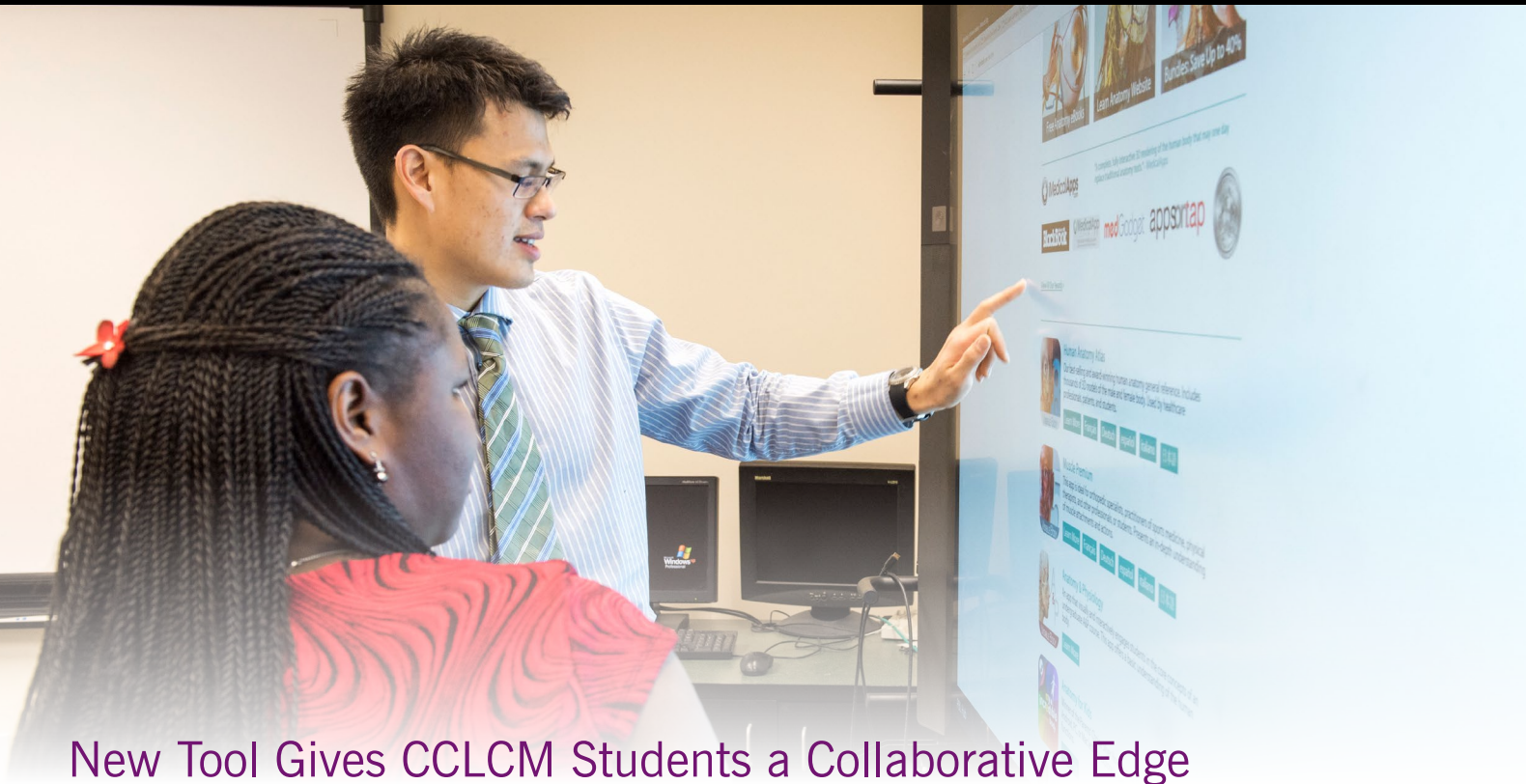


# InSight

Cleveland Clinic Lerner College of Medicine

March 2016



## New Tool Gives CCLCM Students a Collaborative Edge

Technology for education is advancing at a rapid pace, and students are getting firsthand experience with a new collaboration device. Microsoft has teamed up with CCLCM to give the students an opportunity to pilot an innovative tool, called Microsoft Surface Hub, during their problem-based learning (PBL) sessions.

When students engage in problem-based learning, they work together to solve a real-life clinical case or scenario. Within the PBL environment, Surface Hub is especially useful to students, who can use video, images and written content all at once in an interactive manner.

Surface Hub is having a powerful impact on how students learn. CCLCM student Michael Walters ('19) is engaged in using this intuitive device. "This is more than just a whiteboard. It gives us an advantage to be more involved in learning, and we can share information with ease."

According to Neil Mehta, MBBS, MS, Assistant Dean of Technology for CCLCM, Surface Hub has numerous benefits:

- Reduces clutter/wires/cables
- Allows for simultaneous viewing of the browser and whiteboard using split-screen mode
- Offers the ability to copy and clip from the Web
- Furthers collaboration through remote videoconferencing
- Lets students contribute to Surface Hub directly from their laptops

PBL facilitator Bradford Richmond, MD, believes this tool has improved the quality of presentations. "I have facilitated PBL since our medical school started, and I think the Hub is the most useful and innovative technology we have employed."

Surface Hub, among other advances in technology, will be heavily used at the new Health Education Campus and is already helping to advance team learning and to promote high-tech education.

View this [video](#) to learn more about Microsoft Surface Hub.



## LCME Student Survey: The results are in!

When considering a medical school for reaccreditation, the Licensing Committee on Medical Education (LCME) places great value on the thoughts and opinions of the school's students. One of the most important sources of this data is the Independent Student Analysis (ISA), a survey conducted entirely by students, for students.

Many CCLCM students took the time to participate in this survey last fall, sharing their views on aspects of the medical school ranging from curricular organization to wellness.

Our CCLCM participation rate was 87 percent, and the results are in!

Many strengths were identified during the survey process. In particular, CCLCM received high marks from students in the following areas:

### **Curriculum Design**

- Students noted that the small group learning style (PBL) is conducive to learning.
- Students feel well-prepared to function in the clinical arena thanks to a strong education in disease prevention, diagnosis and management, and in health maintenance.

### **Clinical Preparation**

- Students feel that the program prepares them to care for patients from different backgrounds.
- Students feel that the communications and physical diagnosis courses prepare them to interact with patients, while the longitudinal curriculum program increases confidence in writing SOAP notes and presenting patients.

### **Student Wellness**

- Students were very satisfied with the availability and quality of mental health services provided.

### **Career Advising**

- Students were satisfied with the guidance and mentorship they received with regard to career planning.

### **Research**

- Students find their research experiences personally and professionally rewarding.

### **Moving forward**

The survey data have been shared with administrative leaders across CCLCM and CWRU School of Medicine, and will be used to guide changes in the areas identified for improvement and to continue to strengthen the areas in which we excel.

Thank you to all the students who voiced their opinions by participating in the survey.

Stay tuned for a summary report, which will be available to all members of the school, including students, employees and staff.

## Get Ready for Second Look

All accepted applicants for the 2016 entering class — our 13th — will be invited back to campus on April 7 and 8 for Applicant Second Look.

Several events, including panel discussions with students and faculty, social engagements and a city tour, are being planned.

We hope you will have a chance to meet the applicants and share our enthusiasm as we host this important event.

## Seeking Student Musicians

Lerner College students already play a key role in Cleveland Clinic's annual Body Donation Memorial Service, sharing their gratitude for this unique learning experience with donor family members and friends.

For this year's memorial service, which is planned for May 5, we are seeking students who play musical instruments to provide background music for the program.

If you're interested, please contact Lisa Gucwa at [gucwal@ccf.org](mailto:gucwal@ccf.org).



## CCLCM Faculty: Three Questions

### Tracy Hull, MD

Associate Discipline Leader – Surgery

#### Q: What inspires you to teach?

Teaching medical students is one of the most rewarding things I do. Students are eager to learn and appreciative of any time you spend with them. Their questions keep me on my toes. Their enthusiasm is infectious. I find that even when I teach a class at six-thirty on a Friday morning, I still come out smiling.

#### Q: What's one lesson you wish you would have learned in college/medical school?

I have two wishes if I could have a do over: First, before I had the responsibility of a family, I wish that I would have traveled to other places in the United States and around the world to do rotations or medical service work. Second, I wish I would have diversified my education and worked toward an advanced degree in business, public health or education. While it is still possible after you have started your career, it is much harder and still harder when you have a family.

#### Q: If I weren't a physician at Cleveland Clinic and a faculty member at CCLCM, I would be ....

If I did not work at Cleveland Clinic, I would still be a surgeon somewhere. I knew before I started first grade that I wanted to be a surgeon, and I never changed my mind. A lot of coincidences came together such that I was able to do my colorectal fellowship at Cleveland Clinic and then stay on and join the staff. If one of those many instances had not fallen into place, I suspect I would not have been lucky enough to end up here in such a prestigious job. I would probably have gone with my original plan, which was to be a surgeon in my small home town.

## Interested in Teaching in the Simulation Center?

Save the date for the Simulation Faculty Development Program

Mark your calendar for these 2016 faculty development sessions:

- May 11 and 12
- Sept. 21 and 22
- Nov. 10 and 11

The two-day workshops will be held in the Simulation and Advanced Skills Center, located in the Stanley Shalom Zielony Building on main campus.

Registration will be limited and on a first-come, first-served basis. Watch for details about how to register.

Faculty Development program	
Online self-study	2-day onsite Workshop
Prerequisite asynchronous learning to begin 3 weeks before onsite workshop	Stanley Shalom Zielony Building
<p><b>The online content includes:</b></p> <ul style="list-style-type: none"> <li>• Baseline knowledge pre-test</li> <li>• Confidence and experience self-reporting survey</li> <li>• Introduction to simulation</li> <li>• Establishing goals &amp; objectives</li> <li>• Assessment in simulation</li> <li>• Basics of Debriefing</li> <li>• Approximately 4 hours of content</li> <li>• Includes videos, discussion boards, and reading assignments</li> </ul>	<p><b>The onsite content includes:</b></p> <ul style="list-style-type: none"> <li>• Adult &amp; experiential learning theories</li> <li>• Reflective feedback</li> <li>• Fundamentals of debriefing</li> <li>• Artful questioning</li> <li>• Facilitation within simulation</li> <li>• Simple and team-based case building</li> <li>• Post-test (to be completed via mCOMET within 72 hours of completing the course)</li> <li>• Includes multiple hands-on, highly interactive modalities</li> </ul>

*This activity has been approved for AMA PRA Category 1 Credits™*

## Faculty: Apply for a Fellowship in Medical Education or Simulation

Apply now for a one-year fellowship in Medical Education or Simulation. The Education Institute will support a negotiated 20 percent effort of the selected fellow during the fellowship year (Sept. 1, 2016 – Aug. 31, 2017).

The deadline for applications is **Friday, March 4, 2016**.

### • Medical Education Fellowship

The Medical Education Fellowship is a one-year, project-based, longitudinal experience focused on developing excellence in the areas of teaching, assessment and curriculum development.

This fellowship is open to professional staff interested in enhancing their expertise in education. Participants will have the opportunity to examine the theory that supports best practice as well as participate in practical exercises designed to improve their skills. Each fellow will identify a mentor who will provide guidance throughout the process and assist the fellow with his/her educational project. The project may focus on one or more of the following educational areas: faculty development, curriculum development, educational research, learner assessment and program evaluation.

[View the full fellowship description](#), which includes guidelines for submitting the required proposal.

For additional information, contact the Office of Faculty Development at [stiberam@ccf.org](mailto:stiberam@ccf.org) or Dr. Colbert at [colberc2@ccf.org](mailto:colberc2@ccf.org).

### • Interprofessional Fellowship in Simulation and Advanced Skills Training

The Simulation Fellowship is a one-year, project-based, longitudinal experience that enables a fellow to conduct research regarding simulation. Ancillary benefits will be exposure to developing, operating, and managing a simulation program.

The fellowship is open to professional staff and nursing and allied health professionals. Professional staff candidates are expected to have successfully completed scholarly work in their own fields. Nursing and allied health candidates need a minimum of two years of clinical instruction and a bachelor's degree.

Projects must address an educational need that uses simulation as an educational tool and related to health

professional students, residents, fellows or practicing clinicians. The project may focus on one or more of the following educational areas: faculty development, curriculum development, educational research, learner assessment, program evaluation and computer-based education/informatics.

Applicants are strongly encouraged to meet with members of the Simulation and Advanced Skills Center staff to discuss their application and get help in identifying a mentor prior to the application deadline.

[View the full fellowship description](#), which includes information on how to apply.

For more information, email [SimulationCtr@ccf.org](mailto:SimulationCtr@ccf.org).

## CCLCM Students Propose an Innovation to Turn Medical Education on its Head



Alex Cantrell

Four CCLCM students — Alex Cantrell ('20), Jennifer Hu ('19), Shiming Luo ('20) and Joshua Niforatos ('19) — participated in the recent AMA Medical Education Innovation Challenge, proposing a specialized curricular track to better prepare future physicians with business fundamentals and familiarity in private sector research.



Jennifer Hu

Called the Healthcare Innovation and Entrepreneurship Track, the proposal placed the team in the top 20 percent in the innovation challenge and earned them an honorable mention for their effort. Their proposal was one of 146 submitted.



Shiming Luo

The challenge was to address an aspect of medical school — students, faculty, medical school infrastructure, learning environment, curriculum content and/or technology — and innovate a change that helps better prepare medical students for the evolving healthcare landscape.



Joshua Niforatos

The student team posited that current medical education can do a better job of preparing students to collaborate with leaders in the private sector. They proposed a four-year longitudinal research experience where students

collaborate with peers and companies to contribute to private sector research and development projects. In addition, the team proposed weekly classes on healthcare business topics, such as accounting, marketing and finance.

The end goal of the Healthcare Innovation and Entrepreneurship Track is to maximize opportunities for student-led innovations to become realities.

Each team's proposal had to include a written statement and a short video explaining the proposal.

"Physicians must be more than just competent clinical decision makers," says Alex. "Hopefully we can apply something like our proposal here at CCLCM to benefit our future peers and, ultimately, future patients."

## Erin Sieke Awarded Student Travel Scholarship



Erin Sieke

Erin Sieke ('18) has received the 2016 Society for Adolescent Health and Medicine (SAHM) Edie Moore Student Travel Scholarship. The scholarship will cover the cost for her to attend the SAHM Annual Meeting in Washington, DC, March 9-12, 2016, where she is presenting a poster.

Congratulations, Erin!

## Avoiding the Flu is as Simple as Taking a Pill – a Chill Pill



Alexander Chaitoff

Students Alexander Chaitoff ('19) and Joshua Niforatos ('19) published "Take a chill pill if you want to avoid the flu this year" in *The Conversation*. Alex and Josh relied on current research to explain how you can decrease your odds of catching the flu by not only getting the flu shot and frequently washing your hands, but also by relaxing.



Joshua Niforatos

The article was picked up by the *Huffington Post*, the *New Republic*, and the UK's *Daily Mail*.

## Welcome Twins!

Jonny Rose ('16) and his wife, Kristen McCann, welcomed twins on Feb. 2. Oliver Albert and Lucille (Lucy) Amelia Rose were born at Fairview Hospital. Jonny reports that both kids and mom are doing great!





## ROUND UP

# Expanding Cultural Horizons

### **Native American Culture**

On Nov. 12, 2015, CCLCM student Alex Cantrell ('20) gave an eye-opening presentation on Native American culture. Having the chance to share his Native American roots was a special experience for Alex and his audience.

Alex told of his great-great-grandmother, who was a full-blooded Cherokee Indian at a time when racism was rampant. She was forced to hide and lie about her heritage to avoid the Trail of Tears, the name given to the journey the Cherokees took during 1838 and 1839 when they were forced to surrender their lands and migrate to what is now Oklahoma. Although his great-great-grandmother escaped, her family did not, and she never saw any of them again.

In addition to Alex's presentation, Stacey Jolly, MD, and Jacqueline Mendoza, co-chairs of the Cleveland Clinic Circle of Healers Native American Employee Resource Group, gave an engaging presentation about the history and current state of Native American populations in the United States.

"It was very meaningful for me to learn more about the Native American populations as a community and about their healthcare from Dr. Jolly, who has both extensive background and current research interests in Native American healthcare," says Alex.

### **East Asian Cultures**

CCLCM students Harry Choi ('20), Albert Feeney ('20), Ann Kim ('20), Erin Yamamoto ('19), Emily Zhang ('20) and Jessica Zhang ('20) presented on Chinese, Korean and Japanese cultures on Feb. 10, 2016.

The event purposefully coincided with the Lunar New Year, which is an important celebration for families in East Asian cultures. The origins of the Lunar New Year date back thousands of years and hold many cultural legends. One iconic story includes the legendary Nian, a mythical beast who tormented villagers. Members of the village would put food at their doorstep so Nian wouldn't attack people. When the beast was finally captured and banished from the village, the people celebrated with fireworks.

The audience was treated to a vast array of insight about these cultures, including language, customs, values, food and immigration. The presenters compared healthcare in East Asia with that of the United States, as well as discussed attitudes about healthcare within Asian populations.

Jessica Zhang describes the importance of these cultural presentations: "Getting together with classmates across years and administration to learn about our cultures builds a sense of family and appreciation for what we share in common and how we are different."

Each month a different culture is represented by students for an evening of sharing and open discussion. For more information on upcoming cultural events, contact Kendalle Cobb, MD, at [cobbk@ccf.org](mailto:cobbk@ccf.org).



## ALUMNI NEWS



### Alumni Update from the Sunshine State

Leonard Buller, MD ('13), currently a PGY-3 orthopaedic surgery resident, sends this report from Miami:

"Things in Miami are going exceptionally well for my

wife and me. We recently returned from a trip to Costa Rica, where we visited the Arenal Volcano and the Pacific coast.

"Last year (PGY-2) was certainly the most grueling, but it has certainly paid off because I am getting a lot of autonomy in the operating room, and during downtime on-call I was able to get a ton of research and writing finished. Specifically, I was successful in reaching my goal of 20 PubMed'able articles before 2016, which would have been impossible without the strong foundation created during my time at CCLCM. Perhaps the best part about training in Miami is my newfound Spanish fluency, which allows me to develop a much deeper bond with my patients and their families.

"My wife, Katie, is finishing residency this year and was selected as the chief resident of her class (out of 30 residents per year); I am very proud. She matched into her first choice regional anesthesia fellowship in Miami next year.

"While we love the weather here and the friends we've made, I miss being at Cleveland Clinic. There are honestly very few days that go by when I don't think about my time there and how truly blessed I am to have been given so many opportunities to succeed."

### Kudos to Alumni Dr. Daniel Lubelski

Congratulations to alumni Daniel Lubelski, MD ('15), who recently published in the *Journal of Neurosurgery*: Lubelski D, Healy AT, Friedman A, Ferraris D, Benzel EC, Schlenk R. Correlation of personality assessments with standard selection criteria for neurosurgical residency applicants. *J Neurosurg.* 2016 Feb 5:1-9. [Epub ahead of print]



### "Survival Boxes" Ease Anxiety Before Step 1 Exam

Valentine's week is always a special time of year for the CCLCM second-year students because they know they'll be getting a heartfelt gift.

Since 2006, our first-year students have a tradition of assembling "survival boxes" for the second-year students. After the boxes are assembled and filled, the first-year students wait for the second-year students to come out of PBL to give them the boxes.



What's a survival box, you ask? The Class of 2010 came up with the idea when the Class of 2009 was preparing to take the USMLE Step 1 Exam in June. After hearing about the idea, Kathleen Franco, MD, Associate Dean of Admissions and Student Affairs,

agreed that the box would help the students strengthen relationships as part of the CCLCM family and reduce the anxiety of taking the Step 1 Exam. She bought items that she thought would let the students know that CCLCM cares about each and every one of them.

The original survival box was full of items such as tea bags, candy (Smarties were, and are still, very popular!), notepads, pens and highlighters. Every year the boxes get bigger and new items appear, such as bubbles, stress balls, Valentine cards and even Silly Putty!

Students in the first-year class have a great time creating the survival boxes, and they know that next year this same tradition will be done for them.

## 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](mailto:kubacka@ccf.org).

### MARK YOUR CALENDAR

**March 3, 2016**

Annual Education Retreat  
CWRU, Tinkham Veale Center

**March 7-11 and 14-18, 2016**

CCLCM Capstone  
Cleveland Clinic

**March 11, 2016**

Fifth Annual Lerner College of Medicine Student Research Day  
Cleveland Clinic

**March 18, 2016**

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

**March 21-24, 2016**

OSCEs for Year Twos

**April 7 and 8, 2016**

Applicant Second Look  
Cleveland Clinic

**April 7-9, 2016**

Health Humanities Conference 2016  
Arts and the Health Humanities:  
Intersections, Inquiry, Innovations  
Cleveland Clinic

#### 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).

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