

# InSight

Cleveland Clinic Lerner College of Medicine

August 2019



## WELCOME CLASS OF 2024!

On July 8, 32 medical students, comprising the 16th class of the Cleveland Clinic Lerner College of Medicine, joined the Cleveland Clinic family. This year's orientation was held at the Eric and Sheila Samson Pavilion, and several activities were held jointly with the Case Western Reserve University School of Medicine University Program students.

Here's a summary of the orientation activities and a little bit about each:

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**MONDAY, JULY 8**

After being welcomed by the deans from CWRU and CCLCM, Jeff Ponsky, MD, Professor of Surgery (Cleveland Clinic), and Lee Ponsky, MD, Professor of Urology (UH Cleveland Medical Center), delivered the keynote address to the students. The students participated in a large group introduction and icebreaker, and then heard about the disability insurance, and health and counseling services available to them. The students received Title IX and group bystander training, along with education about the sexual misconduct policy.

The CCLCM students then met their physician advisors for lunch, followed by campus safety and ALICE training for all students. Later, the CCLCM students met with Neil Mehta, MBBS, MS, Professor of Medicine and Associate Dean for Curricular Affairs, to receive their new computers and be introduced to the CCLCM portal.

At the end of the day, all students had the option of gathering in the Samson Pavilion Courtyard for an ice cream social.

**TUESDAY, JULY 9**

Following a continental breakfast, the CCLCM students heard from Elizabeth Myers, MEd, who presented financial aid information, and Marcy Pardee, MEd, who offered campus safety information. The students walked to the Foundation House for a welcome ceremony, where they heard from Executive Dean Bud Isaacson, MD, Associate Professor of Medicine, and Hadley Wood, MD, Associate Professor of Surgery. Dr. Wood offered testimonials about self-compassion and forgiveness, and spoke of the sacredness of the profession. The students then received gift books.

After lunch, the CCLCM students engaged in a study skills and self-management session with clinical psychologist Scott Bea, PsyD, Assistant Professor of Medicine. They then participated in a self-care fair, led by Dr. Mehta and entitled "Time and Attention: How to be happy and organized in the digital age."

**WEDNESDAY, JULY 10**

CCLCM students began their day with an overview of the curriculum and research, followed by a group scavenger hunt. Half of the students connected with Trine Jorgensen, PhD, Assistant Professor of Molecular Medicine, to meet and eat lunch with their research preceptors; the other half of the students met and ate lunch with their preceptors two days later.

CCLCM students heard from Amy Freadling, PhD, from the Cleveland Clinic Employee Assistance Program, on "Doctors, Drinking and Disaster," followed by a presentation for all medical students on study skills and time management.

The students wrapped up the day's events with an optional happy hour at the Jolly Scholar and a social event at University Circle's Wade Oval.

**THURSDAY, JULY 11**

CCLCM students began the day with Christine Warren, MD, MS ('09), Clinical Assistant Professor of Medicine and the new Associate Dean for Admissions and Student Affairs, who reviewed the Student Handbook with the group. A panel of current CCLCM students introduced the incoming class to the College Board of Student Representatives (CBSR), and gave them sage advice on time management as well as where to shop for groceries, get a haircut, take care of car repairs and 100 other helpful hints in the "Where's Waldo?" session. Dr. Warren then gave the students a preview of the oath writing workshop.

All the medical students gathered together for a lunchtime presentation on "Sex and Sexual Responsibility," followed by a diversity training session.

For CCLCM students, the day ended with an optional tour of the Cleveland Clinic Walker Fitness Center.

**FRIDAY, JULY 12**

All medical students attended a professionalism workshop, where they broke out into small groups to discuss various aspects of professionalism and write their Oath of Professionalism (see sidebar on page 3). Next, they learned about the various student interest groups and engaged in a mix and mingle session.

Friday night's optional event was a Cleveland Indians baseball game.

**SUNDAY, JULY 14**

CCLCM students, family and friends arrived for breakfast at the InterContinental Hotel to meet CCLCM faculty and administrators. The students heard from Drs. Isaacson and Warren, and were given engraved stethoscopes from the Cleveland Clinic Alumni Office.

The group then headed to Severance Hall for the White Coat Ceremony, where the students received their white Cleveland Clinic coats and stood to read their Oath of Professionalism together.

**MONDAY, JULY 15**

Though not a formal part of orientation, the CWRU Society Dean Mixer, held at the Cleveland Botanical Garden, gave students a chance to relax, socialize and become acquainted with one of Cleveland's cultural gems.



## OATH OF PROFESSIONALISM

We, the entering class of Two Thousand Nineteen, recognize the privilege of our profession and make the following commitments:

**To our patients, we will honor your dignity and uphold your trust.**

**We vow:**

- To respond to your individual needs with compassion, empathy and sensitivity;
- To advocate for and empower you to control your health;
- To commit ourselves to mastery and lifelong learning so you can receive the best care.

**To our colleagues, we will support each other. We vow:**

- To collaborate across professions and disciplines with open minds;
- To be role models and to hold one another accountable.

**To our communities, we will strive to understand your unique perspectives. We vow:**

- To respect the dignity of each human being and combat the injustices in our profession;
- To advocate for the health of humanity and our planet;
- To honor the scientific process and contribute to the advancement of medicine.

**To ourselves, we will have the humility to continuously reflect. We vow:**

- To embrace challenges and discomfort as opportunities for growth;
- To value our health and relationships with loved ones.

Overall, we will strive for mastery in our scholarship, research and practice. We pledge to uphold these commitments throughout our lives.

## ABOUT THE CLASS OF 2024

As usual, we are impressed by the rich experiences and interests of our incoming class. While most have majored in the sciences, some have majored or minored in theater, theology and Arabic literature and language. Members of the class have studied or volunteered in more than 40 countries around the world, including the Bahamas, Denmark, Dominican Republic, Ecuador, India, Nigeria, Singapore, Turkey and the United Kingdom.

As is typical of all our students, all members of the incoming class have served as tutors, mentors, teachers or coaches. They have held a total of 115 leadership positions. They have volunteered in at least 72 healthcare activities and 101 community activities outside of healthcare. All the students have worked on notable research. They've earned 92 awards, grants and scholarships. They have been involved in 99 oral presentations and have 38 scientific publications to their credit.

Our students have engaged in interesting experiences including backpacking the Grand Canyon and through Thailand, hiking in Machu

Picchu, competing at the Royal Henley Regatta, singing on national Nigerian television and sand boarding down a volcano. They engage in traditional sports, such as running, skiing, powerlifting and rowing, along with some unusual sports, such as bouldering and acrobatic yoga.

Music and dance play a large role in the lives of our new students. Several are musicians, including those who play the piano, cello, violin and trumpet. Six are singers. Many students practice dance, including classical ballet, swing, salsa, merengue and step.

Collectively, the students speak 20 languages, including Spanish, Chinese, Asante, Hindi, Gujarati, Igbo, Yoruba, Tamil and Kashmir.

Our new students are interested in a wide variety of research topics, including nanoparticles in cancer treatment and detection; sleep disorders; neural plasticity; opioid addiction; glioblastomas; HIV treatment; and many, many more.

**Please give a warm welcome to the Class of 2024!**



Lerner College of Medicine



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

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

To sponsor a stethoscope for a student, visit [give.ccf.org/stethoscopesforstudents](http://give.ccf.org/stethoscopesforstudents)

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

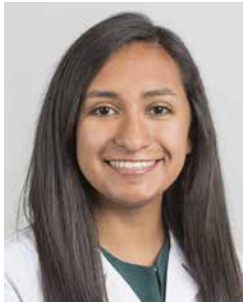
—*Vision Bagonza (CCLCM'23)*

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

—*Matt Russell (CCLCM'23)*



WELCOME NEW STUDENTS!



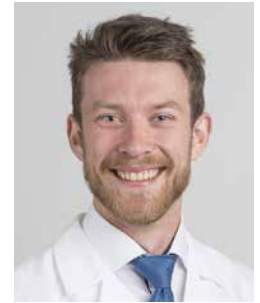
Emily Abramczyk  
University of Notre Dame, BS



Cydni Akesson  
Case Western Reserve University, BA



Vision Bagonza  
Augsburg College, BS



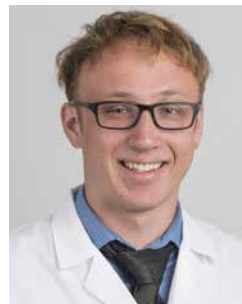
Graham Buchan  
Williams College, BA



Christie Campla  
University of South Florida, BS, BA



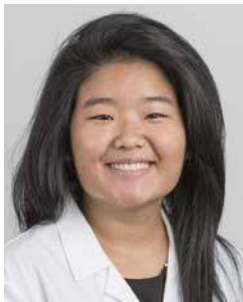
Samyukta Dore  
Bard College, BA



Samuel Harwood  
University of Arizona, BS



Pranay Hegde  
University of California-Los Angeles, BS



Suzie Kim  
University of Michigan-Ann Arbor, BS



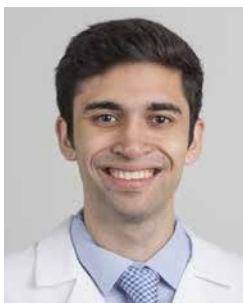
Wilhemina Koomson  
Princeton University, BA



Saloni Lad  
Case Western Reserve University, BA



Darren Liu  
University of Washington, BS



Zaeem Lone  
Johns Hopkins University, BA



Katherine Lowe  
Tufts University, BS



Carlos Munoz-Lopez  
Xavier University, BS



Derrick Obiri-Yeboah  
Hope College, BS



WELCOME NEW STUDENTS!



**Precious Oyem**  
Clark University, BA



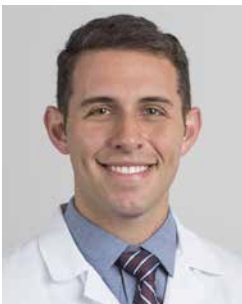
**Maeve Pascoe**  
University of Michigan-Ann Arbor, BS



**Abdelrahman Rahmy**  
Case Western Reserve University, BA



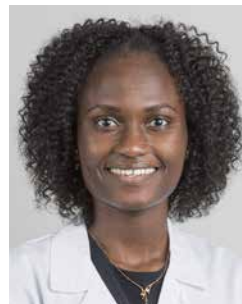
**Magdalena Rainey**  
University of North Carolina at Chapel Hill, BS



**Gustavo Roversi**  
Case Western Reserve University, BA



**Michael Ryan**  
University of Michigan-Ann Arbor, BS



**Sokhna Seck**  
Cleveland State University, BS



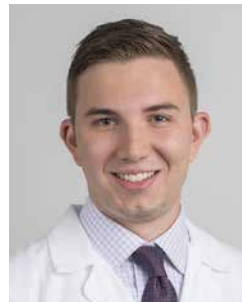
**Samantha Stallkamp**  
The Ohio State University, BS



**James Sullivan**  
Bowdoin College, BA



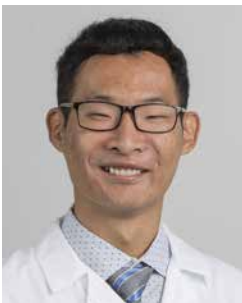
**Abhilash Suresh**  
Johns Hopkins University, BS



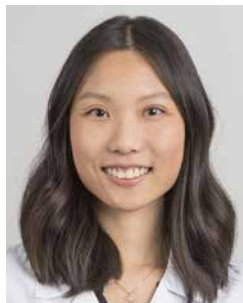
**Matthew Thompson**  
Case Western Reserve University, BS, BA



**Sarita Walvekar**  
University of Washington, BS



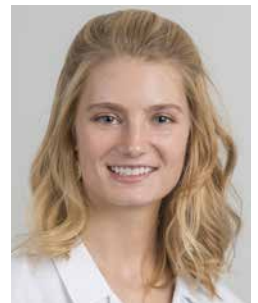
**Philip Wang**  
Auburn University, BS



**Angela Wei**  
Duke University, BS



**Georgina Whelan**  
University of Miami, BS



**Nicole Winchester**  
State University of New York College at  
Geneseo, BS



J. Harry (Bud) Isaacson, MD

## Collaborating, Not Competing

Right around the time construction began on the Eric and Sheila Samson Pavilion, CWRU and CCLCM faculty and leadership started discussing how to cultivate interprofessional education (IPE) among students, knowing that the new building, with its intentional ample common space, would serve as a catalyst for dialogue, collaboration and integration. Even before the doors to the Samson Pavilion opened in the spring, IPE initiatives were underway, and I'm pleased to report that the students have been eager to embrace IPE, recognizing its value to patients and to their own future work on teams, where they will be expected to collaborate, not compete.

To help socialize the concept of IPE and to introduce CWRU and CCLCM faculty who are leading the IPE movement, we featured five "IPE influencers" in this newsletter during the first half of this year. To further cement our commitment to IPE, we have just announced that Tyler Reimschisel, MD, MHPE, is joining CWRU, beginning in September, as the founding associate provost for interprofessional education, research and collaborative practice. [Read more about Dr. Reimschisel.](#)

When IPE is done correctly, the benefits are multifold: improved patient outcomes, increased caregiver satisfaction, fewer medical errors and reduced costs. We are currently piloting a program to engage with and improve the health of our local communities using an IPE approach. Please stay tuned for news about that initiative, which I'm hopeful will make a difference to those who can assuredly benefit from our partnership.

I invite you to learn more about IPE and our early success with it in "Interprofessional education: In class and in action" on page 11 of this issue of *InSight*.

***Bud Isaacson, MD***

*Executive Dean*

# A year of Making History

HIGHLIGHTS FROM THE  
11TH STATE-OF-THE-COLLEGE  
ADDRESS



At the 11th state-of-the-college address in August, Associate Professor of Medicine and Executive Dean Bud Isaacson, MD, opened the address by acknowledging the many contributions of Case Western Reserve University partners; the Admissions and Student Affairs team; physician advisors; faculty and administrative support team; and all the deans. He noted that the partnership between CWRU and Cleveland Clinic has grown over the years, and he thanked James B. Young, MD, Professor of Medicine and Chief Academic Officer of Cleveland Clinic, and Pamela Davis, MD, Dean of the CWRU School of Medicine, for helping to solidify that important relationship.

Dr. Isaacson also acknowledged the 175th anniversary of the CWRU School of Medicine and the long-time contributions of CCLCM faculty Kathleen Franco, MD, Professor of Medicine, who is soon retiring, and Alan L. Hull, MD, PhD, Professor of Medicine, who retired last year.

On April 9, the Sheila and Eric Samson Pavilion was dedicated, and, three months later, the class of 2024 walked through the doors. After years of planning, fundraising and building, CWRU and Cleveland Clinic made history, embarking on a new era of medical education.

[Read "Thinking Big on Healthcare," \*Properties\*, June 2019.](#)

Dr. Isaacson outlined the work of the "Discovery Team," created to foster a successful integration of the College and University programs. Participants included students from both programs and faculty from Cleveland Clinic, the MetroHealth System, UH Cleveland Medical Center and the Louis Stokes Cleveland VA Medical Center. As part of the Discovery Team process, students and faculty were challenged to interview at least five other students or faculty members to discover how they are when they're at their best. Using this appreciative inquiry approach, the group found more similarities than differences, said Dr. Isaacson, which will not only help drive efforts toward integration but also interprofessional education.

Opportunities for interprofessional education and collaboration in the Samson Pavilion are endless. Dr. Isaacson shared his excitement for a fledgling interprofessional initiative involving students working in the nearby Hough and Fairfax neighborhoods, helping to impact the health of underserved citizens.

*continued >>*



# A year of Making History

HIGHLIGHTS FROM THE  
11TH STATE-OF-THE-COLLEGE  
ADDRESS

Since the first CCLCM class graduated in 2009, 75 graduates have trained or are training at Cleveland Clinic. Dr. Isaacson highlighted the seven alumni who have joined Cleveland Clinic as staff physicians, beginning in 2013:



**Ehsan H. Balagamwala, MD ('13)**  
Radiation Oncology  
Appointed: 2018



**Bradley Gill, MD ('12)**  
Urology  
Appointed: 2018



**Jazmine Sutton, MD ('12)**  
Hospital Medicine  
Appointed: 2017



**Sumit Sharma, MD ('09)**  
Ophthalmology  
Appointed: 2016



**Kevin Shrestha, MD ('13)**  
Internal Medicine  
Appointed: 2016



**Neil Woody, MD ('11)**  
Radiation Oncology  
Appointed: 2016



**Christine Warren, MD, MS ('09)**  
Dermatology  
Appointed: 2013

## TOP TRAINING SPECIALTIES

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

### Medical

Internal Medicine  
Pediatrics  
Dermatology

### Surgical

Orthopaedics  
General Surgery  
Ophthalmology

### Procedural

Radiology  
Anesthesiology  
Pathology



# A year of Making History

HIGHLIGHTS FROM THE  
11TH STATE-OF-THE-COLLEGE  
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During 2019, CCLCM celebrated the members of the 11th graduating class, all of whom matched to outstanding residency programs. Thirty-nine percent matched to a hospital ranked within the top 10 in the nation according to *U.S. News & World Report*, and cumulatively that percentage is 53.

“If you’re ever having a down day, take a look at Match Day photos. They’re pure joy,” said Dr. Isaacson.

Christine Warren, MD, MS ('09), Clinical Assistant Professor of Medicine and Associate Dean for Admissions and Student Affairs, briefly described the Class of 2024 (see cover story) and noted that for the first time, CCLCM and CWRU combined their new student orientation. She offered several highlights:

- The class of 2024 was chosen from 1,961 applicants.
- The class of 2024 comprises 17 females and 15 males.
- Most of our graduates stay in Ohio to train; the second-largest group trains in California, from where most of them originally came.

Dr. Isaacson congratulated several CCLCM faculty members for their new leadership roles:

- Christine Warren, MD, MS ('09), Associate Dean for Admissions and Student Affairs
- Neil Mehta, MBBS, MS, Associate Dean for Curricular Affairs
- Craig Nielsen, MD, Assistant Dean for Clinical Education
- Jennifer Kriegler, MD, Director of Physician Advisors
- Trine Jorgensen, PhD, Associate Director for Research Education
- Michael Lioudis, MD, Associate Director for Basic Science Education
- Camille Sabella, MD, Associate Director for Clinical Education

He congratulated the leaders behind the longitudinal clerkship, which is proving to be successful and rewarding for both faculty and students:

- Monica Yepes-Rios, MD
- Craig Nielsen, MD
- Camille Sabella, MD

[Read “Longitudinal Clerkship enhances learning, relationships,” \*InSight\*, July 2019.](#)

Dr. Isaacson also congratulated Dr. Mehta for creating the CCLCM Educator Pins, which faculty have been wearing with pride. [Read “Faculty recognized for outstanding contributions,” \*InSight\*, April 2019.](#)

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## Longitudinal Clerkship enhances learning, relationships

When the Cleveland Clinic Longitudinal Clerkship first began in July 2018, the initial goal of the program was to create learning and longitudinal experience. However, as the program grew to meet all of our goals, a surprise benefit has emerged: enhanced relationships.

“The clerkship was overall an amazing experience,” says Eileen Rauscher, University Program (UT) “The only way I can do clinical and I love doing my patients, but I also like to build long-term relationships with my physicians.”



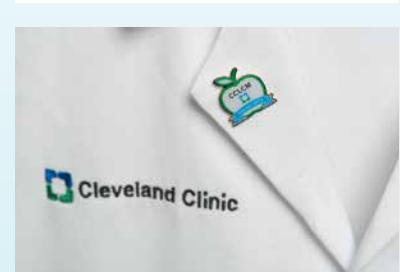
### Longitudinal learning community

The idea of the longitudinal clerkship began with Dr. Rauscher, MD, Associate Professor and Director of the CCLCM. “By doing with Craig Nielsen, MD, Associate Professor of Medicine and Assistant Dean of Clinical Education, allowed for the longitudinal clerkship to be successful.”

“The clerkship was overall an amazing experience,” says Eileen Rauscher, University Program (UT) “The only way I can do clinical and I love doing my patients, but I also like to build long-term relationships with my physicians.”

### Relationship building

During the LJC rotation, students gained a better appreciation of longitudinal experiences with patients. “My one year patients regularly and I am glad to see my high graders with patients”



# A year of Making History

HIGHLIGHTS FROM THE  
11TH STATE-OF-THE-COLLEGE  
ADDRESS

Three themes have emerged from the Dean's office for 2019: wellness, communication and diversity. Dr. Isaacson noted that wellness is so important at all levels of the healthcare spectrum. A task force of students and faculty recently submitted their report and recommendations:

- Create a behavioral health team
- Enhance the “buddy” system
- Support wellness in the curriculum
- Offer self-care options/electives
- Offer support groups

“There’s not one magic bullet,” said Dr. Isaacson, who is eager to work with the task force to create achievable wellness options within, it is hoped, the next few months.

The second theme, communication, involves showing respect to one another and understanding one another in day-to-day interactions. Dr. Isaacson is eager for himself and Dr. Warren to be even more accessible to students and for the student representatives to enhance their role.

Kendalle Cobb, MD, Clinical Associate Professor of Family Medicine and Director of Diversity and Inclusion, discussed her work around the third theme, diversity. She has been tasked with making CCLCM a national leader in diversity and inclusion. She and her team have developed a position statement and commitments, which she read for the group, and are focusing on three key activities to achieve our leadership goal:

1. Curricular Inclusion
2. Faculty and Student Development
3. Scholarly Activity

“We’re going to make mistakes,” she said, “but how we deal with them is powerful.”

Dr. Cobb invited anyone who is interested in becoming involved to email her at [cobbk@ccf.org](mailto:cobbk@ccf.org).

Dr. Isaacson closed the address by thanking everyone for their tremendous commitment and dedication to training the next generation of physician investigators.



# Interprofessional education: In class and in action

Although the concept of interprofessional education, or IPE, has been around since the late 1960s, mainly in the health sciences arena, it has lately experienced a revival, particularly in medical education. IPE is an approach that encourages health professions students, including medical students, to both learn and practice how to work together, with a common goal of delivering safe, high quality patient-centered care.

IPE mainly occurs when students in two or more professions learn from one another to improve health outcomes. IPE prepares students to understand their own professional identity as well as their roles with and perspectives on patients and their caregivers.

When IPE is successful, team members:

- include the patient
- don't recognize a professional hierarchy
- are varied; heterogeneous
- share a common goal: to improve care
- actively learn about one another's roles
- respect one another's contributions and perspectives



IPE aims to foster relationships; develop individuals and students; improve patient outcomes; and reduce medical errors and costs. The new Sheila and Eric Samson Pavilion is uniquely designed to promote IPE because students from Case Western Reserve University's physician assistant program and dental, nursing and medical schools, including students from CCLCM, will share educational space. Social work students, while not located in the building, will also participate.

## IPE in class

At CCLCM, our faculty members have already been delivering IPE programming for students. One recent example involved nearly 70 students from the CWRU University and College programs, and Cleveland Clinic nurse residents and respiratory therapists who participated in an interprofessional workshop at the Cleveland Clinic Simulation & Advanced Skills Center. The four-hour workshop featured four activities including a hands-on, mannequin-based simulation; rounding and discharge scenario; team strategy game; and trigger video. The course curriculum was developed by Prabalini Rajendram, MD, Clinical Assistant Professor of Medicine and Director of IPE for CCLCM; Matt Jurecki, RRT, Program Coordinator of Respiratory Therapy Education; and Nichole Kelsey, MSN, RN, Simulation Education Specialist.

"In this workshop, we aimed to promote skills and competencies that would stimulate providers to work effectively in an interprofessional team and improve communication to enhance coordinated, collaborative practice," says Dr. Rajendram.

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## SIMULATION WORKSHOP FACILITATORS

### Simulations

William Hanna, MD, Clinical Assistant Professor of Pediatrics

Nichole Kelsey, MSN, RN, Simulation Education Specialist

Adriane Lewandowski, NPDS

John Lindsey, EMT-P, Simulation Education Specialist for AHA

Eduardo Mireles-Cabodevila, MD, Assistant Professor of Medicine

Maureen Washock, NPDS

### Trigger video

Deanna Ranucci, RN

Monica Yepes-Rios, MD, Associate Professor of Medicine

### Team strategy game

Matt Jurecki, RRT, Program Coordinator of Respiratory Therapy Education

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

Elisha Yin, PA-C

Onsite assistance was provided by Michelle Feliciano, MEd, Simulation Education Specialist; Brian Kissinger, RN, Nursing Education; and Leslie Simko, MS, RN, Nursing Education.

After the event, the students captured their impressions in an online blog:

“The IPE simulation reinforced the importance of collaboration within medicine as we worked with nurses and respiratory therapists to deliver the best care for the simulated patients,” wrote Lynn Daboul ('21). “It also demonstrated how important it is to optimize the way you communicate with others.”

“I had a peripheral understanding of how nurses and RTs are involved in patient care, but this session made me fully appreciate how essential they are for patient care, and, moving forward, what we can do to facilitate good teamwork,” wrote Leanne Young ('21).

## IPE in action

Bud Isaacson, MD, Associate Professor of Medicine and Executive Dean, shared a story about IPE in action:

“On April 19, I was staffing the Community Health Initiative at the Men’s Shelter on Lakeside Avenue. (CHI is organized by our first- and second-year students to provide health screenings for this disadvantaged population on Friday afternoons after class.) Four senior social work students from CWRU had been invited to participate, so they and our students worked together. Toward the end of the day, one of our medical students approached me and shared that they were concerned about a client who appeared agitated. I asked one of the social work students to get involved and together the two students worked with the client.

“Afterward, the man was noticeably calmer and smiling broadly. He even stayed to help the students pack up some of their gear. At the debrief at the end of clinic, I highlighted this positive outcome for the rest of the group, and the two students involved praised each other for the important roles they played.”

IPE is off to a strong start, and we are enthusiastic that the outcomes, both in and out of the classroom, will demonstrate the tremendous value of using this approach to deliver collaborative, quality patient care.





# Christine Warren, MD, MS ('09)

Clinical Assistant Professor of Medicine  
Associate Dean for Admissions and Student Affairs

*Read about Dr. Warren's goals as Associate Dean for Admissions and Student Affairs, and how she practices self-compassion, both personally and professionally.*



Christine Warren, MD, MS

## What first brought you to CCLCM?

I caught the research bug early, and I spent summers and my senior year of high school contributing to the molecular characterization of isochromosomes of Xq in the genetics lab of Dr. Huntington Willard, when he was the Chairman of Genetics at CWRU. I remember how privileged I felt to be trusted to extract DNA from actual Turner Syndrome patient samples. Each time I visualized the whitish clumps of DNA form in the tubes during the protocol, I thought about the patients and wanted to know more about them. This was my first exposure to the excitement of research and being a “pioneer.”

When the creation of CCLCM was announced, I was intrigued by its innovative curriculum, focused on training physician investigators. The ambiguity that came along with being a part of the inaugural class of CCLCM offered me another opportunity to feel like a “pioneer.” I still have my class T-shirt that proudly states “IRB #6600” on the front and “CCLCM Experimental Subject #01” on the back.

## What contributed to your decision to return to Cleveland Clinic?

My decision to return to Cleveland Clinic after residency was multifactorial. I was offered the opportunity to collaborate with my previous CCLCM thesis research mentor, Dr. Ed Maytin, and continue to investigate methods to enhance the treatment outcomes of patients undergoing photodynamic therapy for precancerous and cancerous skin lesions.

Another key deciding factor was the amazing people, not only within the Dermatology Department, but also across the enterprise, and the collaboration between departments in caring for patients. I am inspired daily by what I learn from our medical students, residents, faculty and patients. Lastly, believe it or not...Cleveland! Although I no longer have family living in Cleveland, I'm grateful for the experiences and opportunities I had growing up here and am excited to raise my three children as Clevelanders.

## Would you discuss your new role as Associate Dean of Admissions and Student Affairs?

An unexpected career opportunity arose when Dr. Kathy Franco announced her retirement and the position of Associate Dean of Admission and Student Affairs became available. I am humbled to fill her shoes. I feel so passionate about the mission and unique culture of the school and want to ensure its preservation and growth. Although I know the training at CCLCM prepares our students to be flexible and calm when confronted with the unexpected, I hope to bring additional comfort to the student body during this transition as a graduate of the program and strong believer in the curriculum and assessment system. One of my first priorities in this role will be to collaborate with our students and faculty to further develop a wellness-centered learning environment and promote self-compassion.

## To what do you attribute your success?

One of the best decisions I made upon my return to Cleveland Clinic was to join the Women's Professional Staff Association (WPSA) Rep Program, which gives me the opportunity to network with women in other departments and build skills for my personal and professional development.

My individual success has depended on a supportive team at work and at home. Unfortunately, it is true that you cannot do it all as there are only so many hours in the day. After our third child was born, my husband transitioned to independent consulting work, which allows him to work from home. He brings dependability and predictability to our everyday schedule. We also prioritize family time on the weekends, and occasionally outsource some weekend chores that can take up precious time, such as house cleaning and grocery shopping.

## Hidden talents?

According to my 7-year-old daughter, I am great at coloring and drawing. This is such a “hidden” talent that I wasn't even aware of it. However, in the early 80s, I did win a national coloring contest. The substantial cash prize allowed my family to buy a piano ... which I never learned to play.

# Lepow Day Abstracts Due by Aug. 28

The [abstract submission system](#) is now open for submission of Lepow Day abstracts. The deadline for abstract submission is Aug. 28, at 5 p.m., after which time the site will close. Please follow the directions in the system. You may submit one abstract.

Abstracts related to any field (e.g., basic research, clinical/translational research, health services, medical education research, policy-oriented analysis) and using quantitative or qualitative methodology are invited. All students who have received funding for summer research from the CWRU School of Medicine or any outside funding agency are required to present at Lepow Day, at least once, during their tenure as a student and as a condition of their fellowship support.

Each abstract will be judged by two members of the Lepow Day Committee. The best abstracts will be selected for oral or rapid-fire presentation. Students who submitted the remaining abstracts will present a poster. Oral presenters are not required to present a poster. Students selected for oral presentations will receive a modest monetary award and certificate. Students presenting posters will be eligible for a certificate award.

Lepow Day is Sept. 26, at Tinkham Veale University Center from 7:30 a.m. to 5 p.m. Attendance is mandatory for the entire day for students submitting an abstract.

If you have any questions, please contact Sharon Callahan [via email](#) or at 216.368.6972.

## SAVE THE DATE

All students, faculty and staff are invited to attend Lepow Medical Student Research Day:

**Martha L. Lepow, MD, and Irwin H. Lepow, MD, PhD,  
Medical Student Research Day**

**Sept. 26**

**7:30 a.m. - 5 p.m.**

**Tinkham Veale Ballrooms A, B & C**

The Guest Lecturer is

### **Margaret Kendrick Hostetter, MD**

B.K. Rachford Professor of Pediatrics; Chair, Department of Pediatrics; Director, Cincinnati Children's Research Foundation; and Chief Medical Officer of Cincinnati Children's Hospital Medical Center.

Dr. Hostetter will present on "Infection in Fiction."

For more information, please contact Sharon Callahan [via email](#) or at 216.368.6972.





# STUDENTS CELEBRATED AT 11TH ANNUAL CLINICIAN CEREMONY

Before entering their third-year clerkship program, the Case Western Reserve University School of Medicine Class of 2021 and CCLCM Class of 2022 were honored at the 11th annual Student Clinician Ceremony on July 1.

During the program, outstanding resident physicians, representing MetroHealth Medical Center, UH Cleveland Medical Center and Cleveland Clinic, were honored with Humanism and Excellence in Teaching Awards. The residents are nominated and selected by medical students. This year, among the winners were Cleveland Clinic residents Talia Burneikis, MD, General Surgery; Aditi Patel, MD, Internal Medicine; and Jason Wheeler, MD, Internal Medicine. (See article on page 17.)

The Student Clinician Ceremony celebrates the transition of medical students from pre-clinical to full-time clinical education. The event gives students an opportunity to rededicate themselves to medical professionalism and to be inspired by outstanding resident physicians who will be their teachers in the coming year.

During the ceremony, students recited the Oath of Professionalism they wrote as part of the White Coat Ceremony when they entered medical school in 2017. Jason Lambrese, MD, Assistant Professor of Medicine at CWRU School of Medicine, served as the event's keynote speaker.

The ceremony was made possible by a generous grant from the Philip D. Junglas Compassion in Medicine Fund, established by Diane Collier and Friends.

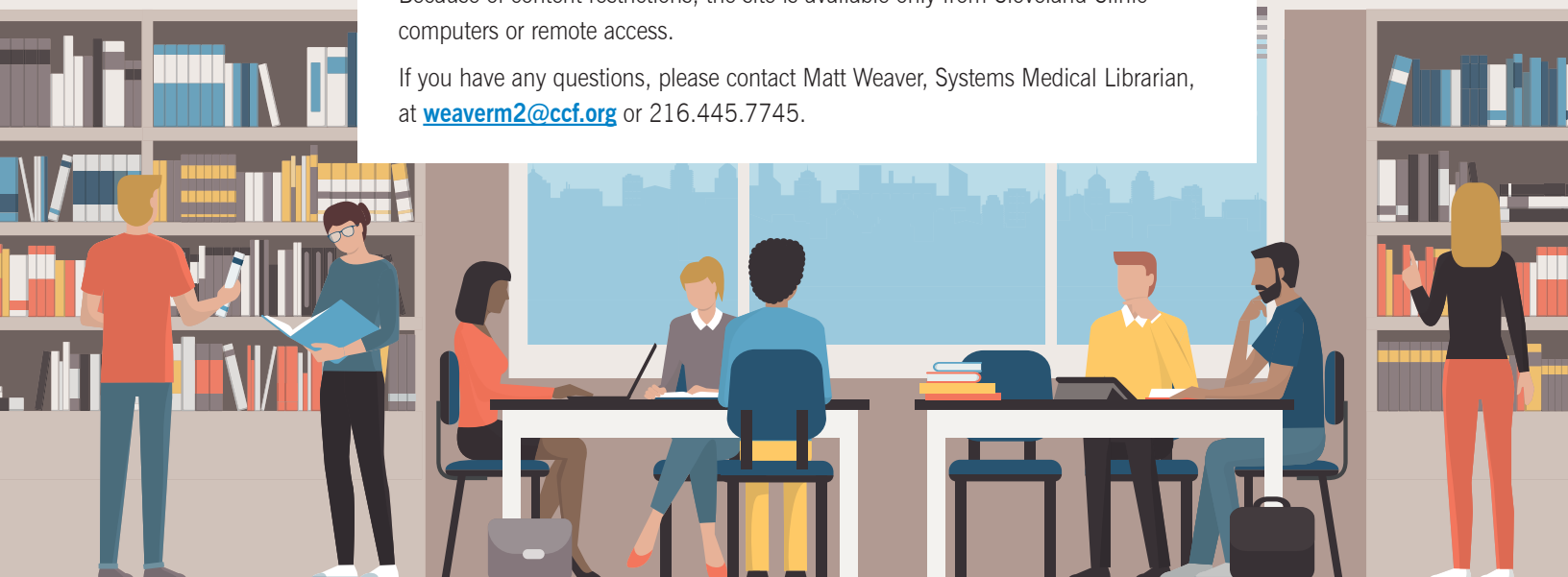
## Find the right journal for your scholarly work

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

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

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

If you have any questions, please contact Matt Weaver, Systems Medical Librarian, at [weaverm2@ccf.org](mailto:weaverm2@ccf.org) or 216.445.7745.



# Will you help bring talent to our Lerner College of Medicine?

We need your help to recruit the next class of Cleveland Clinic Lerner College of Medicine students, entering July 2020. This is a rewarding opportunity to connect with bright, accomplished and interesting young men and women aspiring to become physician investigators.

The commitment requires interviewing applicants as often as you are available, through January 2020. Interviews are conducted every Monday and Thursday, from 1:15 to 3 p.m., September through January. On the days you choose to interview, you will speak with two applicants.

We know there may be times when you can interview just one candidate. You have the flexibility to interview as much or as little as your schedule permits.

You may have been invited by Case Western Reserve University to serve on its Interview Committee, the goal of which is to recruit students to its four-year MD program (aka University Program). We are asking that you help us recruit students to the Lerner College five-year MD program (aka College Program).

If you are interested in interviewing candidates or have any questions, please contact Karen Wright at [wrightk6@ccf.org](mailto:wrightk6@ccf.org) or 216.444.0426.

Interviewing candidates for either the University Program or College Program is an important and rewarding role; we sincerely hope you will consider participating. Thank you for your consideration, and we hope to hear from you!

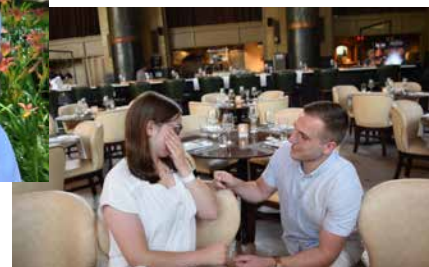
## Orientation week ends on an engaging note for two incoming students

After the White Coat Ceremony on July 14, Wilhemina Koomson was headed to what she thought was a graduation party at her mom's home in Canton. Her boyfriend, Samuel Osei, and her three brothers drove ahead of Wilhemina so that they could arrive before she did. When she walked into her mom's home, she was intrigued by the lighted candles everywhere and rose petals strewn along the floor. She followed the path of rose petals to find Samuel holding a bouquet of balloons that read "I love you." He gave Wilhemina three gifts, after which he got down on one knee and proposed! After she said yes, he led her back to the living room where her family was waiting. He'd also arranged for a slideshow of all the photos they've taken since they met at a church event. "I started crying like a baby," says Wilhemina. "Happy tears though!"

Wilhemina and Samuel, who both are culturally from Ghana, West Africa, plan to be married next June.

At dinner the evening before the White Coat Ceremony, Samantha Stalkamp's boyfriend, Joshua Tidd, popped the question just as Samantha was eating an appetizer. He presented her with an engagement ring that contains a diamond from one of her mother's anniversary rings. Her family (who was in on the surprise) was with them at dinner. Interestingly, her grandfather, who was among the dinner guests, is an Ob/Gyn and delivered Josh when he was born! High school sweethearts, Samantha and Josh have known each other since kindergarten and have been dating for five years.

"I was very shocked but extremely happy!" says Samantha. As far as a wedding date, she says, "We have no idea when the wedding will be!"







## Three residents win Humanism and Excellence in Teaching Award

Three Cleveland Clinic residents were recognized for their outstanding teaching and patient care, earning them a Humanism and Excellence in Teaching Award at the 2019 Student Clinician Ceremony on July 1:

- Talia Burneikis, MD, General Surgery
- Aditi Patel, MD, Internal Medicine
- Jason Wheeler, MD, Internal Medicine

The award is given to resident physicians who are nominated and selected by Case Western Reserve University School of Medicine third-year students from both the University and College programs. This award recognizes outstanding resident teachers who:

- consistently demonstrate compassion and empathy in the delivery of care to patients
- serve as a role model -- illustrate professional behavior by example -- for students and colleagues
- are approachable and accessible to students, welcoming opportunities for teaching and one-on-one mentorships with students
- exhibit enthusiasm and skill in professional and personal interactions with students
- show respect for everyone he/she comes in contact with
- demonstrate cultural sensitivity in working with patients and family members of diverse ethnic or religious backgrounds
- display effective communication and listening skills

Please extend your congratulations to Drs. Burneikis, Patel and Wheeler for their commitment to honoring, teaching, inspiring and mentoring our medical students.



Talia Burneikis, MD



Aditi Patel, MD

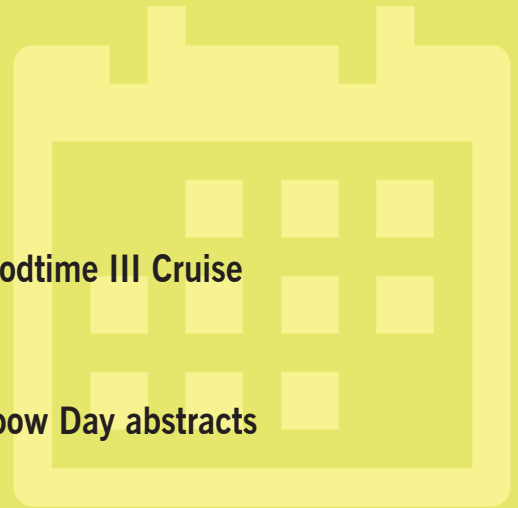


Jason Wheeler, MD

### STUDENTS AND FACULTY:

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

# MARK YOUR CALENDAR



**Aug. 4**

**26th Annual Goodtime III Cruise**

**Aug. 28**

**Deadline for Lepow Day abstracts**

**Sept. 12 | 5:30 p.m. – 7 p.m.**

**Faculty Promotion Workshop**

Cleveland Clinic, Lerner NA5-08

**Sept. 26 | 7:30 a.m. – 5 p.m.**

**CWRU Lepow Medical Student Research Day**

CWRU Tinkham Veale University Center

## Advancing Our Mission

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

## Alumni: Share Your News

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

# InSight

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