

**STUDENTS, RESEARCHERS CREATE
INNOVATIVE
EMERGENCY
VENTILATOR
FOR CORONAVIRUS PANDEMIC**



Jacob Knorr



Daniel Santana



Megan Sheehan

continued >>

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In confronting the coronavirus pandemic, some healthcare systems have lacked ventilators. These life-saving devices can make all the difference, as they help seriously ill patients to breathe.



As an alternative, a Cleveland Clinic research team from across the enterprise recently built and tested a prototype of a simple, inexpensive emergency ventilator, the original idea for which came from three CCLCM students: Jacob Knorr ('22), Daniel Santana ('22) and Megan Sheehan ('22). The idea quickly became a multidisciplinary project.

“When we anticipated a shortage of ventilators for Ohio back in March, we were amazed by the willingness of people across the enterprise to drop what they were doing and help us in any way possible,” says Jacob. “With a multidisciplinary team, we were able to design, build and test a functioning ventilator in only four weeks, something that would have never been possible without the broad support from our mentors and Cleveland Clinic facilities.”

Pulmonologist Neal Chaisson, MD, Assistant Professor of Medicine, Director of the Critical Care Medicine Fellowship and co-lead of the project, explains that even in developed areas of the world, ventilator demand has exceeded hospital capability.

“This means that there is the need for organizations with the proper resources to consider rapidly deployable ventilator solutions for emergency use,” he notes. “We’ve decided to take that step.”

Although several organizations have built ventilator prototypes as a response to the COVID-19 crisis, the Cleveland Clinic team has tested the ventilator prototype and plans to market it for future emergencies as a simple, inexpensive device specifically for hospitals and governments to stockpile.

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“The testing was successful in simulated respiratory failure — especially in coronavirus-like conditions,” says Dr. Chaisson.

The ventilator can be used by modern hospitals equipped with wall outlets for air and oxygen. Users can connect the ventilator to their own air and oxygen flow meters that provide a total flow range of approximately 0-30+ L/min.

Plans are being developed to modify it for resource-poor environments, as well.

Dr. Chaisson says that one of the principal advantages of this ventilator is its simplicity: “There are few bells and whistles to confuse less-experienced providers.”

The cross-enterprise team includes Dr. Chaisson and Robert Chatburn, MHHS, RRT-NPS, Adjunct Professor of Medicine, as co-directors, and an impressive collaboration with members from the Biomedical Engineering, Clinical Engineering, and Pediatrics departments, CCLCM and the Respiratory Institute.

“This experience has made me confident that as future physician investigators, we will be able to adapt and use skills we developed before and during medical school to answer questions and address the needs of our future patients,” says Megan.

Adapted from *Today*, Cleveland Clinic intranet, May 13, 2020.

View your faculty teaching scores

If you have a teaching role at Cleveland Clinic, your faculty teaching scores are available for you to view.

Find the links to the teaching scores within the [Education Dashboards on the Education Institute intranet site](#). Institute chairs and GME program directors can also view roll-up data.

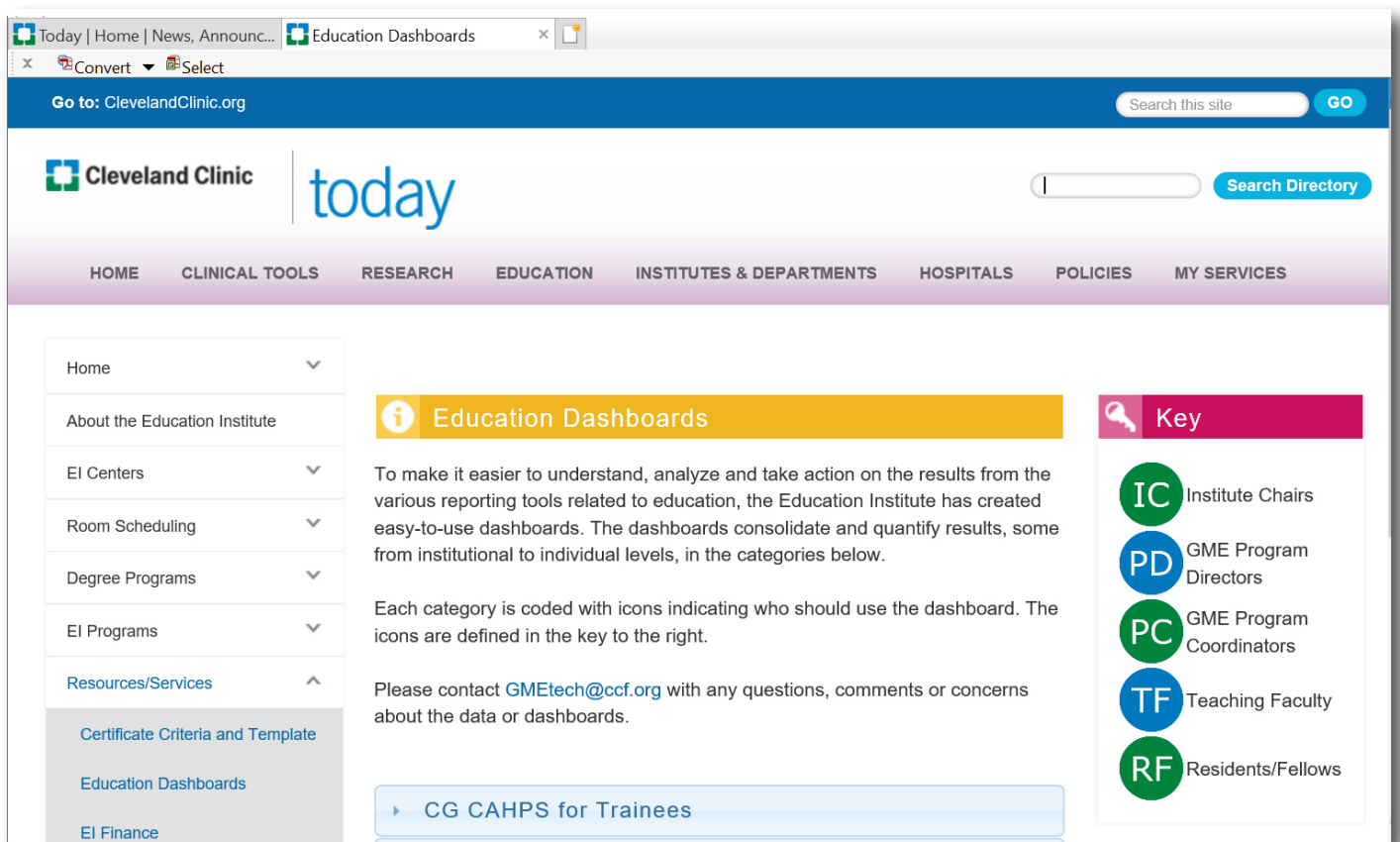
As of last year, a revamped faculty teaching evaluation is being used so teaching scores may have changed; thus, please do not compare new scores to past scores. As well, you must accumulate at least five completed evaluations for scores to appear.

In addition to faculty teaching scores, the Education Dashboards offer links to:

- CG CAHPS for Trainees
- GME Dashboard
- MyEducation Profile
- Physician Time Study

Use the dashboards to analyze and take action on the results from these various reporting tools related to education.

Questions about the data or dashboards? Please contact bocianm@ccf.org.



Dr. Jazmine Sutton-Oliver offers guidance for handling hot temps

Jazmine Sutton-Oliver, MD ('12), Associate Director of Diversity and Inclusion, appeared on Youngstown's WFMJ-TV to discover ways to spot heat stroke and other signs of distress in hot temperatures. [Watch the video clip.](#)

She also is featured on Health.com in "[13 Dehydration Symptoms Everyone Should Know, According to Experts](#)" and "[6 Heat Stroke Symptoms You Need to Know, According to Experts.](#)"



Jazmine Sutton-Oliver, MD

What drives doctors?

Check out this blog post, "[What Drives Doctors?: Reflections on Seeking Impact and Achieving Mastery over Challenge,](#)" by James K. Stoller, MD, MS, Professor of Medicine, which was recently published in the journal *BMJ Leader*. Appropriate for junior and senior physicians, as well as medical students, the post explores the drivers that lead physicians to make the choices they do.



James K. Stoller, MD, MS

CWRU School of Medicine names new vice dean

Lia Logio, MD, has joined Case Western Reserve University School of Medicine as its new vice dean for medical education. She has spent decades innovating in medical education and advocating for patient safety and faculty development. Dr. Logio most recently served as the June F. Klinghoffer Distinguished Professor and Chair of the Department of Medicine at Drexel University College of Medicine.

[Read the full story.](#)



Lia Logio, MD



FACULTY AND HOUSE STAFF RECOGNIZED FOR OUTSTANDING CONTRIBUTIONS

A group of CCLCM faculty and house staff who serve as preceptors for our year 3 medical students during their core clerkships has been recognized for their outstanding contributions with a lapel pin, appreciation letter and a letter to their department and institute chair.

According to Neil Mehta, MBBS, MS, Professor of Medicine and Associate Dean of Curricular Affairs, the recognition is based on a set of criteria defined by a team at CCLCM and uses the quality and quantity of feedback provided by the faculty member and their evaluations by the students.

In this second wave of faculty recognition, 142 faculty members and 69 house staff met the criteria, which are based on providing formative feedback to students during the 2018-19 academic year:

- 1. Consistent response to requests for feedback from the medical students.** Preceptors who responded to at least 75 percent of the requests for formative feedback met this criterion. On average, these preceptors each completed 19 formative assessments during the year.
- 2. Formative feedback that was perceived by the students to be useful.** Preceptors whose feedback was rated as useful more than 90 percent of the time by the students met this criterion. Because students did not always provide a rating for their formative feedback, the committee also sought input from clerkship directors.
- 3. Interaction with preceptor that was perceived by the students to be an overall high quality learning experience.** Preceptors who were highly rated on a composite overall scale for their competencies (e.g., communication/teaching skills, feedback skills, supervision skills and professionalism) met this criterion.

Dr. Mehta, who was instrumental in developing this faculty recognition program, says, "It is likely that faculty members who are excellent teachers but who had less interaction with students during this period may not have met the cutoff for these criteria. We will continue to refine the criteria and hope that many more faculty members can be eligible for this recognition in the future."

The group's future plans include extending this objective criteria-based recognition process to other aspects of the curriculum and, in collaboration with the Office of Educator & Scholar Development, offering resources for faculty, depending upon identified needs.

Congratulations to the preceptors recognized for their outstanding contributions to students. We hope you wear your lapel pin with pride. And to the entire CCLCM faculty, please know that your time, talent and passion for educating our students are deeply appreciated.

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EDUCATOR RESOURCES FOR GIVING FEEDBACK

[Cleveland Clinic Office of Educator & Scholar Development](#) (internal link)

[Preceptor Development Program, University of Virginia Health System](#)

[Giving Feedback, e-Tips for Practice Education](#)



STUDENT SPOTLIGHT:

Frank May

Prior to pursuing a career in medicine, Frank May ('21) was convinced that chemistry was his calling. He attended the University of Cincinnati, where he earned a Master of Science in chemistry, and shortly after graduation accepted a job at The Ohio State University's biochemistry lab.

"I sincerely thought chemistry was going to be it for me," he says. "After working in the lab, I quickly realized that it was not what I had envisioned."

Although Frank had always had an interest in medicine, his desire to embark on a medical career was sparked by a series of cumulative experiences, starting with his involvement in Cincinnati's homeless community and medical research at OSU's biochemistry lab.

"I learned of the medical disparities that homeless populations suffer from and knew I wanted to find additional ways I could help," he says. "My research in the biochemistry lab was the icing on the cake. I tend to throw myself into things that fascinate me, and medicine did."

At CCLCM, Frank's fascination for medicine has continued to flourish. He has participated in various projects, including a study assessing the health needs and diabetes burden of the Hispanic population on Cleveland's west side. "Part of medicine is providing care in an ethical way, which includes addressing systemic inequalities in medicine" he says. "I hope to continue to address systemic inequalities in healthcare on a small and large scale."

Frank has sustained his passion for lab science by participating in translational studies specific to genetics. During his research year at CCLCM, he assisted with a gene therapy vector at the National Institutes of Health in the National Human Genome Research Institute. "I think getting to understand the science of genetics and how to implement what we know can really help patients with diseases and disorders," he says.

In addition to his research, Frank has become intrigued with medical education. He believes it is critical for those pursuing medicine to have good teachers; therefore, he would like to incorporate education into his career plans for the future. "I wouldn't have learned anything if I didn't have good teachers and mentors," he shares.

Outside of medicine, Frank enjoys music. He has played music since he was in first grade. He can play the bass, drums and piano, and most enjoys playing the guitar. Prior to COVID-19, he made it his mission to explore all the local music venues on the east and west sides of Cleveland. He also stayed active by participating in Cleveland's Adult B-League hockey team with fellow students, and he's proud to say that during his first year at CCLCM his team won the league championship! Frank also likes to spend time walking his dog, Moxie, going for hikes in the Cleveland Metroparks and fishing.

One life lesson Frank has learned while at CCLCM is that part of doing something meaningful often comes at the expense of something else. "I have learned that it's okay to say no to projects and to focus my time and energy on myself," he says. "Self-care should definitely be a priority."



Frank May

SAVE THE DATE

Aug. 26 | 5:30-7 p.m.

CCLCM State of the College Address

Samson Pavilion, Health Education Campus



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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