

Best in class

At the heart of CCLCM's philosophy is the goal of attracting candidates who not only wish to further advance the frontiers of biomedical research, but also hail from diverse backgrounds. In selecting students, the CCLCM admissions committee considers academic achievement, interpersonal skills, research interest, service to others and diversity, from ethnicity, religion and sexual orientation to political ideology and socioeconomic status.

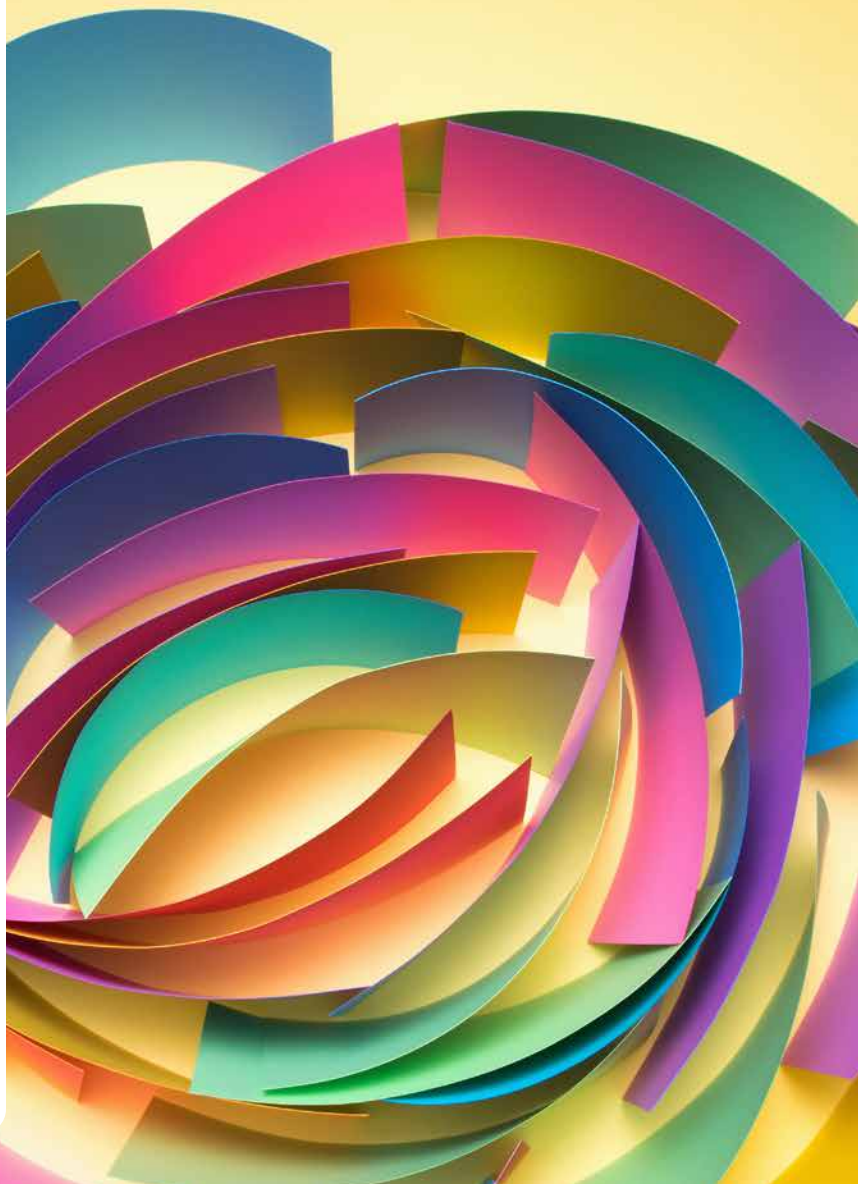
For many qualified students, socioeconomic factors may preclude them from attending medical school. That's not the case at CCLCM. Because of CCLCM's endowment – a substantial gift from Norma and the late Al Lerner – along with support from the KeyBank Minority Medical Student Scholarships, students can apply with the knowledge that if they are accepted, they can avoid a significant student debt burden and follow their career choice.

But diversity and inclusion aren't limited to the student body; diversity and inclusion extend to faculty as well as the curriculum, learning environment and student life.

"CCLCM already has a strong foundation in diversity and inclusion. Our goal is to take a broader look at diversity and inclusion and see where we need to go to be national leader," says Monica Yepes-Rios, MD, Associate Professor of Medicine and the new Director of Diversity and Inclusion. "Our goal is to ensure that faculty and students feel welcome, and diversity is celebrated both inside and outside the classroom," she says.

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CCLCM aims to be a national leader in diversity and inclusion



Best in class *continued*

The process started with Kendalle Cobb, MD, Clinical Associate Professor of Family Medicine and former Director of Diversity and Inclusion, who, under the direction of Bud Isaacson, MD, Associate Professor of Medicine and Executive Dean, assembled a task force. After seeking input from students and faculty, Dr. Cobb created a new mission and vision for diversity and inclusion.

Following Dr. Cobb's lead, Dr. Yepes-Rios and Jazmine Sutton, MD ('12), the new Associate Director of Diversity and Inclusion, have been reaching out to faculty and visiting classes to introduce themselves and their mission. Several students have reached out to discuss their perspectives on and ideas about diversity and inclusion in more depth.



Monica Yepes-Rios, MD



Jazmine Sutton, MD

"For example, some students suggested a session, which we're planning to hold in March, on being a good ally," says Dr. Yepes-Rios, referring to people (allies) who intentionally promote a culture of inclusivity, sometimes on behalf of a particular group or on behalf of all people, and call out inappropriate behavior.

Dr. Yepes-Rios, who brings more than 25 years of experience in medical education and care for underserved populations to her new role, and Dr. Sutton are taking a keen look at the

curriculum through the lens of unconscious bias, particularly in terms of gender, race and ethnicity. They also want to be sure that faculty understand cultural competence including microaggressions and unconscious bias, and are working to develop training sessions around these major topics.

"We're having conversations with our Office of Diversity and Inclusion to find out what resources are already available that can be tailored specifically to CCLCM," says Dr. Yepes-Rios, adding that, by virtue of close proximity in the Samson Pavilion, they are talking with the other CWRU schools to potentially collaborate on this effort.

"One idea is a speaker series," she says.

Increasing diversity among CCLCM faculty is also a component of this effort and ties directly into the overall Cleveland Clinic strategic plan to boost the number of women in leadership roles. Not only does having a diverse faculty increase the comfort level of diverse students, but it also offers unique perspectives toward the development of our future physician investigators.

To cement the commitment and measure success, Drs. Yepes-Rios and Sutton are preparing a five-year strategic plan, with short- and long-term goals as well as specific metrics. They are also looking at what other institutions are doing in the diversity and inclusion space so that they can adopt best practices. Dr. Yepes-Rios brought back some ideas from her participation in last month's Association of American Medical Colleges annual meeting.

"The main thing is that as a school we really want to take a holistic and broad view of diversity and inclusion and make sure students and faculty feel it's their process," says Dr. Yepes-Rios. "We want everyone to feel that their unique background is celebrated, and when we learn from each other, it makes us all better."

CCLCM is a unique learning environment, not only because of the modern approach to adult learning, but also because of the diversity experience, identity and interests that our students bring to the classroom.

– Dr. Jazmine Sutton



STUDENTS HOST THANKSGIVING LUNCHEON FOR FACULTY

As is tradition, the first-year CCLCM students and College Board of Student Representatives from the class of 2023 hosted a wonderful Faculty and Staff Appreciation Thanksgiving Potluck Luncheon. Held on Nov. 25, this much-anticipated event wouldn't be possible without significant help from Darlene Gray, Student Affairs Coordinator.

Everyone enjoyed plenty of food, including more than 15 crockpots full of Thanksgiving delights such as stuffing, gravy, mashed potatoes, vegetables, and macaroni and cheese, along with plenty of desserts.



Spirit of humanism is alive

at CCLCM



Students, faculty and guests share their creative works at the **Alice & Bert Lefkowich Celebration of Humanism in Medicine**





The spirit of humanism has been alive at CCLCM since the school's inception, said Bud Isaacson, MD, Associate Professor of Medicine and Executive Dean, as he opened the Annual Alice & Bert Lefkovich Celebration of Humanism in Medicine on Oct. 17, adding that the humanities helps students and faculty explore the human condition.

"We're trying to develop one of the best programs in the country. We've put more time into the humanities than most other schools, and we are proud of that," said Dr. Isaacson.

Martin Kohn, PhD, Associate Professor of Medicine, offered this metaphor to describe how the humanities fits into the larger CCLCM curriculum: "We are like the minor chords that add depth and richness to the medical education symphony. By offering a contrast to the major chords, which at times can overwhelm the melody, we provide a break from the expected pattern through different ways of hearing, seeing, creating and wondering." Dr. Kohn co-directs the Art and Practice of Medicine Years 1 and 2 and has been leading the humanities effort at CCLCM for nearly a decade.

The evening's presenters included:

- Dave Lucas, Poet Laureate of Ohio (poetry)
- Elizabeth Shay ('20) (poetry)
- Meng Husuan-Wu, Rainey Institute faculty; and Matt Nagy ('23) (silkscreen project)
- Kent Collier, Principal Cellist, Cleveland Pops Orchestra (music)
- Key Jo Lee, Cleveland Museum of Art; and Anthony Onuzuruike ('23) (painting study)
- Katherine Burke, MFA, Adjunct Associate Professor of Medicine, CCLCM (monologue performance)
- Katie Daley, Devising Healthy Communities faculty (poetry – see page 7)

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Spirit of humanism is alive *continued*



The humanities theme for the Year 1 Devising Healthy Communities Block 2018-19 academic year was “truth,” and several of the presenters wove that theme into their work. For example, Meng Husuan-Wu, a faculty member with the Rainey Institute, and Matt Nagy worked on a project with at-risk teens called “The Truth About Me.” The teens studied truth and untruth, and created a typographic portrait, using truths about themselves, which they silkscreened onto a flag.

Key Jo Lee, the Assistant Director of Academic Outreach with the Cleveland Museum of Art, and Anthony Onuzuruike talked about a program in which medical students spend 30 minutes studying a piece of art to sharpen their observation skills and discover truths. They shared a painting called [“Bedtime”](#) by Cleveland artist Charles Sallee, Jr. (American, 1911-2006), and led the audience through an enlightening conversation.

One truth about the humanities is its power to delight. Kent Collier shared a story about how he was playing his cello in the Cleveland Clinic main lobby one day when a young woman with cancer stopped to listen. They struck up a conversation and, upon learning that the patient was studying vocal performance, Kent asked her to sing while he played. Hooked up to an IV and dressed in pajamas, she sang “If I Loved You” from the musical “Carousel.” This unforgettable impromptu performance touched all those who saw it, including a grateful physician who brought the patient flowers afterward.

Medical students, faculty, physicians, charitable donors and guests attended the Alice & Bert Lefkowich Celebration of Humanism in Medicine, many of whom opted to take the guided tour of the Eric and Sheila Samson Pavilion beforehand.

This event was made possible by a generous gift from Alice and the late Bert Lefkowich to help advance the work of their Cleveland Clinic physician, Dr. Isaacson.



STRUCK BY LIGHTNING | *By Cleveland Sight Center clients in collaboration with Katie Daley*

They asked us to write the truth. They asked like we could make it swirl through us like Hare Krishna incense across Public Square. Like we could put the tambourine lady in that truth, and the lady who rode the bus downtown every day with her dogs named Money, Depression and Nixon. As if we could let Big Red the Preacher preach on the street corner of that truth, like we could feel him set our ears on fire when he yells out that we're a friend of Satan as we scuttle by. Write it like that.

Show truth hitting us up for spare change, then make us look truth in the eyes when we shake our heads and say No. Make truth into an abandoned house, write it like it sleeps over steam grates in the winter to stay warm. Let's lie down and sleep with the truth, see how long we last.

Drop a Rockefeller in there, a dime on a tombstone, a robber baron, a J & L steel mill, then let it all rust. Build a gorgeous Carnegie Library in the middle of that truth. Have gorgeous things happening there, arts and crafts and poetry, jazz concerts, all for free and free for all. Surround it with an East Cleveland that looks like a war zone. Plant a tree out front, let it grow big and strong, then strike it with lightning. Call it truth.

Intoxicate the truth with the aromas of lilacs and rhododendrons in May, the delicious stench of sausage and cheese at the West Side Market, the tang of skunks coming out from under their front porches in springtime, the way they smell so bad but look so pretty. That's just how the truth is.

Write a truth that can only be reached by a crooked river that hacks the city in two. Let that river catch on fire 13 times. Hold your breath while the smoke swirls like six billion sticks of Hare Krishna incense through Public Square, the Near West Side, up midtown into the suburbs. Watch Carl and Louis Stokes gallop like knights into the bowels of Congress to sing the truth for rivers and skies and breath. Exhale. Inhale. Release.

Ask truth a few questions. Is it the Mistake on the Lake? Is it the home of the losers? Then answer like you're a faithful fan of the truth. Sit in the bleachers and bark like dogs for that truth. Good times or bad, write it like you bleed brown and orange for that truth.

Lob a Cav's championship into that truth, unify the divided people with that truth. Notice them walking all the way from Kinsman to downtown to be with each other in the presence of that truth. East-siders, west-siders, all-siders, twerking in the streets to celebrate the truth.

Take truth shopping at St. Vincent de Paul on E. 55th. Let it find what it needs. Let it cost 2 cents, a friendship, your identity. Let it cost nothing at all.

Write a truth with gunfire up in it and tires squealing off, the sobbing of police cars not responding, the wailing of ambulances not coming. Fill in the dead silence with the voice of Tamir Rice reading Curious George out loud and pretending to be a superhero. Broadcast it all across the city. Don't ever delete his voice from the soundtrack of truth.

Let church bells peal all across that truth, quarter hour by quarter hour. Get the Cleveland Orchestra to play for free, at least a couple times a year. Throw in some rock 'n roll, some bigger-than-life guitars, then make it into a museum. Keep your ears open for all the garage bands telling the truth for 5 bucks and a beer. Empty your pockets. Get up and dance.

Make truth reach for the stars. Make it like East 4th Street, zig-zag string lights across the top of it, bring it back to life.

Make the truth so it's a building that's being renovated and renamed, like it's something you don't recognize anymore. Then write it like it's your friend. Let it get you by, get you high. Have it stand up and walk out on you when you sing out of key. Write the truth like it's somebody you need to love.

NOTES: Carl Stokes: mayor of Cleveland, 1967-72; first black mayor of a major American city. After the Cuyahoga River caught on fire in 1969, he and his brother, Louis Stokes, a U.S. congressman for the East Side of Cleveland for 15 terms, fought for federal legislation that became the Clean Water Act, Clean Air Act, the Environmental Protection Act and the EPA. Tamir Rice: Shot at the age of 12 in a park while playing with a toy gun.

Three questions

Julie Tebo, PhD

Assistant Professor of Molecular Medicine



Q: Describe your role and work in education/academic medicine at Cleveland Clinic.

I am the Director of Problem-based Learning (PBL) at CCLCM. The position entails recruiting MD and PhD staff to facilitate PBL sessions as well as faculty development regarding assessment writing. I started at Cleveland Clinic as a post-doc in Immunology in 1990. When CCLCM started in 2004, I was asked to facilitate the first-year summer problem-solving sessions. I became the course co-director the following summer, and we entirely revamped the course. The next year, I became director of the course, a position I held until this past summer. In addition, during 2004, I was a PBL facilitator.

Q: What are you most proud of related to your work in education?

I am most proud of standardizing and improving the quality of PBL facilitator assessments. I have spent a good deal of time and effort making sure the faculty write quality assessments that students can use as evidence for their portfolios.

Q: Describe your favorite place to de-stress and recharge.

My favorite space outside of work is walking Baldy Trail. We bought a home in northern Michigan three years ago. Baldy Trail is within Arcadia Dunes near our home. You walk through an old growth forest to emerge on one of the dunes of Lake Michigan. I just read the book Saving Arcadia, and it makes me appreciate its existence even more.

Adapted from the Cleveland Clinic Women's Professional Staff Association newsletter, celebrating staff educators during Women in Medicine Month, September 2019.

Free online professional development opportunities for Case community

If you are a member of the Case Western Reserve University community (you have a case.edu email address), you can take advantage of free online professional development opportunities 24/7. Topics include:

- personal development
- leadership development
- academic affairs
- diversity
- equity
- inclusion
- enrollment management
- student success
- institutional advancement
- student affairs
- institutional planning and strategy

This benefit is a result of a partnership between Case and Academic Impressions, a company that provides professional development training to higher education.

[Learn more, including how to create your free account.](#)

New self-assessment for teaching on rounds

Faculty who teach on rounds now have a new self-assessment tool designed to enhance their teaching skills. The form also includes a list of resources and opportunities that may be helpful for skill building. [View and print the form from MyLearning.](#)

Title IX policy protects students, caregivers involved in educational programs

Cleveland Clinic values a culture of respect and fairness.

We care for our caregivers and ensure a safe environment to work, receive care and learn.

Students and caregivers who are involved in any capacity in an educational program or activity sponsored by Cleveland Clinic are protected from all forms of discrimination on the basis of sex, gender, sexual orientation, gender expression and gender identity under the requirements of Title IX and related laws.

Cleveland Clinic has adopted a Sexual Misconduct in Education policy* to address reports of sex discrimination, sexual harassment, sexual violence and retaliation in any of its educational programs and activities.

Students and caregivers who feel they were subjected to sex discrimination, sexual harassment, sexual violence or retaliation in a Cleveland Clinic educational program or activity are strongly encouraged to make a report.

[Learn more about Title IX policies and procedures, how to make a report and more](#), and [contact the Title IX Coordinator](#) with any questions.

Reporting all other harassment

Individuals who believe they have been subjected to discrimination, harassment or retaliation are encouraged to immediately report their concerns to any of the following:

- Their manager
- Human Resources representative
- ONE HR Service Center (216.448.2247)
- Corporate Compliance Reporting Line (1.800.826.9294)
- Office of Diversity and Inclusion
- Law Department
- Office of Professional Staff Affairs; or if it involves a private practice physician in a Regional Hospital, report to the President, CMO, Chief of Staff of the Regional Hospital (or according to local policy)

Read the [Non-Discrimination, Harassment or Retaliation Policy](#).

** In some regional locations, the previous Title IX policy is still in effect. [Please contact the Title IX Coordinator](#) to determine which policy is in effect at your location.*



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!

Recent appointments

Several Cleveland Clinic caregivers have been appointed to new roles within the college program recently. They include:

- Paul Bryson, MD, Associate Professor of Surgery, is the new Assistant Director of Career Advising
- Cory Chevalier, MD, Assistant Professor of Medicine, is the new Director of Wellness
- Stacey Jolly, MD, Associate Professor of Medicine, is the new Director of Career Advising
- Jazmine Sutton, MD, is the new Associate Director of Diversity and Inclusion
- Monica Yepes-Rios, MD, Associate Professor of Medicine, is the new Director of Diversity and Inclusion

Congratulations!



Paul Bryson, MD



Cory Chevalier, MD



Stacey Jolly, MD



Jazmine Sutton, MD



Monica Yepes-Rios, MD

CCLCM faculty promotions deadline

Materials for promotions to full professor and associate professor are due Jan. 31, 2020.

[Get details about the promotions process.](#)

Learn more about simulation in healthcare

Attend the Simulation Showcase, hosted by the Simulation & Advanced Skills Center, on Tuesday, Dec. 10, from 1 to 3 p.m. in the Simulation & Advanced Skills Center (Hsb) atrium. View poster presentations and earn CME. [Register today.](#)

Submit your creative work to Stethos

Submissions are open for the 10th issue of Stethos, the medical humanities journal of the Cleveland Clinic Lerner College of Medicine. In previous issues, Stethos has provided a wonderful forum to showcase the incredible diversity and creativity of our students, faculty and colleagues, and we hope to continue this tradition in our 10th issue.

We are seeking **submissions of short fiction, reflective writing, poetry, personal narrative, essays, artwork and photography.** Submissions may be about any medicine-related topic or reflection; if you have a question about a specific topic, please reach out and ask.

In celebration of our 10th anniversary, we will be organizing a feature piece highlighting reflections from past and present students (from any school/discipline). To contribute to this feature, we encourage you to consider writing a letter to your past or future self about lessons you have learned, dreams you hope to achieve, predictions about the world — the list goes on and on!

[View previous issues of Stethos](#) to see examples of published works.

The deadline for submissions is Monday, March 9, 2020.

Submission guidelines

Send submissions using the [online form](#).

- Up to four submissions per author; **please send each submission on a separate form**
- Prose should be less than 2,000 words, submitted in Microsoft Word
- Poems should be less than 75 lines, submitted in Microsoft Word
- Submit all photographs and artwork as a jpeg file (we will contact you later for high-quality file format)
- All photographs and artwork must include a caption
- Save the submission/illustration as the title (or abbreviated title) followed by the author's last name. For example, the article, "Generic" by Dr. Jones, would be saved as **Generic_Jones.doc**

Review process

All submissions will be peer-reviewed by a student-run editorial board consisting of co-editors and two editors-in-chief. The editorial board will review contributions for originality, style and content.

Patient consent/confidentiality

Our confidentiality policy is based on the Health Insurance Portability and Accountability Act of 1996 (HIPAA). [Please refer to this document for questions about patient confidentiality.](#)

As a rule, authors/artists should protect the confidentiality of all individuals whose personal details may be revealed without their consent.

For questions or issues regarding submissions, please contact the editors at cclcmhumanities@gmail.com.



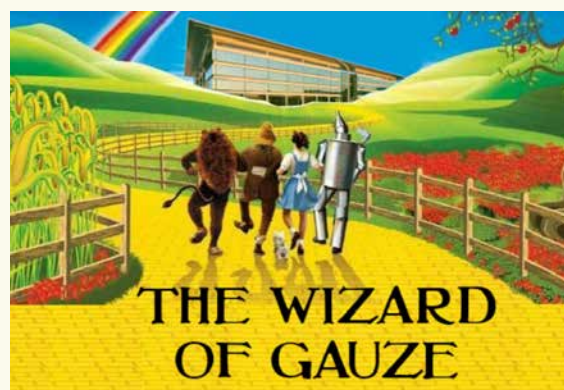
Get your tickets to Doc Opera: The Wizard of Gauze

The 35th annual Doc Opera performance, The Wizard of Gauze, will take place Saturday, Dec. 14, from 7 to 10 p.m. at the John Hay High School Auditorium in Cleveland.

Doc Opera is a student-run variety show that comprises skits, musical performances and parodied songs and dances about medical school, medicine and the medical community. Guests can enjoy a silent auction featuring items from local businesses.

All proceeds will benefit Circle Health Services (formerly The Free Medical Clinic of Greater Cleveland) and the CWRU Student-Run Health Clinic, where graduate students from the nursing, physician assistant, social work and medical schools at CWRU, including CCLCM, work together to provide high quality healthcare to underserved people throughout Greater Cleveland.

Tickets are available either online before the show or at the door on the evening of the event. [Get details about the event, view the show trailer and purchase tickets.](#)



STUDENT SPOTLIGHT:

Anthony U. Onuzuruike

When Anthony U. Onuzuruike ('23) began exercising his passion for art in pre-school, his mother expressed concern that art would become a distraction to making academics a priority. Unwilling to give up art, he continued drawing and exploring his artistic talents in secret.

Since that time, Anthony has not only excelled academically, but he has also grown as an artist, transforming his artistic style from realism to abstract. Inspired by Picasso's artistic transformation and Basquiat, he says he fell in love with abstract art because it represents "things you can't do with words or a camera."

Through his current artwork, Anthony addresses themes of personal expression, stereotypes and even health disparities. Most recently, one of his pieces was accepted into the National Academy of Medicine's nationwide art project called Young Leaders Visualize Health Equity, appearing in its permanent digital gallery. Called "[We Are the World](#)," Anthony's digital painting was inspired by Michael Jackson's song of the same name. The piece depicts people of different ages, races, careers and walks of life holding hands.

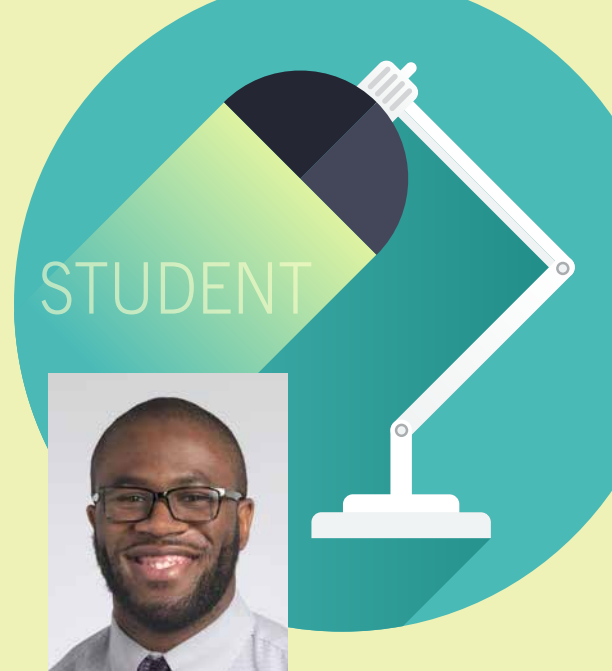
"The drawing symbolizes how we walk the same world, yet we all experience it through different perspectives. I also wanted to capture the idea that we all should have equal opportunities for healthcare," he says.

Anthony is passionate about healthcare access and disparities along with social justice issues including socioeconomic, egalitarianism and criminal justice. He views medicine as an avenue for him to make a societal impact, while his art allows him to self-express feelings and emotions. His current favorite piece is a drawing of a human head called the "Intertwine of Human Experience," which communicates the stereotypes found in healthcare. Written on the piece are the words "couldn't afford my neck," which symbolizes how excessive medical expenses can lead some into financial turmoil or even homelessness.

Anthony hails from an artistic family. Though both his parents work in healthcare, his father possesses artistic talent that impressed and inspired Anthony from an early age. His sisters are involved in creative endeavors including drawing, choir and advertising.

When Anthony, a Kansas City native, isn't studying or drawing, he enjoys watching movies, documentaries and his hometown teams, the Kansas City Chiefs and Royals, play.

In thinking about the future Anthony is still undecided about a medical specialty but knows that his passion for public health as well as healthcare policy and health research will play a role in his decision about residency training. "I don't have much preference as to where I live," he adds, "but I would like to be close to family, if possible."



Anthony Onuzuruike



Sharing best practices



CCLCM team travels to Switzerland to advise colleagues on portfolio-based assessment

CCLCM's unique portfolio-based assessment system routinely attracts the attention of medical schools not only within the U.S., but also abroad. Most recently, a team of CCLCM educators was invited to the University of Fribourg in Fribourg, Switzerland, to help the faculty and students there adopt a similar assessment system.

Beth Bierer, PhD, Associate Professor of Medicine; Alan L. Hull, MD, PhD, Professor Emeritus of Medicine; and Christine Doherty ('21) traveled to Switzerland, where they offered their consulting skills, delivered a grand rounds presentation and conducted four workshops.

The invitation stemmed from a visit to CCLCM in 2018 by Professor Raphael Bonvin, MD, MME, a well-known educator, Professor of Medical Education and Chairman of Community Health, and his colleague Elke Bayha, PhD, from the University of Fribourg, in advance of launching a new master of medicine program for 40 students. The team wanted the program, which represents the final three years of a Swiss medical school curriculum, to feature a portfolio-based assessment system emphasizing formative feedback organized around competencies instead of high-stakes exams or grades.

"The University of Fribourg was looking at best practices, and we were on their radar," says Dr. Bierer. "CCLCM has a reputation for being innovative. Similarly, when we were starting CCLCM, we brought in people from Harvard, University of Rochester and several other distinguished schools."

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While there, Christine deftly represented the students' point of view. She delivered a presentation to 40 medical students who were in their second week of the program and eager to learn more about the success of the CCLCM assessment system.

The students asked many insightful questions, prompting Christine to discuss “how our feedback-based system required me to be more self-directed in my exam preparation and helped me to be more proactive in finding sources to answer clinical questions on rotations. I discussed how I gauged my learning and understanding based on whether I was keeping up with conversations in small group sessions. I shared how I would frequently use videos, textbooks and podcasts to enhance my learning.”

Christine adds, “What struck me most about my conversations with the Swiss medical students was how similar their questions and concerns were to what prospective and pre-clinical CCLCM students ask me. Despite being in different countries, medical students share universal struggles.”

The trip allowed for some social time and sightseeing. The team participated in a fondue tasting, enjoyed a traditional dessert of meringue and double cream, and did some hiking. Christine had the opportunity to visit the towns of Lausanne and Montreux on Lake Geneva as well as the capital city of Bern to tour the apartment where Albert Einstein lived while working in Switzerland.

“I had a wonderful trip and appreciated the opportunity to learn about the Swiss medical system and meet the students there,” Christine says.

Learn how undergraduate training in Switzerland is evolving in this recent scholarly work by Dr. Bonvin and colleagues, [“Looking back: twenty years of reforming undergraduate medical training and curriculum frameworks in Switzerland.”](#)



L to R: Beth Bierer, PhD; Marco Mancinetti, MD, MME; Christine Doherty; Karin Etter, MD; Alan L. Hull, MD, PhD; and Professor Raphael Bonvin, MD, MME.

MARK YOUR CALENDAR



Dec. 5 | 5:30 – 7 p.m.

Faculty Promotion Workshop

Cleveland Clinic, Lerner NA5-08

Dec. 14 | 7 – 10 p.m.

Doc Opera

John Hay High School Auditorium

Advancing Our Mission

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

Alumni: Share Your News

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

InSight

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