

# Seeing the City That We Serve

Students are introduced to local organizations whose goal is to help Cleveland residents thrive



# Seeing the City That We Serve *continued*

How much could a “field trip” to a local woodworking shop help educate medical students about the social determinants of health? Turns out, a lot.

As part of a longitudinal didactic called Social Determinants of Health, a special session was organized where third-year clerkship students visited community-based organizations with the goal of learning about resources that could benefit their patients.

At Polis Woodworking, for example, medical students discovered a place where young people who have few resources and job prospects, coupled with too much idle time, can create art, learn skills and find refuge from an unstable environment. “The owner of Polis Woodworking, Bryan Overbaugh, seemed to have a gift for working with children and adolescents and helping them to process their emotions and experiences surrounding difficult topics, such as mental illness and gun violence, through artwork,” says Perry Dinardo (‘21).

The session, called Seeing the City That We Serve, was held last November and included third-year CWRU School of Medicine students who are in the Cleveland Clinic Longitudinal Clerkship: 32 from the College Program and 45 from the University Program. The one-day session was coordinated by Monica Yepes-Rios, MD, Associate Professor of Medicine; Katherine Burke, MFA; and Martin Kohn, PhD, Associate Professor of Medicine.

The students formed eight small groups, with each group visiting one of the community organizations. The organizations provided a tour, explained their mission and answered questions about how their offerings contribute to a healthy neighborhood.

“When you see patients in the hospital or in the office, you have to know that is a miniscule part of their life,” says Dr. Yepes-Rios. “There are so many other determinants of health, and in medicine we’re just starting to be mindful of that. This session helps give students perspective and shows them how to partner with the community to better help patients.”

The eight organizations were intentionally curated based on location – most being within a 15-minute drive from Cleveland Clinic – and on diversity. All the organizations offer something a little different and are somewhat non-traditional. For example, one student group visited Cosmic Bobbins, an arts-based community organization that focuses on teaching entrepreneurship and creating jobs for underserved populations.

“These organizations are more than just interesting places doing good work,” notes Ms. Burke. “The evidence is there that health improves when you have a social network and neighborhood cohesion. Across the board, health improves. It’s vital to involve future physicians in these organizations so they can refer their patients.”

The students valued the experience deeply, sharing what they learned with the large group and expressing what the experience meant for them in a shared blog:

“This visit further solidified the idea that what people do outside the hospital is equally if not more important for their health than what we do for them inside of it. ...referring my patients to incredible resources like these will indirectly help them achieve better overall health,” wrote Ashwin Kelkar (‘21).



Monica Yepes-Rios, MD



Katherine Burke, MFA



Martin Kohn, PhD



“We’ve had some good discussions over the past few weeks on social determinants of health, but they don’t come close to actually getting out into the community to see what’s going on,” wrote Rebecca Leece (’21).

“[The session] got me to reflect on my own unrecognized biases and stereotypes, shaped by my word choices, or vocabulary that I have been exposed to,” wrote Chan-Mi Lee (’21).

Many students expressed that they wished they had known about these organizations earlier. “The students are so overwhelmed and so busy, they just don’t have the time to research community organizations. It’s really up to us to know these resources and include them in their education,” says Ms. Burke.

Faez Syed (University Program ’20), was among the students who visited the Renee Jones Empowerment Center, an organization devoted to helping human trafficking and sexual assault victims. Faez was struck by the role of social workers who focus on the entire well-being of their clients, with medical care being just a part of the package. “It really put my own place as a future healthcare provider in perspective in reminding me of how much there truly is out there that must be addressed for people to truly be ‘well,’” he says.

Connecting students with the community has long been a passion and a personal mission for Ms. Burke. “I want to establish positive, real relationships with the people who are right next door to us,” she says, adding that as we move into the new Health Education Campus in the spring, we need to continue and even expand our connections with the community.

“The Hough neighborhood is right across the street from the new campus. We are part of the neighborhood, and it’s incumbent upon us to nurture these important relationships,” she says.



## SEEING THE CITY WE SERVE

Within their small groups, the students visited:

**Burton, Bell, Carr Development, Inc.**, whose mission is to empower residents and revitalize blighted and unserved communities in Cleveland’s Central and Kinsman neighborhoods

**Cosmic Bobbins**, whose mission is to create jobs in underserved populations through arts-based entrepreneurship, sewing education and outreach

**Karamu House**, whose mission is to produce professional theatre, provide arts education and present community programs for all people while honoring the African-American experience

**Magnolia Clubhouse**, whose mission is to benefit the health and wellness of people who live with mental illness

**Polis Woodworking**, whose mission is to offer innovative product development, community access to tools and equipment, and youth and community development, geared toward Cleveland’s youth

**Rainey Institute**, whose mission is to provide positive growth for Cleveland’s youth through education and participation in the performing and visual arts

**Renee Jones Empowerment Center**, whose mission is to provide holistic help to minor and adult human trafficking and sexual assault victims, and to prevent human trafficking and sexual exploitation

**University Settlement**, whose mission is to provide resources, such as education, literacy, job readiness and meals, for people and families so they can learn, grow and thrive

# From the Dean's Desk | 2019 is a Time of Change

2019 is undeniably going to be a year of transition for CCLCM. In April, we'll start the move to the new Health Education Campus, an environment that is not only aesthetically stunning, but also designed to spark collaboration and innovation. In July, we will welcome the class of 2024 into the HEC. The CCLCM team of students, faculty and administrative support staff are working hard to ensure a smooth transition and to take advantage of the opportunities for interprofessional education in the HEC, while maintaining our unique CCLCM identity.

We enthusiastically welcome Neil Mehta, MBBS, MS, as the new Associate Dean of Curricular Affairs, picking up where Alan L. Hull, MD, PhD, left off when he retired at the end of 2018. Don't be surprised, however, to spot Alan in the classroom or hallways; he has graciously agreed to lend his clinical and educator expertise to CCLCM in a retired faculty capacity.

This spring, we will celebrate the remarkable professional achievements and contributions of Kathleen Franco, MD, as she transitions from Associate Dean of Admissions & Student Affairs to retiree. Fortunate for us, Kathy, too, will continue to contribute as a retired faculty member.

Although change is often viewed as difficult and unwelcome, change is necessary to propel organizations forward. As we look ahead to 2019, I'm confident we will continue to build on our strengths, bolster our already strong spirit of collegiality and embrace opportunities for growth. I hope you share my energy and optimism about the year ahead.

**J. Harry Isaacson, MD**  
Executive Dean



J. Harry Isaacson, MD

## Stay Connected with CCLCM Via LinkedIn

Keep up to date with news and faculty and student accomplishments via the Lerner College of Medicine's new LinkedIn page. LinkedIn makes it easy to maintain your connections to classmates and create new connections with alumni.

We're eager to engage. [Connect with CCLCM today.](#)



### COMMUNICATIONS TIP:

## Use Empathetic Statements

**Brian Schroer, MD** | Associate Director, Communication Skills

Empathetic statements are useful ways of addressing patient emotions. In many cases, a patient's verbal and non-verbal cues may be hard to interpret.

If a patient seems to be expressing anger, the first step is to clarify the emotion. You can do this by emotion naming, saying, "You seem upset." (Emotion naming is part of the SAVE mnemonic: Support, Acknowledge, Validate or Emotion naming; (See "[Communications Tip: Demonstrate Empathy.](#)" *InSight*, January 2019.)

Stay curious in response to a patient's expression of emotion and ask for clarification. You can say, "Tell me more about how you are feeling." Be careful not to try to extinguish or "fix" the emotion. Doing so risks negative responses from the patient: They will feel you have not heard them so they ramp up the expression of emotion, or they may shut down, taking your lack of addressing the emotion as a sign that you do not want to hear what they are feeling.

Ensure that you recognize which emotions you are feeling in response to the patient's emotion.

Learning how to verbalize empathy takes practice, and it may feel awkward at first. Keep at it by using the SAVE mnemonic as a guide.



Brian Schroer, MD

## IPE INFLUENCER:

Interprofessional education, or IPE, promises to be a major focus when the new Health Education Campus opens next month. IPE is defined by the Center for the Advancement of Interprofessional Education (CAIPE) as “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.” When healthcare students are prepared to truly work collaboratively, the benefits are many: improved patient outcomes, increased caregiver satisfaction, fewer medical errors, and reduced costs.

In this series, we'll introduce you to the people from CCLCM and CWRU who are leading and influencing the IPE movement.

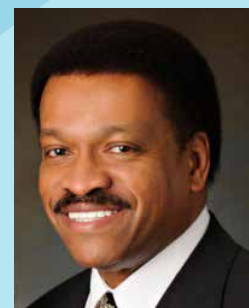
This month's IPE influencer is Dean Chance from the CWRU School of Dental Medicine.

# Three Questions

**Kenneth B. Chance Sr., DDS**

*Dean, CWRU School of Dental Medicine*

With a wealth of experience in interprofessional education, health policy and leadership, Kenneth B. Chance Sr., DDS, has served as Dean of the CWRU School of Dental Medicine since 2014. A professor and 1979 alumnus of the CWRU School of Dental Medicine, Dean Chance was the first dentist to be elected to serve on the CWRU's Board of Trustees, which he did from 2005 to 2014. He also served as Dean of the School of Dentistry at Meharry Medical College in Nashville, Tenn., from 1997 to 2000. The recipient of numerous awards, Dean Chance was presented with the CWRU Legacy of Leadership Dean's Award in 2017.



Kenneth B. Chance Sr., DDS

### 1. What's an example of a professional behavior that's necessary to have to succeed in an IPE environment?

There are two that I believe meld together: respect and knowledge of other professions. Showing respect for and having an understanding of the roles of other professions place the patient in the center position — the most important position. I see those coupled together.

### 2. Any myths about dentistry you'd like to bust?

First, students interested in dentistry generally apply only to dental school; they're not interested in attending medical school and thinking about dentistry second. Dentistry is their focus. Second, many people also don't realize that a DMD [Doctor of Dental Medicine] degree involves a four-year program, with a residency and optional post-graduate programs. Third, preventive care is a principle of our profession. We go into communities and look for early detection of disease and teach behavior modification techniques to patients early on.

### 3. What excites you most about IPE?

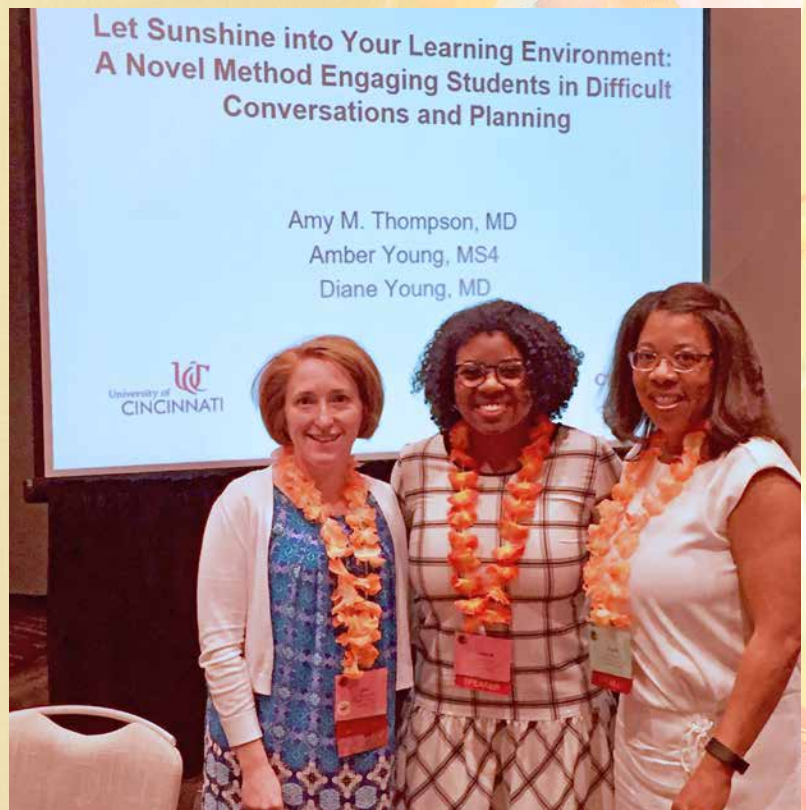
I'm excited about the opportunity to make the patient the center of our efforts. And, by doing this, IPE becomes the platform to correct the ills of a presently unsustainable healthcare system. For example, dentists have the opportunity to refer patients to other care providers based upon general tests in our office, such as blood pressure and cholesterol. Likewise, it's very important for other professions to be aware of their patients' oral health and refer patients to dentists, particularly because we have a better understanding of how oral health contributes to overall physical health. This interprofessional way of working helps close the circle of care and keeps the patient at the center.

[Learn more about Dean Kenneth Chance.](#)

## Mother and Daughter Collaborate to Deliver Workshop at National Meeting

Diane E. Young, MD, Assistant Professor of Surgery and Clerkship Director for Ob/Gyn, co-presented a workshop at the Association of Professors of Gynecology and Obstetrics national meeting in January in Hawaii. Her co-presenters were her daughter, Amber Young, who is a fourth-year medical student at the University of Cincinnati College of Medicine, and Amber's clerkship director, Amy Thompson, MD, also with UC.

"We discussed using group level assessments to engage teachers and learners in difficult conversations and action planning," says Dr. Young. "It was great collaborating with another medical school in Ohio, and the opportunity to work with my daughter was a dream come true!"



### SAVE THE DATE

## New Faculty Orientation and Role Fair

Mark your calendar for the next New Faculty Orientation and Role Fair: **April 23, from 7:30 – 11 a.m.**

You'll learn about the teaching and advising opportunities available at CCLCM and find out about the approach to teaching we use in our unique system.

**Please remember to request meeting time and block your clinical schedule well in advance so that you can attend this event.**

Registration details will be forthcoming. For questions, please contact the Office of Educator & Scholar Development at [prelosa@ccf.org](mailto:prelosa@ccf.org) or [colberc2@ccf.org](mailto:colberc2@ccf.org).







## Improve Your Simulation-based Education Skills

If you are interested in using simulation-based education with your learners or in advancing your simulation-based education skills, register today for the Simulation Educator Workshop. The course includes an online self-study component and a two-day onsite workshop. Three sessions are available in 2019:

**May 9 and 10**

**Sept. 12 and 13**

**Nov. 11 and 12**

The workshop focuses on experiential learning with practice and feedback. Class sizes are kept small to allow for maximum participation.

22.0 **AMA PRA Category 1 Credits™** are available.

[Get details and register for the workshop.](#)

## Challenge and Refine Your Teaching Skills

If you are a Cleveland Clinic healthcare professional with teaching and educational leadership responsibilities, you may be interested in the Cleveland Clinic/Cleveland State University Master of Education (MEd) in Health Professions Education program. We are now accepting applications for the next cohort of students, who will begin the program in August 2019.

This two-year program is designed for healthcare professionals already engaged in teaching so that you can immediately apply what you learn. The highly interactive courses are taught by Cleveland Clinic and Cleveland State University faculty, modeling adult education principles and practices. A blend of online and in-person classes are held at the Cleveland Clinic main campus on Tuesday evenings. We use a cohort model so that all students participate together in all core courses, which encourages teamwork and collaborative learning.

In the two-year program, you will enhance your skills in:

- Adult learning principles and practices
- Curriculum design and instruction
- Learner assessment
- Program evaluation
- Educational scholarship
- Interpersonal and communication skills

Cleveland Clinic's tuition reimbursement benefit may offset the cost of tuition for qualified applicants.

Please share this opportunity with colleagues inside and outside of Cleveland Clinic who may benefit.

Learn more about the program and apply to be part of the experience. We use a rolling admission process and will accept applications until we reach the cohort limit of 20 students.

Questions? Email [MEHPESupport@ccf.org](mailto:MEHPESupport@ccf.org).

## STUDENT SPOTLIGHT:

# Student Spotlight: Alex Ulintz

Alex Ulintz ('19) remembers the exact moment he decided he wanted to pursue a career in emergency medicine. "I was fourteen years old, watching the docuseries 'Trauma: Life in the ER,'" he says. "I found the dynamic of the ER to be fulfilling, and it immediately sparked an interest."

Alex, who lives by the mantra "see a need, fill a need," which he borrowed (at the recommendation of Kathleen Franco, MD) from Bigweld in Disney's Robots, has dedicated much of his life to serving others. As a teenager, he joined Boy Scouts, where he learned advanced and wilderness first aid. From there, he volunteered at his local emergency department (ED), where he helped retrieve comfort items for patients and occasionally observed in the resuscitation bay.

"I immediately gravitated towards the high acuity patients requiring lifesaving interventions," says Alex. Although the thrill of the ED kept him around as a volunteer, he wanted more direct contact with patients, which led him to work as an ED greeter; become an emergency medicine summer research intern at Cleveland Clinic, working with Sharon Mace, MD, Professor of Medicine; and eventually volunteer as an EMT.

During his time as a summer research intern, Alex learned about CCLCM and, as a Cleveland native, was eager to apply here. Although he took a year off after college and worked at the Cleveland Botanical Garden as an urban farmer, his long-term goal was always to attend CCLCM, where he could pursue his dream of working in emergency medicine. Fast forward five years, and Alex's dream has been fulfilled.

As a CCLCM student, Alex has tackled his strenuous curriculum schedule and has participated in many extracurricular activities including researching hotspotting and community paramedicine; volunteering at the Free Medical Clinic of Greater Cleveland; and getting involved in the social emergency medicine movement.

Currently, Alex is working with Kristin Victoroff, DDS, PhD, Associate Professor, and Donald P. Lewis Jr., DDS, CFE, Clinical Assistant Professor, both with Case Western Reserve University School of Dental Medicine, to create an Interprofessional Dental Emergencies elective. The elective aims to teach medical students how to treat ED patients who come in with acute dental pain. Alex came up with this idea during his ED rotations, where he saw many patients with dental pain go untreated because medical doctors aren't frequently trained in dental medicine.

"I want to eliminate unfulfilled treatment," he says.

During his last few months of medical school, Alex plans to spend time with a dentist and hopes he can learn how to assess dental pain, perform a nerve block and pull teeth. He believes these skills, not normally taught to medical students, could potentially be very useful in emergency medicine.

Outside of medical school, Alex partakes in a recreational kickball league and Krav Maga, a practical self-defense system developed in Israel. He also enjoys spending time with his family and friends, and growing black cherry tomatoes on his front porch.

Alex urges new medical students to create their own personal mission statement. Many awesome opportunities are available at CCLCM, and Alex acknowledges that students can oftentimes get pulled in many directions.

"Learning how to balance medical school and a social life is very important," he says. "If an opportunity fits into your mission statement, then go for it. If not, it's okay to say no."



Alex Ulintz



# Students Build Skills While Helping our Neighbors

Perry Dinardo ('21) and Andrea Boyd-Tressler ('21) (pictured below) spent a recent Thursday evening volunteering at the Cleveland Clinic Langston Hughes Community Health & Education Center, helping to kick off week one of the 8-Week Health Challenge.

The health challenge invites participants to improve their health by attending fitness sessions and health talks by Cleveland Clinic experts. Participants track their success with pre- and post-screenings.

Perry and Andrea offered blood pressure screenings to participants, most of whom hail from the Central/Kinsman, East Cleveland, Fairfax, Glenville and Hough neighborhoods. "The event had a great turnout, and we loved seeing how enthusiastic everyone was about starting 2019 off by getting healthier. Andrea and I really appreciated the opportunity to become more engaged in the community while also practicing our patient counseling skills," says Perry.

Cleveland Clinic opened its Community Health & Education Center at Langston Hughes, located at East 79th and Quincy Avenue, in 2009. The center is staffed with healthcare professionals and offers medical exam rooms, classrooms and an exercise room. Neighbors take advantage of unique health programming such as tai chi classes, cooking demonstrations, smoking cessation, self-defense classes and more.

[Watch this video featuring wellness programming, including the 8-Week Health Challenge, at Langston Hughes.](#)



The health challenge, which runs from Jan. 10 through Feb. 28, is part of the Healthy Communities Initiative, a collaboration among Cleveland Clinic and several community organizations.





ACCOLADES



Emily Rose

## Student Selected for ACP Council of Student Members

Congratulations to Emily Rose ('21), who was selected to join the American College of Physicians Council of Student Members.

According to the ACP, the Council of Student Members, which is limited to 12 students, is charged with advising the Board of Regents and Board of Governors on:

- Promoting internal medicine as a career
- Increasing the value of ACP membership to medical students
- Strengthening chapter- and medical school-level activities
- Aligning council activities with the ACP's strategic plan

Since 2017, Emily has been involved with the ACP. Among other things, the ACP provides funding and support to internal medicine interest groups. Emily, along with three other students, led the CCLCM Internal Medicine Interest Group during her second year. In addition, she was one of two CCLCM students who traveled to Washington, DC, for ACP Leadership Day in May 2018. (See ["Faculty and Students Advocate on Behalf of Patients, Physicians," InSight, June 2018.](#))

Emily's application to the council was strongly supported by Mark Mayer, MD, Associate Professor of Medicine and faculty advisor for the CCLCM Internal Medicine Interest Group.



Mark Mayer, MD

## Student to Present Research at National Conference

Megan Sheehan ('22) has been granted a podium presentation at the plenary session of the National Consortium of Breast Centers' 29th Annual Interdisciplinary Breast Center Conference this March in Las Vegas. Her abstract, for which she also won the Abstract Trainee Award, is entitled "Investigating the link between breast cancer and Lynch syndrome."

Megan's research mentor is Holly J. Pederson, MD, Associate Professor of Medicine and Director of Medical Breast Services.

Congratulations, Megan!



Megan Sheehan



Holly J. Pederson, 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!



## Welcome to the World

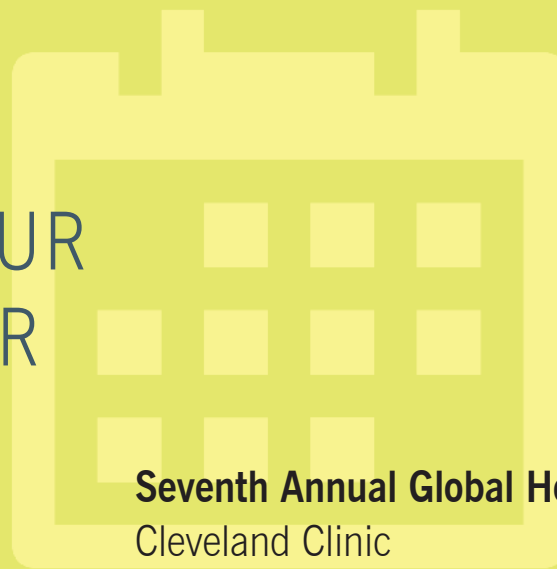
Bryan Sisk, MD ('13), and his wife, Kay, welcomed their third baby to the family. William Geter Sisk was born early in the morning on Jan. 15, 2019, weighing 8 pounds even. His two brothers are obviously enamored with him!

Dr. Sisk is currently in his second year of fellowship training, in pediatric hematology/oncology, at Washington University in St. Louis. "Life is good!" he says.





# MARK YOUR CALENDAR



**March 2, 2019**

**Seventh Annual Global Health Workshop**  
Cleveland Clinic

**March 11-22, 2019**

**CCLCM Capstone**  
Cleveland Clinic

**March 15, 2019**

**Match Day**  
Dean's Comments: 11:30 a.m.  
Opening of the Envelopes: Noon  
Reception following  
CWRU, Tinkham Veale University Center

**March 19, 2019**  
**7:30 a.m. – 5 p.m.**

**CWRU Annual Education Retreat**  
CWRU, Tinkham Veale University Center

**March 22, 2019**

**Ninth Annual CCLCM-wide Student Research Day**  
Cleveland Clinic

**March 23-26, 2019**

**Spring OSCEs for Year Two**  
Cleveland Clinic

## 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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