



FOCUS ON EXCELLENCE

CCLCM is committed to quality improvement through continual course review

A Curriculum Review Committee (CRC) is appointed to holistically review courses related to each organ system in the College Program basic science curricula in years 1 and 2. The process involves reviewing the course content and its organization, instructional materials, learning resources and teaching methods. The committee then identifies both best practices and areas for improvement for the benefit of the medical students.

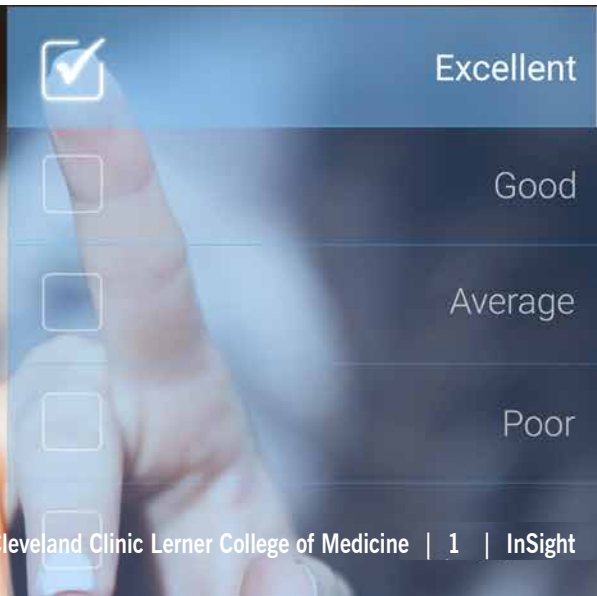
For example, recent recommendations for two courses have included fostering a more collaborative environment among faculty, improving assessment instruments, and revising and coordinating course content and content placement within each course and across the two courses in years 1 and 2. Additionally, past findings have identified best practices that have been adopted by

other courses, improving the overall curriculum and the student learning experience.

The CRC reviews the College Program courses within each organ system in years 1 and 2, spending a half a year – sometimes longer – on each curriculum. An external reviewer is invited at the end of each review process, ultimately to produce a report that summarizes best practices and areas for enhancement, and to concur with or depart from the committee's findings and recommendations. Course directors have 18 months to realize all recommendations. endocrinology and reproductive biology was the first organ system to have the year 1 and year 2 courses reviewed (2012-13). Since then, CRCs have reviewed nearly all the basic science curricula.

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CCLCM recognizes CRC members, past and present, and thanks them for their commitment to the continuing quality improvement of the College Program!



FOCUS ON EXCELLENCE

CCLCM is committed to quality improvement through continual course review *continued*

Each review committee is unique and consists, for the most part, of all new members. The only “consistent” member from one committee to another is **Jeffrey Shivak, MEd**, who has served as co-chair for nearly two years, taking over the role from **Beth Bierer, PhD**. For each chair selection process, Jeffrey typically works with Dr. Bierer to identify several physicians or scientists who they feel would be a valuable committee chair. Executive Dean **James B. Young, MD**, then selects the chair from this list, and Jeffrey extends a letter to the candidate asking if he or she is willing and able to commit six or seven months to chairing the committee. The chair then selects the committee members, with helpful suggestions from Jeffrey.

“No one gets ‘used’ to the process,” Jeffrey explains. “It is a new experience for everyone involved. On a rare occasion, a member may have been part of a previous committee, but we actually encourage new membership since it aids in educating others about the medical school.” Two to three students are almost always present on the committee, as well. “The students are an integral part of the committee,” says Jeffrey. “We get the added benefit of direct feedback from students who have actually taken the courses.” Students must be in their third year or beyond to serve on the committee.

The length of the review process generally depends on the length (in weeks) of the courses being reviewed – the more weeks there are to review, the longer the process takes. Based on the availability of the external reviewer, the process may extend even beyond the usual six- to seven-month parameter.

“This is really a continuing quality improvement process,” says Jeffrey. “Rather than looking at just one course, we look at all of them. Everyone goes through this process.” CRC members seek to identify strengths as well as weaknesses, and the strengths that are identified are incorporated into the reports as “best practices.”

The CRC officially concluded the review process for the renal biology curriculum in December of 2017. The committee overseeing this curriculum met on nine occasions between December 2016 and May 2017. The external review occurred in July, and final findings and recommendations were reported out at the end of November.

At present, the current committee is reviewing the first-year hematology, immunology and microbiology course along with the second-year hematology course, and is roughly halfway through the process. Committee members for this review include Timothy Gilligan, MD, who is serving as Chair; Jeffrey Shivak, MEd, serving as Co-chair; Dana Angelini, MD; Trine Jorgensen, PhD; Brian Mandell, MD, PhD; Alan Taege, MD; and third-year medical students Janet Adegoye and Caroline Franke. Administrative management is handled by **Brandon Petitto, MEd**.



Dr. Beth Bierer



Brandon Petitto



Jeffrey Shivak



Dr. James Young



The LCME scores programs based on 96 elements within the following standards:

1. Mission, Planning, Organization and Integrity
2. Leadership and Administration
3. Academic and Learning Environments
4. Faculty Preparation, Productivity, Participation and Policies
5. Educational Resources and Infrastructure
6. Competencies, Curricular Objectives and Curricular Design
7. Curricular Content
8. Curricular Management, Evaluation and Enhancement
9. Teaching, Supervision, Assessment, and Student and Patient Safety
10. Medical Student Selection, Assignment and Progress
11. Medical Student Academic Support, Career Advising and Educational Records
12. Medical Student Health Services, Personal Counseling and Financial Aid Services

NEWS

LCME Grants Eight-year Reaccreditation to CWRU School of Medicine

The reaccreditation applies to both the University and College programs

Following the site visit last spring by the Liaison Committee on Medical Education (LCME), the CWRU School of Medicine, which comprises the University Program and the College Program, received reaccreditation for eight years (the maximum duration of accreditation) in October 2017.

Because the LCME reviews and accredits the overarching CWRU School of Medicine MD Program, each of the two parallel MD programs (CCLCM, or College Program, and University Program) must meet the common basic science, clinical science and research educational program objectives for the CWRU School of Medicine. The LCME reviews the overall program as well as how the two parallel programs, individually or jointly, meet each of these shared learning objectives and policies and procedures listed in the 96 elements. The LCME site review team reviews each element and overall standard and recommends to the LCME whether each element and overall standard is in compliance, in compliance with a need for monitoring, or in non-compliance.

Prior to the site visit, both the College and University programs underwent a rigorous self-study, followed by a mock site visit in January 2017, which revealed many strengths and a few opportunities for improvement. Between January and March 2017, we implemented policies, procedures and guidelines to address the areas for improvement.

The LCME also identified a few areas for improvement, which we will work on during this academic year, including further improving our culture of professional behavior among all members of our community, providing regular feedback to students at mid-clerkship, and assuring that all students in each clerkship are directly observed when performing a patient history and physical exam.

CWRU is required to provide a status report to the LCME by Aug. 15, 2018, outlining the plan to address improvements.

The LCME offered several favorable comments about the team's observations during the site visit:

"Innovation is embraced as an institutional core value; it pervades all aspects of how the school's mission is carried out."

"The school's university and college program curricula promote the development of self-directed, life-long learning skills and are achieving the intended goal of fostering well-rounded students who understand the importance of scholarship for the practice of medicine and team-based approaches to solving problems and providing quality care to patients."

The LCME also commented favorably about faculty commitment; research and technology; collaborative culture; and quality improvement processes, adding that the construction of the new Health Education Campus "positions the institution for future growth and innovation."

The entire CCLCM team, including our medical students, is to be commended for their contributions to the successful site visit and reaccreditation. The final document was 453 pages and included supplemental materials and appendices.

CWRU Vice Dean for Medical Education Patricia Thomas led the effort and was assisted by numerous colleagues including a Steering Committee composed of curriculum leaders and representatives from each of the four CWRU-affiliated medical centers: Cleveland Clinic, the MetroHealth System, University Hospitals and the VA Medical Center (*see sidebar*).

Steering Committee and Sub- committee Members

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*(Note: the Medical Student
Subcommittee focused on
medical students and was not
composed solely of medical
students only.)*

CCLCM student finds opportunity and more in helping the local Hispanic community

Salud!

Wherever CCLCM student Andrew Bowen lands after he graduates this year, the area's local Hispanic community is sure to benefit.

Since 2013, when Andrew matriculated at CCLCM, he has been involved in SALUD, one of a dozen Employee Resource Groups (ERGs) managed by the Cleveland Clinic's Office of Diversity and Inclusion. SALUD is the Hispanic/Latino ERG, and its members help recruit and keep Hispanic/Latino caregivers at Cleveland Clinic and help improve the patient experience of Hispanic/Latino patients and families. They, along with members of all the other ERGs, also help Cleveland Clinic caregivers increase their cultural competency.

GET INVOLVED

SALUD enthusiastically welcomes new members, and you don't have to be Hispanic/Latino or know how to speak Spanish to participate. For details, email SALUD@ccf.org.

Faculty and students can learn more about all the Cleveland Clinic Employee Resource Groups.

Salud!

Andrew was first introduced to SALUD, which means health in Spanish, in 2013 at an annual welcome event for incoming CCLCM students and minority physicians. There he met **Diana Gueits**, a director with Diversity and Inclusion and co-facilitator of SALUD, and **Michelle Del Toro**, a program manager with Diversity and Inclusion and co-facilitator of SALUD. He eagerly got involved, volunteering at various community health screenings and academic scholarship events. In 2016, he accepted the position of co-chair of SALUD.

"Participating in SALUD has allowed me to see how to reach out to a community, not just by yourself but by using the knowledge and skills that others have," Andrew says. For example, he was instrumental in coordinating a recent public opioid epidemic talk at Lutheran Hospital. Several people from various drug abuse centers and the county coroner from Franklin County, who happens to be the first Hispanic county coroner in Ohio, participated in the event. "I wouldn't have had the contacts if not for Diana and Michelle," he says.

"The thing I like about the Employee Resource Groups is that they allow medical students to participate and interface with physicians and administrators around Cleveland Clinic," says Andrew. For example, through SALUD, Andrew was introduced to **Monica Yepes-Rios, MD**, an internal medicine physician at Lutheran Hospital. Dr. Yepes-Rios and Andrew, along with Paola Barrios ('21), Frank May ('21) and Daniel Moussa ('21), began a population health-based project that seeks to better serve patients with diabetes, a common health issue among Hispanics. The team is currently conducting focus groups and needs assessments.



Diana Gueits



Michelle Del Toro



Dr. Monica (Ana) Yepes-Rios

Andrew knows that the work he has helped start will continue after he graduates. He has applied for a residency in otolaryngology and hopes to end up either on the west coast or stay in Cleveland. No matter where he lives, however, his plans include reaching out to the local Hispanic community. "I envision working on sleep apnea issues," he says.

Both Diana and Michelle are ardent fans of Andrew. "Andrew has been an exemplary student, always looking for ways to involve other students, such as bringing them along to events. He is a fantastic advocate for SALUD, helping to develop a pipeline for future talent," says Diana. "I believe he will make a phenomenal physician, and I hope he comes back to Cleveland."

Andrew, whose mother is Hispanic, says his passion comes from his mom, who was one of the first in her family to earn a college degree. In high school, her chemistry teacher recognized her abilities and asked about her academic plans after high school. She had had no designs to attend college, but her teacher's question planted the seed.

Says Andrew, "She always told me two things: that there's no excuse not to be successful, and that it's important to give back," advice that he has taken to heart.

And, speaking of heart, Andrew's participation in SALUD led him to meet Brina Gonzalez. After a two-and-a-half year courtship, the couple plans to wed in June.



Brina Gonzalez and Andrew Bowen

Patient Safety & Quality Tip: Be Sure Your Patients Understand the Care Plan

Natalie Evans, MD, Preceptor, Communication Skills

I work in quality and patient safety, and healthcare communications. There is 100 percent overlap between the two: Effective communication is essential for patient safety! When I speak with patients about their care plan, I find it helpful to assess what they already know and what they want to know so I can tailor my message, and then again assess what they understand after I've educated them. The healthcare environment can be overwhelming, and even patients with high health literacy can have trouble grasping care plans that are explained in an overly complex fashion or delivered with long monologues. Patients who fully understand their care plan will be more engaged participants in their healthcare.



Dr. Natalie Evans

Welcome New Caregiver

Ray Gardner recently joined CCLCM as the new Education Coordinator for the Year 1 Basic Science Education curriculum.

Ray began his career with Cleveland Clinic in 2015 as a Patient Service Specialist at the Solon Appointment Center. In early 2016, he served as an Administrative Assistant within Internal Medicine on G10. Ray has swiftly excelled in his roles over the past three years and was named the administrative point person in G10, responsible for mentoring and training new members of the team as well as helping to develop and implement quality initiatives.

Ray received his Bachelor of Science degree in public health from Kent State University and is currently pursuing his MBA online from the University of Texas of the Permian Basin.

His professionalism, positive attitude and drive for excellence are welcomed, and we look forward to his fresh perspective and approach as we continue to enhance and improve our curriculum oversight.

Please join us in welcoming Ray to the CCLCM family!



Ray Gardner



“This is an excerpt from my personal blog on a similar topic: ‘As a future doctor, I cannot deny the reality that I will be serving a diverse group of people. By incorporating inclusivity into my daily lifestyle, I am setting myself up to provide better care for my patients. I practice inclusivity and tolerance for others not just because it is a necessary component of better appreciating human life and maturing as an individual, but also because it will be greatly reflected in how I treat my patients and approach healthcare.’”

“I value diversity because elephants aren’t snakes, fans, trees, walls, or spears.”

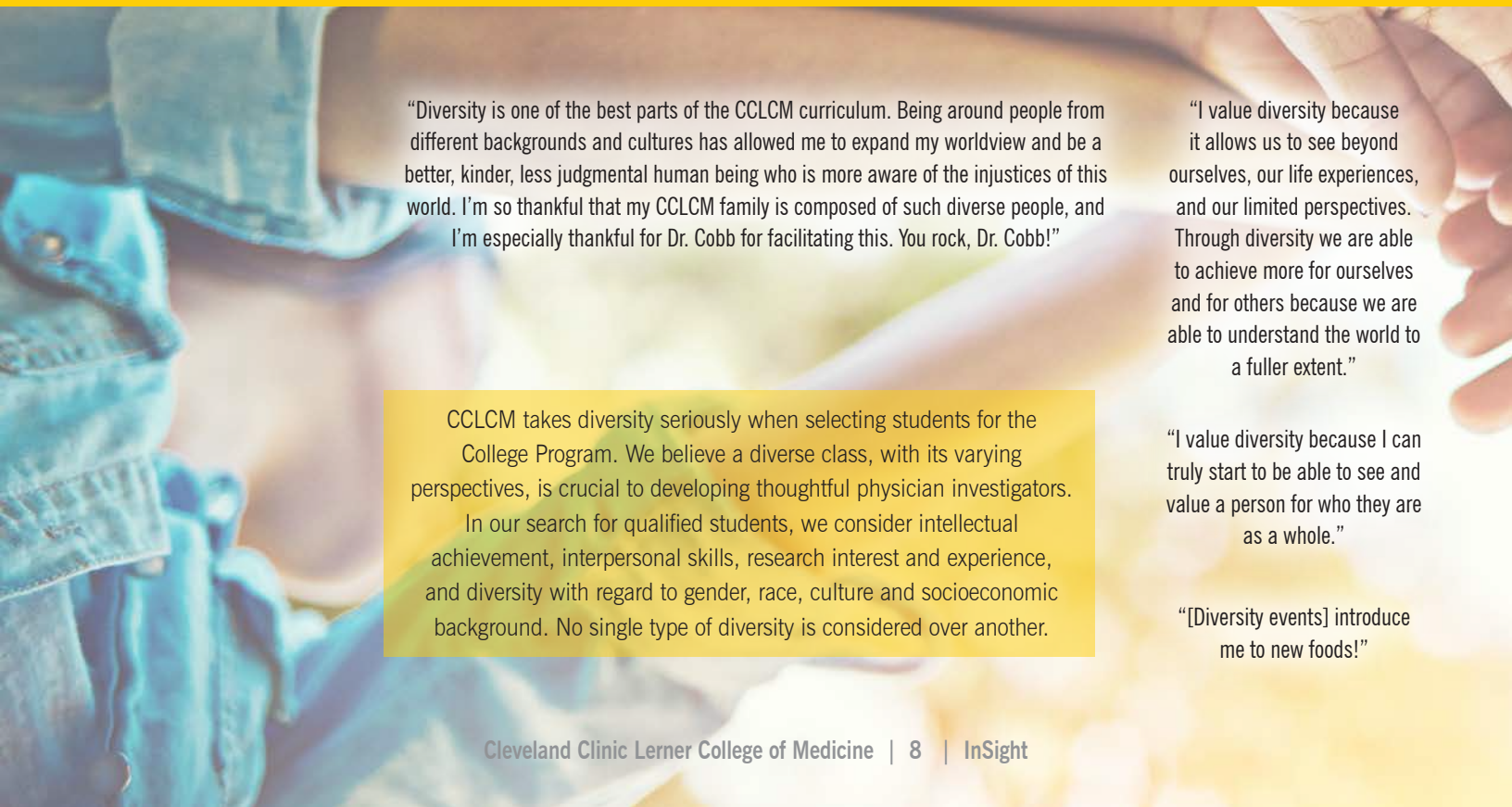
“Diversity breeds creativity.”

“[At CCLCM] I’ve felt comfortable to make myself uncomfortable and question my motives, my background, and engage in challenging discussions with my thirty-one closest medical students, friends. The challenging conversations often arrive at the same conclusion. Whether it’s that ‘triple negative breast cancer may not mean the same thing in different populations because these markers were developed in a primarily Caucasian population’ or that ‘those of under-served backgrounds perceive their care to be worse when treated by those different than them, and better when treated by those similar to them, and that this result is clinically observable differences in health outcomes’ or that ‘being non-binary in sexuality was an illness until the current generation,’ we always concluded that diversity was the answer. Someone who hasn’t experienced something should never hold an opinion more worthy than someone who has lived the truth.”

“Diversity brings in different perspectives and increases potential for innovation.”

“[Diversity lets you] get a broader wealth of perspectives and celebrate unique backgrounds.”

STUDENTS SPEAK OUT ON WHY DIVERSITY IS IMPORTANT



“Diversity is one of the best parts of the CCLCM curriculum. Being around people from different backgrounds and cultures has allowed me to expand my worldview and be a better, kinder, less judgmental human being who is more aware of the injustices of this world. I’m so thankful that my CCLCM family is composed of such diverse people, and I’m especially thankful for Dr. Cobb for facilitating this. You rock, Dr. Cobb!”


“I value diversity because it allows us to see beyond ourselves, our life experiences, and our limited perspectives. Through diversity we are able to achieve more for ourselves and for others because we are able to understand the world to a fuller extent.”

CCLCM takes diversity seriously when selecting students for the College Program. We believe a diverse class, with its varying perspectives, is crucial to developing thoughtful physician investigators.

In our search for qualified students, we consider intellectual achievement, interpersonal skills, research interest and experience, and diversity with regard to gender, race, culture and socioeconomic background. No single type of diversity is considered over another.

“I value diversity because I can truly start to be able to see and value a person for who they are as a whole.”

“[Diversity events] introduce me to new foods!”



“Being of mixed racial background, I have had the unique opportunity of living between two cultures. I say between because I don’t feel like I truly belong to one, although I love both equally. This interplay made me lonely for much of my younger years because behaviors I learned in each culture did not seem to mesh well with the other. However, as I became an early teenager I learned the importance of distinguishing values and traits held dear to each culture. This helped me ‘fit in’ and interact in a way with my two cultures that was appropriate. I started to make friends and develop my own values after finally understanding the sometimes conflicting values of others. I could finally feel safe and comfortable with who I was by understanding more about those around me. As I continue to grow, I increasingly view an understanding of diversity as critical to personal development, not only for the happiness of oneself but for the happiness of others. I strongly believe that I would not be blessed with the skills I have today without my early experiences with diversity.”

“Multiple backgrounds imply multiple perspectives. Multiple perspectives lead to better solutions.”

“Knowing other people and their experiences and perspectives decreases prejudice. I love learning about my classmates. It makes me feel closer to them and understand them more. I also know how to help when needed, and how to avoid accidentally hurting other people’s feelings. Plus, everyone can bring something unique to the table, since we are all different (regardless of our cultural backgrounds).”

A group of students sent **Kendalle Cobb, MD**, Director of Diversity and Inclusion for CCLCM, a marvelous gift last Thanksgiving. In an expression of their gratitude for her and her tireless work, they offered their perspective on why diversity is important and what it means to them and their education. Their opinions were collected anonymously to encourage openness, and we are sharing them here for you.*

“Someone who hasn’t experienced something should never hold an opinion more worthy than someone who has lived the truth.” – *CCLCM student*

“I am thankful for diversity because it allows me to be myself and keeps me open-minded so I can soar to my highest potential. I love being part of a diverse community where everyone is equally worthy of achieving whatever their minds set for them.”

“Because diversity brings in broader perspectives, deepens understanding, and drives innovation.”

“Diversity shows acceptance of people, even if they’re different. It’s a marker of inclusion and tells people that they are welcome in this society.”

“I rode the waves that others before me created [so that I could] have a greater chance to be successful. Now, I am beginning to understand the value of diversity.”

“Diversity has taught me that it’s okay to be me and allowed me to be proud of who I am. I have always tried to fit in, but I’ve started to realize that I don’t have to fit in all the time. I get to meet and work with individuals of so many different backgrounds and walks of life and learn so much from them. Diversity makes me happy!”

“[Professionally,] if you have multiple backgrounds represented in a group and each person has their voice heard, then you can provide better patient care. Personally, you can gain perspective and insight from people of different backgrounds and have a better outlook on the world.”

**Some entries were edited for clarity and length.*



NEWS

Interested in Teaching at the Medical School?

Orientation and
Faculty Role Fair

Tuesday, April 24

7:30 – 11 a.m.

Lerner NA1-139

As a member of the professional staff, would you (or a colleague) like to learn more about Cleveland Clinic Lerner College of Medicine? Have you thought about teaching at the medical school? To learn more about teaching and advising opportunities, please join us at the next Orientation and Faculty Role Fair in April.

The orientation will give you an overview of the medical school structure, guiding principles and curriculum. You will have a chance to learn more about specific roles that faculty can play in the medical school during a “career fair” in the second half of the morning. You’ll also learn about the faculty appointment process.

Please remember to request meeting time and block your clinical schedule at least 30 days in advance in order to attend this event.

To register:

1. [Log into COMET](#)

- a. Note: you will not see the Essentials Program if you access COMET off-site or use a personal device. Essentials sessions are only visible on COMET via the intranet.

2. Choose the “Catalog” tab, and then “Search by Category” tab. Choose “Global Leadership and Learning Institute” from the menu.

3. Scroll down to “Essentials program for Health Professions Educators” and click CCLCM New Faculty Orientation.

- a. Note: these sessions are listed in alphabetical order.

If you cannot attend the entire event, please join us for the orientation (7:30-9:45 a.m.). The role fair will follow.

Please contact [Allison Prelosky, MEd](#), for more information.

If you have a colleague who might be interested in a teaching role at our college, please tell them about this opportunity.



Save the Date! Lerner College of Medicine Graduation

Please join us on Saturday, May 19, at 6 p.m. at the InterContinental Hotel to celebrate the achievements of the Lerner College of Medicine's 10th graduating class, the class of 2018.

Enjoy heavy hors d'oeuvres at the reception following the ceremony.

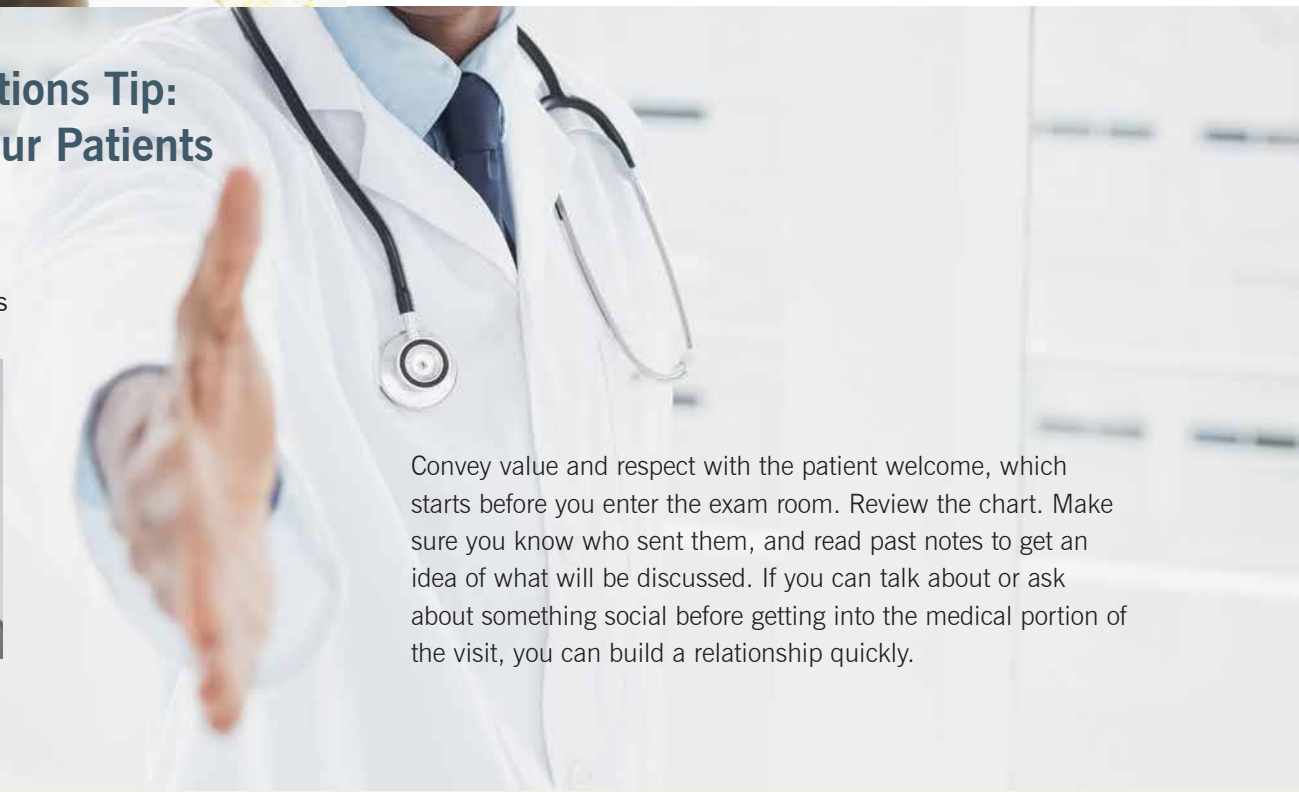
If you've not attended the graduation celebration before, please make plans to attend this uplifting event and show your support for our graduates.

Communications Tip: Welcome Your Patients

Brian Schroer, MD
Associate Director,
Communication Skills



Dr. Brian Schroer



Convey value and respect with the patient welcome, which starts before you enter the exam room. Review the chart. Make sure you know who sent them, and read past notes to get an idea of what will be discussed. If you can talk about or ask about something social before getting into the medical portion of the visit, you can build a relationship quickly.



Advance Your Leadership Skills with an Executive MBA

In collaboration with Case Western Reserve University's Weatherhead School of Management, Cleveland Clinic offers a deeply discounted executive MBA (eMBA) degree, designed to give eligible students the opportunity to advance their leadership and management skills. The program distinguishes itself from similar eMBA programs with classes in healthcare co-taught with faculty from Cleveland Clinic.

This 20-month program (three days/month) includes a 10-day International Study Experience. Classes begin in September.

Learn more at an **open house on Feb. 23**, and mark your calendar for an eMBA Immersion Day on March 24. Prospective students can spend a half day, full day or just an hour or two with current eMBA students and faculty during the eMBA class residency.

Educators Awarded Distinguished Educator Certificate

A group of Cleveland Clinic educators have completed all the requirements for the Distinguished Educator Level I Program during the year ending December 2017, earning them a certificate of achievement.

The group participated in “Essentials Program for Health Professions Educators” sessions focused on teaching, assessment, feedback, curriculum development and other aspects of education. They were observed teaching, completed pre-and post-observation reflections, and received written feedback.



Richard Cartabuke, MD
Internal Medicine



Laura R. Greenwald, MBA
Education Institute



Kelly Haight, MSN, APRN, ACNS-BC
Advanced Practice Nursing/Nursing Professional Development



Sandeep Khanna, MD
Anesthesiology



Carrie Knight, BSN, RN, CNOR
Perioperative Education



Karen Law, RN, BSN, CCRN
Nursing Education

PHOTO NOT AVAILABLE.

Lisa Mayell, BSN, RN, CAP
Nursing Education



Elizabeth McCarthy, MSN, RN-BC
Nursing Education



Scott D. Petersen, MPAS, PA-C, CPE
Digestive Disease Institute – Surgery, Avon Hospital



Fatima Shahid, MD
Internal Medicine



Marian Soat, RN, MSN, CCNS, CCRN
Advanced Practice Nursing



Nirosshan Thiruchelvam, MD
Respiratory Institute



Lisa Zickuhr, MD
Rheumatology

Please congratulate these colleagues for their commitment toward becoming exceptional educators! Cleveland Clinic educators: [Learn more about our internal educator development opportunities.](#)

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!

Release Your Inner Artist

If you have a work of short fiction, reflective writing, poetry, personal narrative, essay, artwork or photography that you'd like to see in print, consider submitting it to the eighth issue of *Stethos*, the Lerner College of Medicine medical humanities journal. Submissions may focus on any topic that calls to you.

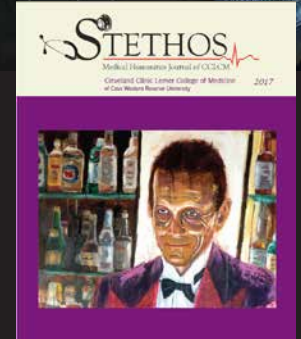
Published annually and completely student-run, *Stethos* provides a terrific forum to showcase the incredible diversity and creativity of our students, staff and colleagues.

View the [current and previous issues of *Stethos*](#) as well as [submission guidelines](#).

Deadline for submissions is March 5, 2018.

Please contact Josie Volovetz ('19) or Kaitlin Keenan ('20) or any of the *Stethos* editors, listed below, if you have questions. We look forward to receiving your submissions!

Rebecca Achey ('18); Ellen Brinza ('22); Alex Chaitoff ('19); Lynn Daboul ('21); Perry Dinardo ('21); Karen Fang ('18); Daniel Moussa ('21); Deborah Park ('22); Tulsi Patel ('19); Stephen Raithel ('18); Alice Tzeng ('21); Emily Zhang ('20)



MARK YOUR CALENDAR

- | | |
|------------------------------|--|
| March 5, 2018 | Deadline for submissions to Stethos |
| March 12-23, 2018 | CCLCM Capstone, Cleveland Clinic |
| March 16, 2018 | Match Day – Dean’s Comments: 11:30 a.m. Opening of the Envelopes: Noon Reception following CWRU, Tinkham Veale University Center |
| March 20, 2018 | 7:30 a.m. – 5 p.m. CWRU Annual Education Retreat: “Training Today for the Healthcare Challenges of the Future” CWRU, Tinkham Veale University Center |
| March 23, 2018 | Eighth Annual CCLCM-wide Student Research Day Cleveland Clinic |
| March 29 and 30, 2018 | Applicant Second Look, Cleveland Clinic |



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.

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

Laura R. Greenwald, MBA,
Managing Editor

Elissa Filozof, Writer

Mary Reagan, Art Director

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