

## CWRU, Cleveland Clinic launch new era of health education



Case Western Reserve University and Cleveland Clinic launched a new era of health education last month by dedicating the Sheila and Eric Samson Pavilion, the centerpiece of the new Health Education Campus.

>>continued





"The dedication of the Sheila and Eric Samson Pavilion demonstrates the extraordinary value that the spirit of philanthropy brings to new generations of students. The Health Education Campus will have a major impact on advancing medical education and patient care," said Tom Mihaljevic, MD, Cleveland Clinic CEO and President. "Its unique curricula and design will inspire healthcare professionals to be members of interdisciplinary teams and promote lifelong learning."

[Hear how students will work together in the new space.](#)

At the end of April, the four-story, 477,000-square-foot building opened to 2,200 students from Case Western Reserve University's dental, nursing and medical schools, including those from CCLCM. Students from CWRU's social work school will engage in shared coursework at the Samson Pavilion but will continue to take most of their classes in their own newly renovated building on the CWRU main campus.



"We know that team-based care is best for patients and providers alike, yet universities have continued to prepare students largely apart from one another," said Case Western Reserve President Barbara R. Snyder. "Thanks to the extraordinary support of the Samsons, our original donors from the Mt. Sinai Health Care and Cleveland foundations, and so many others, students now will learn together in a truly inspiring structure."

>>continued





In addition to an innovative architectural design, the Samson Pavilion features advanced technology including:

- Two digital anatomy programs, one using mixed reality, and the other virtual
- Simulation programs for flight nursing and ultrasound training
- Visualization tables that allow students to see anatomic structures in precise detail and explore clinical cases
- Large LED wireless touch screens that allow students to interact with high-resolution images and participate in videoconferences from around the world

[Hear how virtual technology is positively impacting medical education.](#)

“One of the greatest advantages of this project is that we have been able to integrate our best thinking around the deeply human elements of health care with the latest digital breakthroughs in education,” Ms. Snyder said. “As a result, our graduates will begin their careers uniquely prepared to contribute to their rapidly evolving fields.”

[Read more about this collaboration between Cleveland Clinic and Case Western Reserve University.](#)

## IPE INFLUENCER:

Interprofessional education, or IPE, promises to be a major focus in the new Health Education Campus. 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.

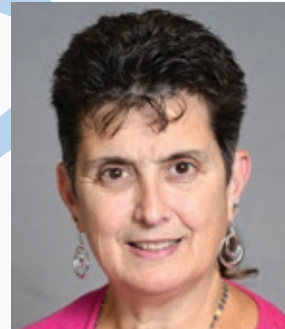
In this series, we'll introduce you to the people from CCLCM and CWRU who are leading and influencing the IPE movement.

# Three Questions

**Cynthia Booth Lord, MHS, PA-C**

*Associate Professor and Founding Director,*

*Physician Assistant Program, CWRU School of Medicine*



A member of the CWRU health professions IPE Steering Committee,

Cynthia Booth Lord, MHS, PA-C, is helping to develop the IPE didactic and clinical curriculum, including creating community-based experiences for senior adults living at home and a referral process between medicine and dentistry. Ms. Lord founded the Physician Assistant Program at CWRU in 2015. Prior to joining CWRU, she helped establish the PA Program at Quinnipiac University, Hamden, Conn., in 1994. Since 1992, Ms. Lord has held a variety of leadership positions within the American Academy of Physician Assistants (AAPA), most recently serving as AAPA Board President and then as Chairman of the Board from 2008 to 2010. She currently serves on the Board of Directors of the International Association of Medical Science Educators. Because of her interest in oral health, she is part of an interprofessional team of medical providers and researchers working with area pediatricians to include dental screenings in their well-child examinations and is part of an NIH research grant aimed at improving access to dental care for low-income children. Ms. Lord received her PA certificate from Yale University School of Medicine and her Master of Health Science from Quinnipiac University. The recipient of numerous awards and honors, Ms. Lord most recently was awarded the 2015 Connecticut Academy of Physician Assistants Lifetime Achievement Award.

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

I believe that health professionals need to respect the unique cultures, values, roles/responsibilities and expertise of those in other health professions and understand the impact these factors can have on health outcomes.

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

One myth I commonly hear is that PAs don't provide the same quality care as do physicians. Physician assistant education and training is intense, with more than 400 hours of basic science education (including 75-plus hours of pharmacology), more than 580 hours of clinical medicine and more than 2,000 hours of clinical training. Physician assistants are one of three licensed healthcare providers in this country (MDs and nurse practitioners are the other two). Even though we are “dependent” practitioners, we do not require a physician to be in the patient room with us. Nor do we require physicians to sign our notes or write our prescriptions. PAs are educated and trained as generalists, so we can change specialty without having to complete a residency. It's the autonomy, lateral mobility and relationships with patients that attract people to become PAs.

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

I am most excited about IPE at CWRU because we “think beyond the possible,” and we are working hard to create a new model of medical education that contributes to healthier communities and healthier patients. We're providing our learners with the knowledge, skills and experience for them to become leaders of interprofessional clinical practice across the country. I am proud to be a part of this transformative curriculum.

[Learn more about Cynthia Lord.](#)

# Health Education Campus courtyard dedicated to former Cleveland Clinic CEO

## ***Two additional spaces dedicated through foundation commitments***

Through a generous gift from the former chair of Cleveland Clinic's Board of Directors, Robert E. Rich Jr., and his wife, Mindy, the sweeping, light-filled courtyard, central to the Health Education Campus, has been named the Delos M. Cosgrove Courtyard. Dr. Cosgrove is the past CEO and President of Cleveland Clinic and currently serves as an executive adviser.

The 27,000-square-foot and 80-foot-high courtyard is uniquely designed to encourage interaction among students and faculty, and features a shared space for studying and relaxing.

[Get a sneak peek into the new campus and hear student reactions.](#)



Two additional spaces within the Health Education Campus have been dedicated through generous foundation commitments:

- The Rhonda and Marc Stefanski Center for Community Health Education, located on the first floor of the Samson Pavilion, was made possible through a \$5 million commitment from the Third Federal Foundation and the Marc A. and Rhonda L. Stefanski Foundation. The center will coordinate students' community activities including programs such as the Student-Run Health Clinic, school health screenings and care for area homeless.
- A spacious conference center that includes a 7,000-square-foot auditorium and 4,800-square-foot lecture hall was made possible through an \$8 million commitment from the Jack, Joseph, and Morton Mandel Foundation. Students will gather in the conference center for interprofessional learning, speakers and demonstrations.

The Health Education Campus comprises the Sheila and Eric Samson Pavilion, courtesy of a generous gift from the couple, and a three-story dental clinic, slated to open this summer.



## STUDENT SPOTLIGHT:

### Rachael Baird

As a result of spending much time on the patient side of medicine, Rachael Baird ('19) knew she wanted to be a doctor. "As a gymnast, I endured many injuries," she says. "I was intrigued by the process of doctors examining a problem, fixing it and getting you back to doing what you wanted to do."

Her fascination with medicine led her to study genetics with a minor in global health at the University of Wisconsin. During her time there, Rachael worked in a research lab where she realized she enjoyed research but did not want to pursue a PhD lifestyle. It was that epiphany that drew her to CCLCM.

"CCLCM was the perfect fit for me," she says. "I loved that it is a small community." Rachael also liked that Cleveland is similar to her hometown, Milwaukee.

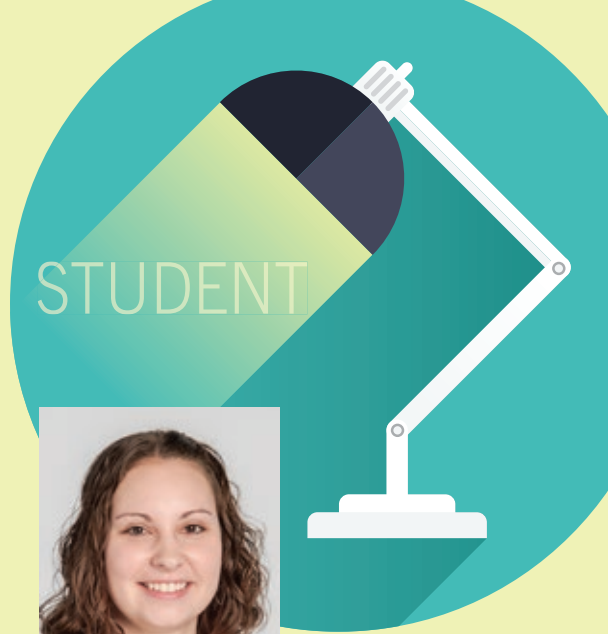
At CCLCM, Rachael developed a passion for medical education. To expand her knowledge and develop experience, she worked closely with Skyler Kalady, MD, Assistant Professor of Pediatrics, to create a Pediatrics Longitudinal Experience. The experience paired medical students with a family and child with advanced medical needs. Students attended appointments with the family and essentially acted as a support system. "The whole point of the assignment was to give students exposure to patient experience," says Rachael.

With help from classmates Kelly Shibuya ('19) and Bob Sun ('19), the Pediatrics Longitudinal Experience was successful and even received a Scholarship in Teaching Award in 2017. ([See "Scholarship in Teaching Awards Announced," Insight, July 2017.](#))

Outside of CCLCM, Rachael says she thoroughly enjoys running. After moving to Cleveland, she got involved with Run Wild CLE, which is a group of runners who meet on Friday nights and run together downtown. "Joining the group was a fun way for me to meet people outside of medicine," she says. Last year, she took her passion for running even further and decided to check "running a marathon" off her bucket list. She trained in the spring with fellow classmates Joe Abraham ('19) and Kate Ituarte ('19), and she later ran in the Cleveland Marathon.

In addition to running, Rachael likes to attend Cleveland sporting events. She also loves listening to true crime podcasts.

Rachael offers these words of wisdom to incoming medical students: Enjoy medical school as much as you can. "At times it can feel busy and stressful, but it is a wonderful time, with supportive staff and faculty," she says. "Step back and enjoy your learning."



Rachael Baird



# CWRU, Cleveland Clinic form BME Alliance

The biomedical engineering (BME) teams from the Lerner Research Institute and Case Western Reserve University recently formed a partnership called the “BME Alliance.” As a result of this collaboration, a new Department of Biomedical Engineering has been formed in CCLCM, led by Geoffrey Vince, PhD, who has chaired the Lerner BME department since 2011 and co-directs the BME Alliance with Robert Kirsch, PhD, from CWRU. (See “CCLCM names new academic departments,” below.)

Many Lerner BME staff will now hold primary faculty appointments in the new academic department, which better reflects their expertise and interests.

These changes will create many opportunities for advancing research across Cleveland, with better access to CWRU’s elite engineering students and increased formal and informal collaborations. In addition, for the first time, Lerner researchers will be eligible to apply for T32 training grants in BME.



Geoffrey Vince, PhD

## CCLCM names new academic departments



Gene H. Barnett, MD, MBA

The Lerner College of Medicine is adding a dozen new academic departments, bringing the number from 10 to 22 by the end of next year.

“The new departments will allow specialties to receive more focused recognition for their research and publication efforts, and increase the opportunities for CCLCM to have a stronger voice in governance,” says Gene H. Barnett, MD, MBA, Professor of Neurological Surgery and Associate Dean of Faculty Affairs.

CCLCM was established with eight academic departments, resulting in several large departments encompassing many diverse specialties. By adding new departments, the specialties will be separated and ideally have the same person serve as both the academic and clinical chair.

Because CCLCM will now have the same number of clinical science and academic departments as our CWRU-affiliated institutions (MetroHealth System and University Hospitals), CCLCM will have a more equal voice in matters of governance, policy and decision making. CCLCM faculty will have more opportunities to engage with the CWRU School of Medicine Faculty Council, which is the school’s primary governing body.

Faculty Council representatives, chosen by the faculty of each academic department, are the voice of the faculty, responsible for:

- helping to decide on matters of import to the School of Medicine
- advising the dean on major changes in faculty and processes
- developing new initiatives

**The Faculty Council meets monthly**; all may attend, but only representatives, which also include institutional and at-large representatives, can vote.

“More CCLCM faculty will now have a seat at the table, and we are enthusiastic about contributing to the future of medical education in the region,” says Dr. Barnett.

If you have any questions, please visit the [CWRU School of Medicine Faculty Governance website](#) or reach out to [Dineen A. Lancaster](#), CCLCM Faculty Affairs Manager.

### CCLCM ACADEMIC DEPARTMENTS:

#### Original departments

Anesthesiology  
Medicine  
Molecular Medicine (science)  
Ophthalmology  
Pathology  
Pediatrics  
Radiology  
Surgery

#### Added in 2010

Family Medicine

#### Added in 2016

Neurological Surgery

#### To be added in 2019

Biomedical Engineering (science)  
Dermatology  
Emergency Medicine  
Neurology  
Ob/Gyn & Reproductive Biology  
Otolaryngology – Head & Neck Surgery  
Plastic Surgery  
Urology

#### To be added in 2020

Orthopaedics  
Physical Medicine & Rehabilitation  
Psychiatry  
Radiation Oncology

## Student's research gets broad press

Kudos to Anne Kim ('20), whose research about sleep quality disruption during a woman's menstrual cycle was picked up by [ScienceDaily](#), [Everyday Health](#), [Bustle](#) and others.

Anne is currently completing her one-year research fellowship at the National Institute of Environmental Health Sciences (NIEHS) in Research Triangle Park, N.C. She was awarded a Medical Student Research Fellowship from the NIEHS, which has funded her research year. Her research mentor and one of the co-authors of the study is Janet Hall, MD, MS, NIEHS Clinical Director and the Head of the Reproductive Physiology and Pathophysiology Group.

The study is garnering much interest from both the lay and scientific communities. In just the past few months, Anne has presented the research at the Pan American Neuroendocrine Society meeting, Endocrine Society meeting, and AAP/ASCI/APSA joint meeting.

Congratulations, Anne, on this well-deserved recognition!



Anne Kim



Janet Hall, MD, MS

## Educator team earns Innovations in Medical Education poster award

Allison Prelosky-Leeson, MEd; Michaela Stiber; Lily C. Pien, MD, MHPE, Associate Professor of Medicine; and Colleen Y. Colbert, PhD, Associate Professor of Medicine, received the "Innovations in Medical Education Poster Award" from the Central Group on Educational Affairs (CGEA) for their poster entitled "Innovation in UME Faculty Recruitment: A Role Fair." The award was presented at the 2019 CGEA Spring Conference in Michigan last month.



Allison Prelosky-Leeson, MEd



Michaela Stiber



Lily C. Pien, MD, MHPE



Colleen Y. Colbert, PhD



# Students organize discussions with Cleveland Clinic leaders

Megan Sheehan ('22) and Arbaz Momin ('22) organized a series of discussions with Cleveland Clinic leaders called the Global Health Leadership Seminar Series. Held throughout January and February, the series gave first- and second-year CCLCM students opportunities to not only learn about global health issues, but also to make connections with Cleveland Clinic leaders at both Cleveland Clinic Canada and Cleveland Clinic Abu Dhabi.

### THE SESSION TOPICS INCLUDED:

**Healthcare system in the UAE:** Students learned about the patient population in the UAE, insurance coverage for citizens and visitors, and the role that Cleveland Clinic is currently playing in the UAE as a leading healthcare provider.

**Healthcare system in Canada:** Students heard from Cleveland Clinic Canada CEO Mike Kessel, MBA, CPA, and Medical Director Khalil Sivjee, MD, about the Canadian healthcare system, advantages and disadvantages of universal healthcare, and the role Cleveland Clinic Canada plays in the Canadian healthcare system. J. Harry Isaacson, MD, Associate Professor of Medicine and Executive Dean, dropped in and contributed to the discussion, offering his take on organizational growth and the necessity of leaders to take risks.

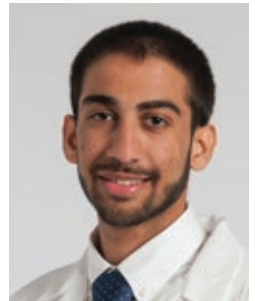
**Research in Abu Dhabi:** The students and leadership discussed clinical research from a global perspective and talked about perceptions of clinical research from the patient side, including people's willingness to participate in research and their attitudes toward research practices.

**Ethics and end-of-life care in Abu Dhabi:** The students learned about end-of-life care, cultural values and the impact of ethics and religion on healthcare systems and decision making. The group discussed strategies for conversing with families about difficult end-of-life care decisions.

**Meet and greet in Abu Dhabi:** The students connected with other medical students and residents who are currently working in Abu Dhabi about their education system and the role they play in patient care. The group discussed insurance and patient experiences, and shared stories.



Megan Sheehan



Arbaz Momin

"Students liked the exposure to different professionals within the Clinic and also enjoyed learning about different healthcare systems and how Cleveland Clinic interacts with those systems," says Megan, adding that systems-based practice is a component of their portfolios.

The team looks forward to continuing the Global Health Leadership Seminar Series.

## MEMORIAL SERVICE HONORS BODY DONORS AND FAMILIES

On April 18, the Cleveland Clinic Body Donation Program held its annual memorial service to honor the 220 people who donated their bodies to the program during 2018.

More than 180 family members and friends of our donors attended the service. >>continued

***"What a marvelous way in which to leave this world. I cannot express to you the gratitude we all have for them."***

– Jessica Jones ('22)

## MEMORIAL SERVICE HONORS BODY DONORS AND FAMILIES *continued*

Jennifer McBride, PhD, Associate Director of the Body Donation Program, opened the service and introduced the Rev. Amy Greene, DMin, Director of the Cleveland Clinic Spiritual Care Department, who offered the invocation.

General surgery resident Talia Burneikis, MD, and two medical students — the main beneficiaries of the body donation program — shared their experiences and sincere gratitude with the audience.

Dr. Burneikis shared memories of her “first patient,” an elderly woman with several tattoos, including one of Scooby Doo. At the time and with limited information, she constructed an idea of what kind of woman her patient must have been, giving her personality and character. That first patient helped shape the kind of physician Dr. Burneikis has become. “That final gift is not without lasting influence,” she told the audience.



Eager to find a special way to express her gratitude, medical student Diana Lopez ('23) revealed her humbleness at the magnanimity of donating one's body to help others learn. She read a poem, written by Robert Noel Test (1926-94), that describes the immeasurable worth of donating oneself to someone in need:

### To Remember Me

At a certain moment a doctor will determine that my brain has ceased to function and that, for all intents and purposes, my life has stopped.

When that happens, do not attempt to instill artificial life into my body by the use of a machine. And don't call this my “deathbed.” Call it my “bed of life,” and let my body be taken from it to help others lead fuller lives.

Give my sight to the man who has never seen a sunrise, a baby's face, or love in the eyes of a woman.

Give my heart to a person whose own heart has caused nothing but endless days of pain.

Give my blood to the teenager who was pulled from the wreckage of his car, so that he might live to see his grandchildren play.

Give my kidneys to one who depends on a machine to exist from week to week.

Take my bones, every muscle, every fiber and nerve in my body and find a way to make a crippled child walk.

If you must bury something, let it be my faults, my weaknesses, and all prejudice against my fellow man.

Give my sins to the devil.

Give my soul to God.

If, by chance, you wish to remember me, do it with a kind deed or word to someone who needs you. If you do all I have asked, I will live forever.



>>continued



"When we perform our first successful surgeries, when we cure our first pediatric cancer patients, when we deliver our first babies, when we save our first lives, we will recall what we learned over the course of these past few months," said Diana. "In those moments, we will think of your relatives, our very 'first patients'... The role this contribution has played in our development as both physicians and as individuals is irreplaceable. For this, in the sincerest way possible, we thank you."

Medical student Jessica Jones ('22) shared her experiences being on both sides of body donation. Her grandmother, who passed away earlier this year, donated her body to Indiana University's medical school program. "...when I think of the students who will meet my grandma's body, I would like them somehow to be able to see that the tiny woman they see in front of them was strong enough to raise nine boys. Or that the empty space where her lung belonged didn't stop her from competing in our family golf tournaments every year. Or that the hands, knobbed from arthritis, they see were always holding a winning hand in euchre."

Jessica encouraged the families to speak about their loved ones with the students and to hear more about how the students have been impacted by the Body Donation Program.

Kathleen Franco, MD, Associate Dean of Admissions & Student Affairs, also addressed the audience, explaining how donor gifts allow students to learn anatomy and practice procedures. "Practice is crucial before learning on a live person," she said.

Dr. Franco shared the story of her father, who donated his body to medical science. She said, "There was a quotation he used in many of his speeches: 'I can't do everything but I can do something. What I can do, that I ought to do and what I ought to do, by the grace of God I shall do.'"

Prior to giving the closing benediction, Rev. Greene read each donor's name aloud. "These were not anonymous gifts. These were people with full, rich lives," she said.

For many family members and friends, attending the memorial service gives them a sense of closure and the knowledge that their loved one's gift will help advance the future of medicine. For us, the service offers a chance to honor our donors and express our gratitude for their priceless generosity.

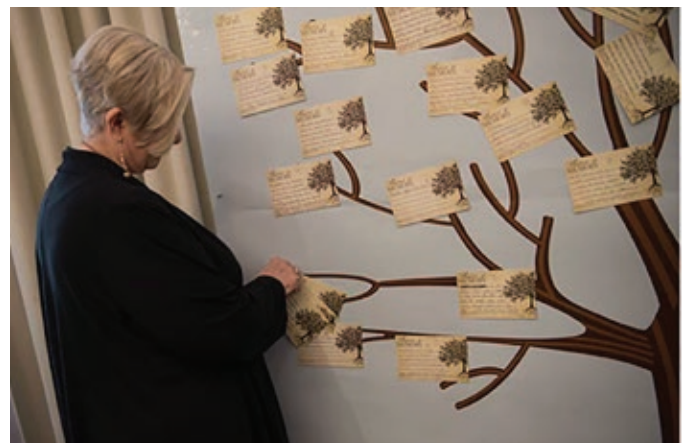
Every guest received an appreciation bag containing a pack of Forget-Me-Not flower seeds, thank-you note and a notecard for sharing a memory of their loved one, which then was hung on the memory tree.

[Learn more about our Body Donation Program.](#)

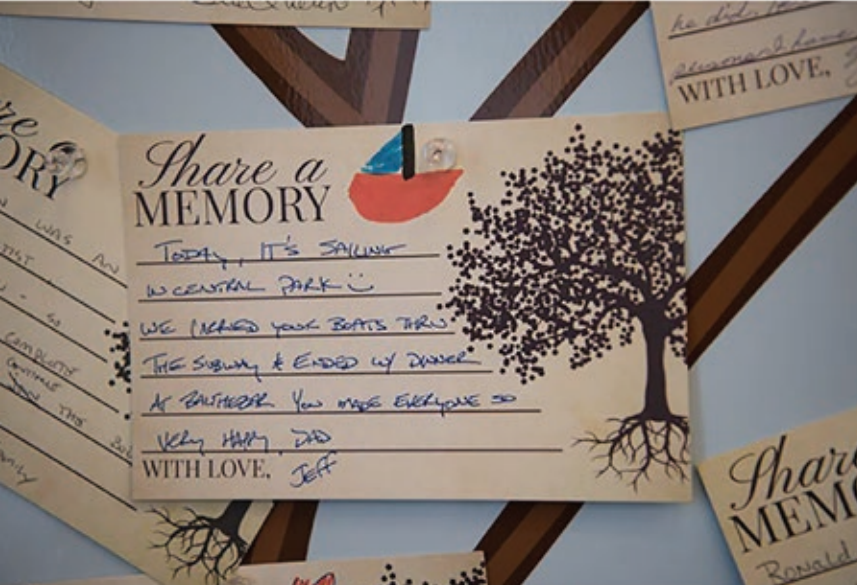
If you have any ideas about how our medical students might further contribute to the memorial service, please email [bodydonation@ccf.org](mailto:bodydonation@ccf.org).

### BODY DONATIONS ARE ON THE RISE

Across the country, more and more people are choosing to donate their bodies to science. In ["Compassion begins with the cadavers,"](#) Richard L. Drake, PhD, Professor of Surgery and Director of the Body Donation Program at CCLCM, and Jennifer McBride, PhD, Associate Professor of Surgery, Associate Director of the Body Donation Program and Director of Virtual Anatomy Education at CCLCM, share their thoughts about the value of human cadavers for education and the new technologies that are making anatomy education possible without using cadavers.







## MEMORIAL SERVICE HONORS BODY DONORS AND FAMILIES





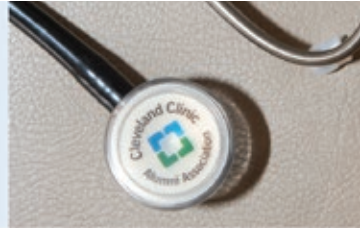
## Stay Connected with CCLCM Via LinkedIn

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.](#)



Lerner College  
of Medicine



### Support the Future of Medicine, Sponsor a Stethoscope for a Student.

Last year, the class of 2018 partnered with the Alumni Association to gift each student a personalized stethoscope. Help us continue the new tradition of welcoming students by making a gift to support a stethoscope for a student.

To sponsor a stethoscope for a student, visit  
[give.ccf.org/stethoscopesforstudents](https://give.ccf.org/stethoscopesforstudents)

"Receiving a stethoscope really made one of the most important days of my life even more special. I'm extremely honored and humbled to be here."

—Vision Bagonza (CCLCM'23)

"I have never felt so immediately welcomed into a family. We are incredibly grateful and will try our best to embody the professionalism that you have shown us."

—Matt Russell (CCLCM'23)

## Get news and updates about the Health Education Campus

[Check out the Health Education Campus website](#) for news and updates, including transportation, parking and move-in dates and details.

Get an update on the new dental clinic, and learn more about how interprofessional education will play a central role at the new campus.



ABOUT THE CAMPUS

NEWS & UPDATES

INTERPROFESSIONAL EDUCATION

GIVE

## HEALTH EDUCATION CAMPUS

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!

# MARK YOUR CALENDAR

**May 16, 2019 | 5:30 – 7 p.m.**

## **Faculty Promotion Workshop**

Cleveland Clinic, Lerner NA5-08

**May 18, 2019 | 5:30 p.m.**

## **Class of 2019 Celebration**

5:30 p.m. Doors Open

6 p.m. Celebration Program

7:30 p.m. Reception

InterContinental Hotel

**May 19, 2018 |**

## **Class of 2019 Graduation**

Severance Hall

**June 14, 2019 | 7:30 – 11:30 a.m.**

## **Basic Science Curriculum Leader's Retreat**

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](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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