Students Get a Lesson in Global Health

A three-week medical mission to Peru offers students a unique learning experience

This past June, a team of eighteen medical students, two nursing students, five high school and college students, two residents, seven physicians, and an interpreter traveled to Peru for the ninth Peru Health Outreach Project (PHOP). The team included more than a third of the Lerner College of Medicine Class of 2020:

Janet Adegboye, Harry Choi, Katharina Clore-Gronenborn, Albert Feeney, Brittany Goldstein, Anne Kim, Erika Lampert, Navin Sabharwal, Christina Snider, Bobby Unger, Lamont Wilkins and Wenda Ye.

Six students from the CWRU School of Medicine University Program Class of 2019 participated as well.
PHOP is a combined global health initiative of the Lerner College of Medicine and University Program students. The goal of the initiative is to partner with local Peruvian organizations to provide sustainable and culturally sensitive healthcare to impoverished areas of Peru.

Students prepared for the three-week mission months in advance, designing health education projects for communities in two sites: the Sacred Valley and Chincha. The PHOP team met biweekly to develop health education projects that addressed major healthcare needs in Peru, such as childhood anemia and vision loss. PHOP team members also attended one of two interdisciplinary global health workshops, which provided the group with foundational knowledge that could be built upon during the trip.

"Many first- and second-year medical students might feel like they only have 'book knowledge,' and that they don't have enough clinical knowledge to actually make a difference," says student Janet Adegboye. "However, participating in PHOP was an amazing opportunity to help people, regardless of experience level."

While on the ground in Peru, PHOP members gave talks at local schools on sexually transmitted diseases and counseled patients one-on-one about hypertension, diabetes and pediatric nutrition. The PHOP team provided vision screenings for more than 700 patients and donated 277 eyeglasses directly to patients.

The experience in Peru provides the entire PHOP team with an invaluable opportunity to experience a new culture and language while providing healthcare and education to communities in need. The patients served by PHOP warmly welcomed the team and not only allowed volunteers to provide care for them, but also gave volunteers the opportunity to learn from them.

"We worked side-by-side with the doctors to provide healthcare to the people of Peru. I learned a lot by being a part of the patient visits, and I could see an immediate impact that we made on them," says Janet.

For medical students in their preclerkship years, PHOP is a truly unique learning experience.

For more information, contact student leader Christina Snider at sniderc@ccf.org or faculty advisers Sangeeta Krishna, MD, at krishns@ccf.org, or Humberto Choi, MD, at choih@ccf.org.
A Peek into the Promotion Process

Absent student grades, promotion committee members rely on portfolios to measure success

Ever wonder how CCLCM students progress from being, say, a first-year to a second-year? Promotion doesn’t happen automatically, and although each year of students should ideally progress together, that’s not always the case.

John Tetzlaff, MD, chairs the CCLCM Medical Student Promotion and Review Committee (MSPRC), often simply called a promotions committee at other medical schools. The MSPRC, which comprises 25 to 30 faculty members, is charged with assessing student performance based on the college’s nine competencies and the milestones for each competency. The MSPRC reviews evidence provided by the students, including their reflections and learning plans, in their summative portfolios during years 1, 2 and 4 through 5.

The material submitted by the students is reviewed by their physician advisor who must attest that it is representative.

“The commitment during summative portfolio review week is four solid days per class,” says Dr. Tetzlaff. “Reviews are conducted in a manner analogous to grant review research study sections.”

On day one, the committee engages in a group review as a means of standard setting. Then the remaining portfolios are divided among members in pairs. The paired members then spend days two and three reviewing the portfolios. On the last day, all student portfolios are presented to the committee as a whole and the outcome is determined by vote.

Committee membership

Membership on the MSPRC is for a five-year term. Generally, the MSPRC selects mid-career and senior faculty who have been at Cleveland Clinic for five or more years. Most often, members are selected because of their decision-making skills and graduate medical education or other medical school experience. Candidates may be recommended by other members and the CCLCM deans.

“Anyone is eligible to serve except for active physician advisors,” says Dr. Tetzlaff.

Ex officio members of the committee include James B. Young, MD; Alan L. Hull, MD, PhD; Kathleen Franco, MD; and S. Beth Bierer, PhD, and Deb Routh coordinates all the MSPRC activities.

Student performance issues

As a subcommittee of the CWRU School of Medicine’s Committee on Students, the MSPRC is also responsible for reviewing any performance issues that arise with a CCLCM student during the academic year. If a student does have a performance issue, the MSPRC takes a student-centered approach to remediation.

This unique approach was outlined in an article called “Time to Loosen the Apron Strings: Cohort-based Evaluation of a Learner-centered Remediation Model at One Medical School,” and published in the July 2015 issue of the Journal of General Internal Medicine. Co-authored by Drs. Bierer and Tetzlaff, and the late Elaine Dannefer, PhD, the article examines a remediation model where students, in conjunction with their physician advisor rather than faculty, develop remedial plans to improve performance. (In 2016, the article was chosen as one of three to receive the 6th Annual John A. Benson Jr., MD Professionalism Article Prize from the American Board of Internal Medicine Foundation.)

Read the article.

In addition, because the MSPRC is so closely involved with competencies, it regularly makes recommendations to the college’s Outcomes and Assessment Committee about the content of the competencies and milestones.

The MSPRC not only serves many crucial functions for the college, but it also offers its members a rewarding professional experience.

Says Dr. Tetzlaff, “I most value the intellectual stimulation of reviewing the portfolios and working with the diverse membership of the committee.”
Interested in an Advanced Degree in Health Professions Education?

Are you a healthcare professional with teaching responsibilities? Do you want to further strengthen your teaching skills?
If so, consider a Master of Education in Health Professions Education degree, designed to help you enhance your skills in:
• Adult learning
• Curriculum design and instruction
• Learner assessment
• Program evaluation
• Educational scholarship

Who should apply
To apply, you must have at least a bachelor’s degree. You also must be 1) a healthcare professional who has a current role or responsibilities in health professions education; and 2) already employed in a professional capacity in healthcare or a medical field.

Program highlights
Many courses for this two-year program are taught by Cleveland Clinic faculty on Cleveland Clinic’s main campus on Tuesday evenings. Elective courses are offered at Cleveland State University. Some classes are online.
• Blend of online and in-person classes
• Cohort model encourages teamwork and collaborative learning
• Six-semester, 30-credit hour program
• Classes are held on Tuesday evenings, beginning August 2017
• Class size limited to 20

This degree program is a collaboration between Cleveland State University’s College of Education and Human Services and the Cleveland Clinic Education Institute.

Get details including information about how to apply.

Get Your Doc Opera Tickets!
Get your tickets to Doc Opera: Star Wars, before they’re sold out.

Saturday, Dec. 10
John Hay High School Auditorium
6 p.m. Pre-show reception
7 p.m. Show
10 p.m. Dessert reception
11 p.m. Afterparty

Doc Opera is an annual variety show written, directed and performed by CWRU School of Medicine and CCLCM students, along with some friends from other healthcare disciplines and brave faculty.

Proceeds from the show, which is in its 32nd year, benefit the Free Medical Clinic of Greater Cleveland and the Student-run Free Clinic. Since it began, Doc Opera has raised tens of thousands of dollars to help provide free healthcare and related services to those most in need.

Tickets are $25 for general admission, $20 for students and $15 for children under 18.

CCLCM students Angela Dai (’17) and Erica Magelky (’17) are among the directors for this year’s show.

Get details and ticket information.
Can Different Assessment Cultures Influence Students’ Acceptance of Feedback?

A recent article published in *Perspectives in Medical Education* seeks to discover if different assessment cultures can influence students’ receptivity of feedback, and the results show that the Lerner College of Medicine’s approach to student assessment positively affects the way students accept feedback.

The article, called “Factors influencing students’ receptivity to formative feedback emerging from different assessment cultures,” was authored by the late Elaine Dannefer, PhD, and several colleagues from the Netherlands, Australia and the United Kingdom.

The authors conducted focus groups in three medical schools, in three countries, all of which used different assessment approaches. From the data, the authors identified four principal themes: (1) Personal agency; (2) authenticity and relevance of assessment; (3) grades and comparative ranking; and (4) scaffolding of feedback.

The results of the study demonstrate the value of replacing a punishment/rewards approach with an approach based on principles of authenticity, empowerment and gradual reduction of regular feedback.

The CCLCM assessment system provides strong evidence that “offering students choice and independence promoted receptivity to feedback,” “not providing grades caused initial uncertainty, but later promoted more authentic recognition that both self and peers had a complex set of strengths and weaknesses,” and “a long-term mentoring relationship appears essential for feedback provision to stimulate effective learning.”

Read the entire article.
Students Engage in Diversity Efforts

To help promote awareness of CCLCM to area Hispanic students, several CCLCM students participated in Convención Hispana, a one-day event geared toward providing resources, including education, job opportunities and health screenings, to Northeast Ohio’s Latino community.

Students Paola Barrios ('21), Andrew Bowen ('18), Francisco May ('21) and Daniel Moussa ('21) helped put the spotlight on the Lerner College, touting the benefits of the program, including small class sizes, emphasis on research and full-tuition scholarships.

Diana Gueits, Director of the Cleveland Clinic Office of Diversity & Inclusion, was grateful for the support of the college. “We met with quite a few local pre-med students who were not aware of the Lerner College and the fantastic opportunities available to them,” she said.

The event, which was held at Max S. Hayes High School on Oct. 8, attracted more than 2,000 people.
Students Take to the Stage at Story Slam

Students from the Lerner College, University Program and Ohio University Heritage College of Osteopathic Medicine took to the stage at the Second Annual Story Slam, sharing original compositions on topics ranging from personal experience in medicine and meaningful interactions with patients to the inspiration to pursue a career in medicine.

A highlight of the evening, designed to celebrate humanities in medicine, was welcoming back CCLCM alumni Bryan Sisk, MD ('13), who served as the keynote speaker.

“Dr. Sisk brought a lot of talent into town with him and really encouraged and inspired everyone at the event,” says Kaitlin Keenan ('20), who, along with Emily Zhang ('20), organized Story Slam.

The event, which was held on Sept. 28, 2016, would not have been possible without the involvement of the faculty at all three institutions and the generous financial support of the Professionalism in Medicine Fund, supported by Alice Lefkowich; the R.J. Fasenmyer Center for Clinical Immunology; Leonard Calabrese, DO; and J. Harry Isaacson, MD.

If you missed this event, take heart: Story Slam will return next year!

Until It Hits Home
Elizabeth Shay ('20)

Until you’ve cried,
Cried till the tears that stream down like the Nile
Cease to flow.

Until you’ve picked up the phone to call,
And then remembered; halted by the cold voice of reality
Mockingly whispering,
“He’s gone”, “She’s gone”
“Forever”.

Until you’ve reached out to hug and hold,
Your arms aching with longing, heart with expectation,
And grasped air;
A vast, endless chasm of loss.

Until you’ve replayed in your mind
Those moments:
A flippant goodbye, a forgotten hug, an almost I’m sorry,
Replayed those moments of unsuspecting finality, over,
And over,
A hundred times, A thousand times … countless times,
Wishing you could have known.

Until the numbers on the chart
Describe not just any disease ravaged body,
But one that you’ve loved dearly;
Until they foretell the ending of a chapter in your story...

You’ll never really know
Never completely understand
Never fully feel...

Until it hits home.
A Gala Evening with Mrs. Norma Lerner

Last month, a group of CCLCM students and staff were treated to “A Gala Evening with the Cleveland Orchestra,” courtesy of Mrs. Norma Lerner.

The students, along with Kathleen Franco, MD, her husband, David Bronson, MD, and James Stoller, MD, and his wife, Terry Stoller, enjoyed cocktails, dinner and a special orchestra performance that featured guest pianist Emmanuel Ax.

In attendance were Andrew Bowen ('18), Charles Dai ('17), Christine Doherty ('21), Aaron Dunn ('21), Karen Fang ('18), Severine Kako ('20), Lin Lin ('19), Erica Magelky ('18), John McAfee ('20), Radhika Rastogi ('20), Emily Rose ('21), Nicholas Szoko ('17), Michael Tee ('18), Jonah Thomas ('21), Alexander Ulintz ('19) and Natalie Walker ('19).

Thank you, Mrs. Lerner, for a fabulous evening filled with magnificent food, music and camaraderie. Your generosity and thoughtfulness are unrivaled!

Alumnus Touts the Benefits of Family Mealtime

CCLCM alumnus Sara Lappé MD, MS ('09) writes a regular column for U.S. News Health. In September, she published “Make Family Mealtime a Priority,” explaining why family meals are vital to health and relationships, and how to make them a priority.

Following her pediatric residency at Duke University Children’s Hospital, Dr. Lappé joined Cleveland Clinic, where she serves as the medical director of the Be Well Kids Clinic, a weight management clinic at Cleveland Clinic Children’s. She and her husband, Jason ('09), a cardiology fellow at Cleveland Clinic, have two daughters.
Student Research Featured in AUA News

Research conducted by CCLCM students Charles Dai (‘17) and Vishnu Ganesan (‘17), along with Yaw Nyame, MD; Ryan Berglund, MD; Michael Gong, MD, PhD; Andrew Stephenson, MD; and Eric Klein, MD, was featured in the October issue of the AUA News, the monthly magazine of the American Urological Association.

The group’s research — “A Negative Confirmatory Prostate Biopsy—What is its Prognostic Significance?” — also won best poster at the annual meeting of the American Urological Association in May.

Congratulations, Vishnu and Charlie, and kudos to your mentors!

View the research abstract.

Students Present at Ohio ACP Meeting

Appledene Osbourne (‘18) and Navin Sabharwal (‘20) presented at the medical student poster competition at the Ohio Chapter of the American College of Physicians last month.

Navin’s research, “Rational modification of an EGFR tyrosine kinase inhibitor anti-cancer drug to improve selectivity and reduce off-target binding,” won second place in the Research/Quality Improvement/High Value Cost Conscious Care category.

Appledene’s clinical vignette was entitled “Looking Cancer in the Eyes.”

“Both posters and presentations were excellent,” said Mark Mayer, MD, who also attended the meeting.
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.

MARK YOUR CALENDAR

Nov. 21, 2016 | 7:30 a.m.-5 p.m.
CWRU Education Retreat
CWRU, Tinkham Veale University Center

Nov. 21, 2016 | 11 a.m.-1:30 p.m.
Thanksgiving Luncheon
Cleveland Clinic, Lerner Commons

Dec. 10, 2016 | 6 p.m.
Doc Opera
John Hay High School Auditorium

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.

Laura R. Greenwald, MBA, Managing Editor
Melissa Kus, Writer
Thomas A. Fenn, Art Director

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