MD, MS  
Professor, Medicine



Mark S. Schickendantz, MD  
Professor, Surgery

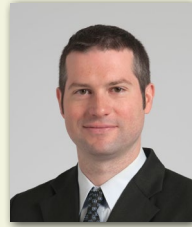
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Nima Sharifi, MD  
Professor, Molecular Medicine



Tyler Stevens, MD  
Associate Professor, Medicine



Gabor Toth, MD  
Associate Professor, Medicine



Xiaofeng Wang, PhD  
Professor, Medicine



Bin Yang, MD, PhD  
Professor, Pathology

The importance of seeking faculty promotion cannot be understated. Seeking a promotion demonstrates not only a faculty member’s dedication to teaching, research and clinical service, but also a commitment to their career and engagement at Cleveland Clinic.

CCLCM faculty who are Assistant or Associate Professors and want to advance must go through a year and a half promotion cycle. If you wish to be promoted, [visit the CCLCM Faculty Affairs Promotions page](#) to learn more. All applications are submitted online via our Portal. Applications for the next cycle begin this fall and must be submitted before the Jan. 31, 2018, deadline.

To these faculty members who were recently promoted, we applaud your commitment and hard work, and thank you for the service you provide in shaping future physician investigators!

**Correction:** In the July 2017 issue of *InSight*, we incorrectly reported that David Lang, MD, was appointed Thread Leader of Evidence-Based Medicine. Dr. Lang should have been listed among those faculty who are stepping away. We apologize for the error and thank Dr. Lang for his many contributions to our students.

## CCLCM Announces Several New Electives

Several new electives have been added to the 85 that are currently available to our medical students. Curriculum electives play an important role in education; they provide students the opportunity to:

- explore new disciplines
- dive deeper into content
- address targeted areas for improvement
- better understand possible career choices

Among the new electives, CCLCM will offer a new type, called “zero-credit” electives, during the first two years of medical school, in addition to the traditional two- and

four-week clinical electives. The zero-credit elective is structured as a few hours a week but over a longer time (six to eight weeks or longer). These electives do not count toward electives in the last three years of the CCLCM curriculum; however, the electives will be listed on a student’s transcript if they successfully complete the requirements.

[Information on all electives offered at Cleveland Clinic can be found on the CWRU School of Medicine’s Registrar’s page.](#)

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## **Traditional electives**

Students can choose among these new electives after they complete their pre-clerkship curriculum:

### **Molecular and Biochemical Genetic Pathology (PATH 4006C)**

This elective will introduce students to the fields of clinical laboratory biochemical genetics and clinical laboratory molecular pathology by exposing them to relevant clinical conditions and molecular pathology and biochemical genetic technologies, tests and informatics tools.

### **Hospital Operations (MEDS 4005C)**

The clinical elective in Hospital Operations aims to give fourth-year medical students an introduction to hospital operations as well as practical experiences in continuous improvement initiatives.

### **Functional Medicine (MEDS 4007C)**

In this elective, students will be exposed to an innovative patient-oriented healthcare delivery model, spending the majority of their time with clinical staff seeing both new and established patients. They will also have access to educational material that supports the value of functional medicine.

### **Spine Medicine (IMED 4002C)**

The course will provide exposure to general musculoskeletal and spine medicine at the Center for Spine Health at Cleveland Clinic. This will include evaluation and treatment of disorders of the spine, major joints and relevant associated conditions. The course will also provide exposure to interventional spine procedures/EMG interpretation/tumor board.

### **Primary Care Telemedicine (FAMD 4001C)**

The elective will allow students to gain advanced knowledge and experience in the clinical application of On-Demand Primary Care Telemedicine. This elective is appropriate for students interested in gaining practical experience applying this new technology in the context of any medical specialty, but specifically in the area of Primary Care.

### **Neuropathology**

This elective exposes students to the field of Neuropathology and the role the neuropathologist plays in the care of patients with neurologic disorders. Students also become familiar with the pathologic features of common neurologic conditions.

## **“Zero-credit” electives**

These electives are available to students during the first two years of medical school:

### **Technology in Medical Education (MEDS 6006C)**

This course will allow students to develop and hone skills in the development, implementation, evaluation and presentation (oral or written) of technology-based interventions in the CCLCM curriculum, particularly in the use of HoloLens technology.

### **Cognitive-based Therapy**

This elective provides students with an understanding of the theory of Cognitive-based Therapy (CBT) and how thoughts/interpretation affects emotions, and gives them practical experience in applying these techniques. Students will learn to discern when patients should be referred for therapy as opposed to normalizing all negative feelings. This elective can help students develop skills in coping with the many pressures and stresses of medical school.

We greatly appreciate the CCLCM faculty members who have worked diligently and creatively to develop new clinical electives for our medical students.

For more information, please contact Andrea Beyer at 216.444.9977 or at [beyera@ccf.org](mailto:beyera@ccf.org).



## CCLCM Faculty: Three Questions

Rafi Avitsian, MD  
Professor of Anesthesiology

### Q: What inspires you to teach?

I believe knowledge not shared is like a gem inside the earth. It has to come out, be polished and shaped for everyone to see. I am on the side that prefers teaching someone how to fish rather than giving someone a fish. Even from my younger years the only thing that made me feel worse than not knowing the answer to a problem was knowing the answer and not being able to share it with everyone so they would know it, too. There is nothing more satisfying than to see your students using what you taught them to treat other patients. It is like multiplying your skills and exponentially increasing your abilities. I feel when I retire, or even die, someone will continue doing what I taught them to do to help patients. It gives a feeling of immortality.

### Q: What's one lesson you wish you would have learned in college/medical school?

I wish I had understood earlier that studying medicine to treat patients is not the same as reading a manual to operate machinery. Maybe the most significant lessons are not learned by reading books; they are learned by observing experienced physicians, and even then, only partially to grasp what goes on in their brain (knowledge), but mainly to comprehend what goes on in their heart (empathy).

The other lesson I wish I had learned earlier is being humble. It took me years to realize being a physician doesn't make you the boss. The boss is always the patient. We are not here to rule, but to serve. A doctor is respected, but we should not let this respect turn to pride.

### Q: If I weren't a physician at Cleveland Clinic and a faculty member at CCLCM, I would be ....

Probably an engineer; I just like making things and doing innovations, and even then I would probably still be an academician teaching. But who knows, maybe I would have been a rock band bass player or a choir singer. I love music, especially creating harmony.

### Medical School Survival Tip

According to Daniel R. Paull, MD, author of *So You Got Into Medical School... Now What? A Guide to Preparing for the Next Four Years*, "Taking the Step 2 CK test is easier at the beginning of fourth year because the knowledge you gained in third-year rotations will still be fresh in your mind and you'll likely be more motivated."

By taking this assessment at the beginning of your fourth year, you can use your knowledge from recent experiences.

## How Do Learning Plans Compare With Business Plans?

“Perspectives on Learning and Business Plans—More in Common Than Meets the Eye” was published in the *Journal of Graduate Medical Education* in March 2014 by S. Beth Bierer, PhD; Richard A. Prayson, MD, MEd; and the late Elaine F. Dannefer, PhD.

According to the authors’ research, those who use business plans within their business ventures find increased success. In the same vein, a learning plan helps learners more successfully develop skills and competencies. The article measures how both business and learning plans aim to manage change. However, learning plans frequently focus on improving “self-regulated learning,” such as assessing individual shortcomings, and reflection, which is useful for encouraging assessment for learning rather than for assessing actual learning.

In the article, the authors compare typical components of learning plans versus business plans, noting that they can be completed simultaneously and in a different order:

- Reflection versus strategic planning and business concept
- Analysis of resources and barriers versus market analysis and competitive analysis

- Strategic thinking versus operations plan and financial plan
- Plan versus executive summary
- Implementation and monitoring versus implementation plan and business strategy

The authors emphasize that “The advantages to both types of plans lie in the formal analysis of one’s current situation, determining pros and cons of initiating change, assessing requisite resources, creating action, and monitoring progress throughout implementation. The goal is to create a situation that affords one the best chance to succeed.”

According to the authors, learning plans should not be viewed as rigid standards for evaluation, and the role of the learner in a plan should not be underestimated. The best learning plans are those which bring to the forefront criteria for viewing plans in perhaps what is a new, clearer light. In turn, the hope is that improvements in “upfront reflection, analysis, buy-in, and change” will be reached.

[Read the entire article.](#)



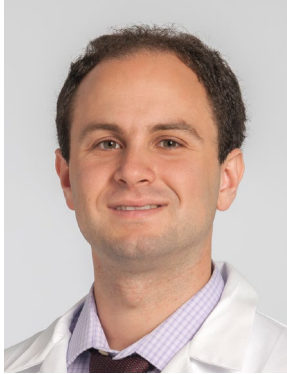
Richard A. Prayson, MD



S. Beth Bierer, PhD



Elaine F. Dannefer, PhD, MSW



## Joshua Niforatos Wins HIVMA Medical Student Program Award

Joshua Niforatos, MTS ('19) is one of 14 medical students from across the country who were chosen to participate in HIV clinical learning and research. Given by the HIV Medical Association (HIVMA), the award allows the students to pursue a three-year research project, while being mentored by leaders in HIV research.

According to the HIVMA, the award supports research both locally and globally involving such projects as evaluating vaccine strategies, modeling the cost-effectiveness of PrEP delivery in maternal and child health clinics and developing protocols so that providers can offer street-based HIV care for the homeless. The award also includes free membership to HIVMA and the Infectious Diseases Society of America, and an annual stipend of \$3,500 for up to three years.

Joshua's project is entitled "The Relationship of Clinical Knowledge of HIV/STIs and Sexual History Documentation with HIV Screening Patterns Among Emergency Medicine and Urgent Care Providers," and his mentor is Justin Yax, DO, from University Hospitals Cleveland Medical Center.

Congratulations, Joshua! We look forward to learning more about your research as it unfolds.

## Students & 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!

## Dr. Amy Nowacki Elected to Serve National Association

Amy S. Nowacki, PhD, was elected to serve as Section Chair of the American Statistical Association's Teaching of Statistics in the Health Sciences Section for 2019.

Dr. Nowacki, who directs the Year 2 Summer Clinical Research Block for CCLCM, has been involved in TSHS for years, serving as the program chair for the Joint Statistical Meetings in 2016 and helping to develop the TSHS Resource Portal.

Congratulations, Dr. Nowacki!



# Alumni “In Sight”

A special feature on our alumni who have been appointed to the professional staff at Cleveland Clinic.

## Dr. Jazmine Sutton, Hospitalist

Youngstown, Ohio, native Jazmine Sutton, MD ('12), returned to the Cleveland Clinic main campus this July, following a year as a hospitalist and a year as a chief resident at Beth Israel Deaconess Medical Center in Boston. Returning to Cleveland Clinic felt like a smooth transition, especially upon seeing so many familiar faces.

During Dr. Sutton's chief year, nearly 80 percent of her time was spent teaching residents and Harvard Medical students and fulfilling administrative tasks, while the other 20 percent was spent caring for patients.

“Being back at the Cleveland Clinic to primarily provide clinical care is very refreshing,” she says.

Talking with and caring for patients is one of Dr. Sutton's most significant passions and motivators, in addition to teaching. She says, “Hearing someone say, ‘I saw a patient with eosinophilia, and I remembered what you taught me about how to think about it!’ is very rewarding.”

Dr. Sutton encourages others to similarly cultivate their passions in order to be successful. She attributes the success of her current position to great mentorship and the support of her family. Now that she's back in Ohio, she looks forward to being close to family and spending even more time with her 9-year-old daughter, Jada, of whom she is most proud.

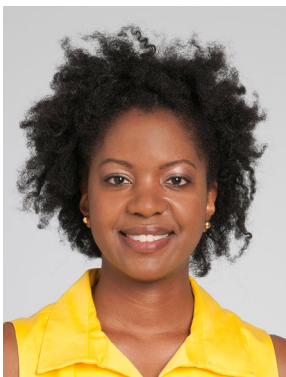
In her free time, Dr. Sutton plans to indulge in her hidden talents: playing softball and cooking. She unwinds by running on the treadmill, lifting weights, watching HGTV and the Food Network, and enjoying a good glass of wine. When asked how she tackles stress, she says she dedicates time to activities she enjoys, such as shopping and trying new restaurants.

“I always remember why I got into medicine in the first place, which was to help others. I try to do as much work as possible at work so I don't have to take it home. That way, at home I can relax and de-stress from the day,” she says.

By finishing tasks quickly and staying organized, Dr. Sutton combats feeling overwhelmed. She does not take on more than she can handle. “Learning how to say no is a key skill,” she says. She describes herself as being very calm and collected in the heat of the moment, especially at work, and says, “I maintain composure by thinking through all possible solutions and asking for help from more experienced physicians when needed.”

Dr. Sutton optimistically looks forward to becoming involved with both medical education and quality improvement at Cleveland Clinic.

For our part, we're delighted to have you back, Dr. Sutton!



## ACCOLADES

### Dr. Hao Xie to Train at Mayo

Hao Xie, MD ('14), and his wife are moving to Rochester, Minn., where he will spend the next three years as a hematology/medical oncology fellow at Mayo Clinic.

Dr. Xie shared that “As always, I appreciate your support and encouragement all these years as I move from China to the U.S. and transition from an organic chemist to a physician!”

Best of luck, Dr. Xie.

### Dr. Rebecca Ganetzky Awarded NIH Grant

Congratulations to Rebecca Ganetzky, MD ('10), who recently won her first National Institutes of Health K08 grant, which provides support and protected time so that physician investigators can focus on basic, translational or cancer research.



Dr. Ganetzky practices within the Mitochondrial Medicine Center at Children's Hospital of Philadelphia, focusing on biochemical genetics. She completed both her residency and fellowship, in clinical biochemical genetics, at CHOP.

Congratulations on this tremendous achievement!



# Philanthropic Giving

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 Amy Kubacki, Senior Director of Development, at 216.636.5024 or at [kubacka@ccf.org](mailto:kubacka@ccf.org).

## MARK YOUR CALENDAR

**Sept. 28, 2017 | 8 a.m.-5 p.m.**  
CWRU Lepow Medical Student Research Day  
Wolstein Research Building Atrium and Lecture Hall,  
CWRU

### 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).

**Laura R. Greenwald, MBA**, Managing Editor  
**Jordan Brown**, Writer  
**Thomas A. Fenn**, Art Director

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