




# InSight

Cleveland Clinic Lerner College of Medicine

November 2017

## The Unsung Heroes Behind Student Promotion



The Medical Student Promotion and Review Committee (MSPRC) dedicates significant time to reviewing students' performance portfolios and providing them with competency-based feedback.

MSPRC members assume this task in addition to their regular workload. They engage in three portfolio review sessions per year (along with hours of preparation), and regular monthly meetings to deepen curriculum understanding and monitor students' progress.

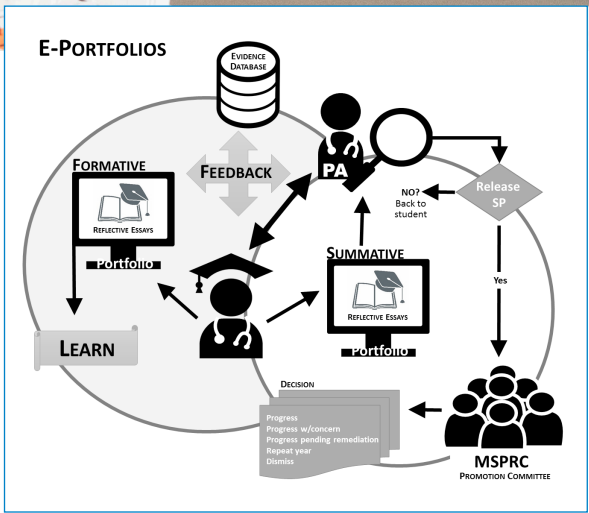
Over the course of each academic year, students work with their physician advisors to complete a series of formative portfolios and, finally, summative ones.

The formative portfolios may be viewed as "practice," says Deb Routh, who provides administrative support both for the MSPRC and the Physician Advisory Committee. "First-year students will write three formatives, so it is as if they start their summative at very beginning. They start to pull evidence together for the first formative, and that just grows to the second, and then it grows again to the third one, and after the third one, everything becomes a practice run for what they will write for their final summative. Throughout the process their physician advisors are reading these formative portfolios and constantly guiding them, so that by the time they submit their final summative, it's a great representation of all that they have done."

For each portfolio, students must write essays and include supporting evidence of their achievement of the CCLCM's nine competency standards:

1. research and scholarship
2. knowledge for practice
3. interpersonal and communication skills
4. professionalism
5. personal and professional development
6. patient care
7. teamwork and interprofessional collaboration
8. systems based practice
9. reflective practice

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According to Beth Bierer, PhD, MEd, the MSPRC will read a total of four summative portfolios from each student. Committee members agree upon what the performance expectations are before splitting off into pairs, each of which reads three to four portfolios in order to come to a decision about the students' performance on the nine competencies and overall promotion.

The pairs work independently for a few days and then reconvene to vote on ultimate promotion decisions. Afterward they write letters to each student explaining their performance on the competencies and promotion status.

Students may either pass, pass with concerns, be asked to withdraw or receive a dismissal. If a student is determined to be struggling, they are put into a formal performance improvement plan in addition to receiving a letter detailing the MSPRC's concerns. What is important to note is that the measure is "not punitive or deficit-thinking," says Dr. Bierer. "These letters are not like a slap on the hand; it's that we are here to support you, to help you."

Although competency standards and promotion committees are not unique to CCLCM, the portfolio approach to assessment is. In this system, no grades or exams are given. Instead, qualitative competency-based feedback helps students to identify and address strengths and weaknesses to enhance their learning.

The committee must have between 25 and 30 members; currently, there are 25. All members are appointed for a five-year term and must have a "general understanding of the curriculum and how the school operates," says Deb. Only physician advisors may not serve on the MSPRC, as they have knowledge about students that could influence their portfolio decisions.

"It's always amazing to me the amount of work that the reviews involve," says Deb.

On behalf of the entire CCLCM family, we thank the MSPRC members and John Tetzlaff, MD, who has chaired the committee since its inception in 2004, for their tremendous commitment to our students!

### 2017-18 MSPRC Members

- John Tetzlaff, MD, Chair
- Richard Lang, MD, MPH, Vice Chair
- Beth Bierer, PhD, MEd, Ex officio
- Deborah Routh, Coordinator
- Lyla Blake-Gumbs, MD
- Kristin Englund, MD
- Ehab Farag, MD
- Lillian Gosalves, MD
- Warren Heston, PhD
- Alan Hull, MD, PhD
- Tracy Hull, MD
- Trine Jorgensen, PhD
- Sangeeta Kashyap, MD
- Sangeeta Krishna, MD
- Christine Moravec, PhD
- Craig Nielsen, MD
- Susan Rehm, MD
- Tom Rice, MD
- Bradford Richmond, MD
- Laura Shoemaker, DO
- Olga Stenina, PhD
- Glen Stevens, DO, PhD
- Alan Taege, MD
- David Van Wagoner, PhD
- Giselle Velez, MD
- Gregory Videtic, MD
- Adele Viguera, MD
- David Vogt, MD



Josh Golubovsky



Jack McVey



Alex Cantrell



Mac Karnuta

## Students Represent CCLCM at AMA National Conference

Josh Golubovsky ('21) and Jack McVey ('21) spoke at the recent AMA ChangeMedEd 2017 National Conference in Chicago on Sept. 15.

Last March, Josh and Jack, along with Alex Cantrell ('20) and Mac Karnuta ('21), submitted an abstract to one of the innovation challenges the AMA newly offers. Entitled with a pun, "21st Century 'Lerner,'" their abstract summarized the way CCLCM operates, as Alex explains, with emphasis on four key curriculum elements that distinguish it from other medical programs. The abstract was accepted, and the group was invited to present their information at ChangeMedEd.

The students collaborated to create a 20-minute presentation based on the original abstract, which included four components: the HoloLens project, CCLCM's portfolio system, interprofessional education and Dean's Chats.

The annual conference sees several hundred attendees on average (this year, 500) and features different speakers who address emerging trends in medical education. When attendees are not in opening plenary sessions, they are participating in "MedEd change stories," or short lectures on promising innovative approaches to medical education; "challenge rounds," during which participants brainstorm viable solutions to unmet needs that many schools share; and "transformation workshops," which are hands-on learning activities that describe techniques or processes that others in the medical education community can adopt. Like some other teams whose abstracts were accepted, Jack and Josh presented their work as a change story.

Throughout the weekend, as they met representatives from other medical schools, both Jack and Josh say that one thing stood out: how comparatively progressive CCLCM is in its approach to medical education. "A lot of older schools are based in more traditional programs and they're trying to transition into a newer style of program, and they all seem to be pushing towards what we're doing here — moving away from grades, integrating early clinical experiences in a longitudinal fashion," notes Jack.

To him, the portfolio approach to learning and assessment seemed to garner the most attention. At one point he was actually able to offer suggestions for improvement to another school's infant portfolio system, which he found "pretty cool since we [at CCLCM] have been optimizing this system since our creation."

Josh was equally excited by the level of interest in their presentation, though he was surprised to discover that he and Jack "were one of the few medical student teams at the conference." Jack laughs, "It was actually kind of weird. Everyone was, like, 'Why are these people so young, and why are they here?' But then they heard us talk, and they were really interested in what we had to share." And, as Josh says, it was "great to have the opportunity to speak on a big stage in front of our seniors and to get their feedback and advice afterwards."

"It was an honor to be able to share the innovative current practices of CCLCM, combined with some of the plans for the future," says Alex, who co-authored a proposal that received an honorable mention in a different AMA competition in 2016.

The group intends to return to a future ChangeMedEd. In the meantime, Jack and Josh are continuing the discussion they enjoyed at the conference by keeping in contact with several of the medical professionals and students they met there.

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## Faculty Leadership Changes

The CCLCM community welcomes Kim Puterbaugh, MD, the new Associate Clerkship Director for Ob/Gyn.



Kim Puterbaugh, MD

## Apply Now for the Annual Scholarship in Teaching Award

The Scholarship in Teaching Award was developed to recognize educators' outstanding scholarly contributions to medical education. Submit a description of your work for rigorous review by a committee of faculty researchers and educators. Projects that meet Glassick's criteria for scholarship in teaching [Glassick CE. Acad Med 2000; 75: 877-80] will be selected for the award.

Deadline for submission is Dec. 5, 2017. Awardees will be honored at the Case Medical School Education Retreat on March 20, 2018.

[Get details, including a description of an educational contribution that fulfills the criteria for scholarship and a link to the application.](#)

Questions? Contact Diane R. Dowd, PhD, Assistant Director of Student Assessment, at [caml@case.edu](mailto:caml@case.edu).

## Orientation and Faculty Role Fair

If you missed the Orientation and Faculty Role Fair on Oct. 24, you can still get involved and contribute to CCLCM. The Orientation and Faculty Role Fair is generally held twice a year. In the meantime, if you would like information, feel free to contact these colleagues about the following roles:

- Problem-based learning (PBL) Facilitator: Julie Tebo, PhD
- Communication Skills 1 and 2 Preceptor: Julie Rish, PhD
- Longitudinal Clinic 1 and 2 Preceptor: Mark Mayer, MD
- Art and Practice of Medicine 1 and 2 Preceptor: Martin Kohn, PhD
- Basic Science Courses Years 1 and 2, ARM 1-5 Seminar Leader: Christine Moravec, PhD
- Research Preceptors (Basic Science Research, Clinical Research, Thesis Research): Trine Jorgensen, PhD
- Faculty Appointment Process: Dineen Lancaster
- Admissions Subcommittee: Kathy Franco, MD

If you are interested in learning more about the Office of Educator Development's Essentials Program for Health Professions Educators, contact Allison Prelosky, MEd, at [prelosa@ccf.org](mailto:prelosa@ccf.org).

## Get Your Doc Opera Tickets!

Get your tickets to DocOpera: Indiana Bones, before they're sold out.

### Saturday, Dec. 16

John Hay High School Auditorium  
2075 Stokes Blvd., Cleveland, OH 44106

- 6 p.m. Silent auction and mingling
- 6:30 p.m. House opens for seating
- 7 p.m. Show
- 10 p.m. Dessert Reception

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 33rd year, will benefit the Student-run Free Clinic and Circle Health Services: The People's 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.

Pre-show tickets are \$20 for general admission, \$15 for students and \$25 for VIP admission, which includes complimentary parking in the John Hay High School parking lot, close seating and a cider toast.

[Get details and ticket information.](#)

### Patient Safety & Quality Tip:

## Encourage Your Patients to be Part of the Healthcare Team

Alan L. Hull, MD, PhD  
Associate Dean  
for Curricular Affairs



Remember to treat patients as part of the team; in many circumstances they are the most important member of the team. They control their diet, exercise and adherence to medication and other healthcare recommendations. Effective teams have clearly defined and measurable goals, along with well-defined roles. Make sure there is an agreed-upon plan when the "team meeting" (aka office visit) ends.

### Medical School Survival Tip

According to Daniel R. Paull, MD, author of *So You Got Into Medical School... Now What? A Guide to Preparing for the Next Four Years*, "Despite the difficulties, you must make the effort to maintain your enthusiasm. Nothing is more detrimental to this mind-set than saying, 'I hate this rotation and can't wait until it ends.'"

Staying enthusiastic can be hard sometimes, especially when you have competing priorities and limited time and energy. But what's worse is having a rotation drag on because of a negative outlook. You will be happier and more successful if you approach the rotation with a positive attitude and gain as much knowledge and experience from it as possible. Here's how: Every day identify one positive thing that happened or that you learned on rotation. Go the extra mile by writing it down.



### Faculty Member Earns Alumni Service Award

Christine Moravec, PhD, received The George B. Davis Award for Service to the University at Cleveland State University’s Distinguished Alumni Dinner on Oct. 6. Dr. Moravec serves as Assistant Dean for Basic Science Education at CCLCM and as Director of Research Education and Training Center in the Lerner Research Institute.

Congratulations, Dr. Moravec!

### Dr. Beth Bierer Named Chair-elect of AAMC Section



S. Beth Bierer, PhD, MEd, has been named Chair-elect of the Association of American Medical College’s Medical Education Scholarship Research and Evaluation (MESRE) Section. This position represents a four-year term: one year as chair-elect, two years as chair, and one year as past chair.

She has long been involved in MESRE, whose mission is to improve the quality of medical education research.

Dr. Bierer, who is the Director of Assessment and Evaluation for CCLCM, has made significant contributions to medical education. She has authored numerous publications on medical education topics, is a frequent presenter and teaches graduate-level courses, including within the Cleveland Clinic/Cleveland State University Master of Education in Health Professions Education program.

After joining Cleveland Clinic in 2002 as a medical education fellow, Dr. Bierer was appointed to the professional staff in 2005 and is now an Associate Professor of Medicine with CCLCM. She actively participates on several CCLCM committees and directs the Education Institute’s postdoctoral fellowship in medical education.

Dr. Bierer received her BS and MEd from Bowling Green State University, Ohio. In 2005, she completed her PhD in evaluation and measurement at Kent State University, Ohio. Her honors include several Scholarship in Teaching Awards from Case Western Reserve University and the ABIM Foundation’s Professionalism Article Prize.

Congratulations, Dr. Bierer, on this important professional achievement!

### Students Present Their Work at Lepow Research Day

Several students presented their research work, in poster or oral presentation, at the Irwin H. Lepow Medical Student Research Day, held at Case Western Reserve University on Sept. 28.

Of the 15 abstracts that were identified as outstanding work, 11 were selected for a 12-minute presentation. Winners also received a certificate and cash prize. Among those was:

- Jaes Jones ('19): “Evaluation of SEEG depth electrode implantation accuracy: a human cadaver study”
- Lynn Daboul ('21): “Novel and identified compounds associated with cardiovascular risk in diabetics independent of glycemic control”

Student abstracts selected for poster presentations:

- Erica Magelky ('18): “Models predicting route of delivery in women attempting a trial of labor”
- Daniel Moussa ('21): “Exploring the impact of a global medical mission trip on improving cultural competency”
- Elizabeth Shay ('20): “The efficacy of serial vs. single intratympanic steroid injections for the control of vertigo in Meniere Disease”
- Lillian Sun ('21) (along with CWRU SOM student Andrea Huynh): “Assessment of dermatological needs in urban and rural Peru”

Congratulations to all!



Jaes Jones



Lynn Daboul



Erica Magelky



Daniel Moussa



Elizabeth Shay



Lillian Sun

**Students and faculty:** Be sure to email [Laura Greenwald](#) with news about your achievements, such as publications, presentations, awards and patents, so that we can share your terrific news with our entire education community!

## CCLCM Student Serves on Medical Mission to Caribbean Island



Early this September, Karen Fang ('19) took part in a medical mission to the dual-island nation of Trinidad and Tobago. Organized by the nonprofit Hands International Ministries, the purpose of the trip was to provide a free clinic to the island nation's underserved population.

The team operated out of a local church in Sangre Grande, the largest town in northeastern Trinidad, for three and a half days. Its members included pharmacists, dentists, an optometrist, and doctors from a large number of medical and surgical specialties including cardiology, nephrology, vascular surgery, pediatrics, ob/gyn, internal medicine, family medicine, general surgery and more. Everyone had a part to play; in fact, quite a few of the doctors' high-school-aged children served as runners, leading triaged patients to specialty tables at which they could receive care.

On the first day alone, a Friday, the clinic served some 500 people. They began at 6 that morning, after having landed only a couple of hours beforehand. On Saturday, Sunday and Monday, they pulled 8-hour-plus workdays, starting at 7:30 a.m. and ending around 5 in the evening.

"It was a very different experience to have the patient conscious the entire time. I've never had a patient get off the table, give everyone huge hugs and then ask us to take a picture of herself holding the mass we just removed!"

Karen primarily worked in triage, measuring vital signs and taking short medical histories. "I took more blood pressures in a few days than I have in all the rest of my time as a med student put together!" she says.

After listening to patients' chief complaints, she directed them to specialty tables. She also found time to shadow the surgeons during a few bedside procedures, including the removal of several lipomas and a calcified thrombophlebitis.

"It was a very different experience to have the patient conscious the entire time. I've never had a patient get off the table, give everyone huge hugs and then ask us to take a picture of herself holding the mass we just removed!"

During her stay, Karen felt her own attitudes toward medicine changing. "[The trip] provided me with a glimpse into how

medicine can still be great, even with fewer resources," she says. "The operating rooms were still clean; they still had a lot of procedures done. It was, I think, an insight into how much we waste here, and how much we could do without and still do well."

Karen was also impressed by the quality of medical care in the country; most patients were already taking the right medications and simply needed "a second opinion."

When they were not working, the group had some fun, one evening going on a short cruise and, on the last day, walking along the beach. Because of the trip's work-intensive nature, however, most free time was spent catching up on missed sleep.

"Emotionally, even though I was exhausted, I was happy the entire time because I felt like I was being productive, like I was helping people," Karen says.

Karen admits that although she had to be convinced by her mother, who works in internal medicine at Christiana Care in Delaware, to join the trip, she is now "hooked" on mission trips. For her, the greatest difficulty was the inability to see everyone who showed up for treatment.

"Often there would be people waiting there since, like, 6 a.m., and we just couldn't get to them," she explains. "So I think that while it was very uplifting, there was also that sense of only being able to give so much, which is frustrating. At the end of the day, there were always more people waiting to register, waiting to be triaged — no matter how many people we got through, it was always, like, 'There's more.' It's never ending."

She plans to volunteer for more mission trips in the future. "This was my first one, and I'm definitely going again," she says, adding, "probably because of that sense of frustration, that sense of 'I wish we could give more.'"

We are fortunate to have students like Karen who are committed to service and to making the world a better place!

## ROUND UP



### Medical Students Share Experiences, Feelings at Live Storytelling Event

Nearly 100 students and faculty members from CCLCM, the University Program at CWRU School of Medicine and Ohio University Heritage College of Osteopathic Medicine attended the 3rd annual Story Slam, a medical humanities event organized this year by Perry Dinardo ('21) and Shadi Ahmadmehrabi ('21).

Andrea Boyd-Tressler ('21) was among the 13 students who performed short original works — all health-related and most very personal — on Oct. 4. Entitled “We Are Not the Only Ones,” Andrea’s piece centered on the opioid epidemic and her own brother’s struggle with addiction.

The stories told “ranged from fun topics, such as being a medical student in the Clinic and working with other residents, to deeper issues of connecting with your patients through your own life tragedy as well as the tragedies of people in our communities,” says Andrea. This was her first time participating in the Slam, although she attended last year’s event to watch.

Other student performers included Leanne Young ('21) (“Fresh Camp, Fresh Community”), Vivian Qin (“Tube”), Sue Jiang (“Firsts from My Acting Internship”), Sunny Parihar (“The Power of Empathy”), Saarang Deshpande (“Beaches/Danger”), Joan Lee (“Body as Teacher”), Annika Sinha (“Little Monsters”), Helen Shi (“An Ode to Retracting”), the team of Kate Ituarte ('19), Alex Chaitoff ('19) and Carrie Swetlik ('19) (“Translation”), and Kaitlin Keenan ('20) (“We Don’t Want You Here”).

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In “We Don’t Want You Here,” Kaitlin, who has helped to organize the event in the past, remembered one of the patients she met during her month-long rotation in inpatient general medicine. Although he was not her very first patient, she says, he was the first to resist opening up to her readily.

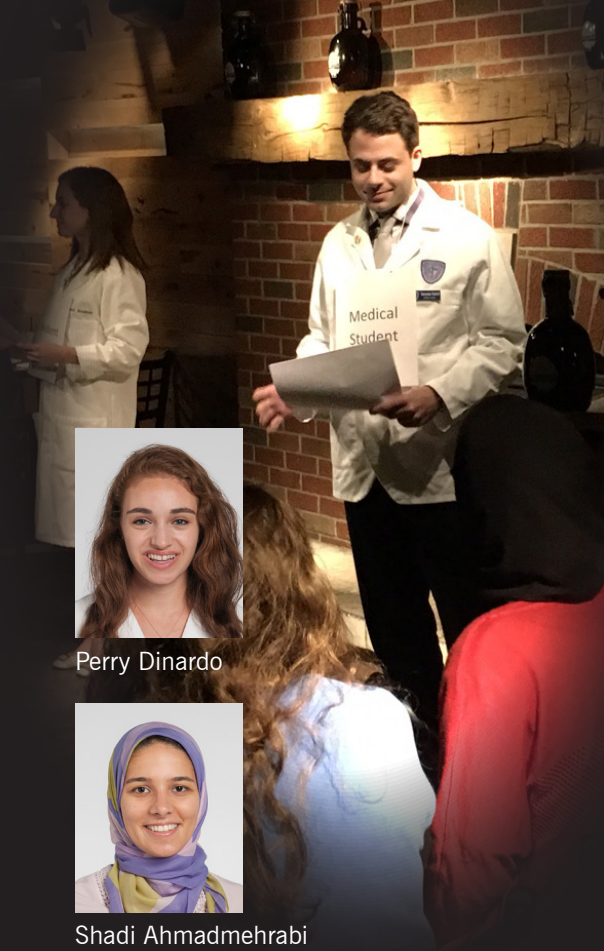
“A lot of patients who come to Cleveland Clinic are happy to include medical students in their care and, in my experience, this gives them more opportunity and time to tell their whole story. This patient had been in and out of the hospital many times and was less than thrilled to be back for the same symptoms. We had a slow start; initially he didn’t answer my questions with more than ‘yes’ or ‘no,’ and it was frustrating for both of us because many providers had already asked him the same questions,” she explains. Eventually, however, the two found a common ground.

Kate Ituarte co-authored “Translation,” a piece that was inspired by interactions with residents and physicians during her clinical rotations. During these interactions, she noticed that “the actual words that were being exchanged were to convey a hidden meaning or subtext” that she was expected to understand. “When talking with my classmates, it seemed like we were all having similar experiences,” says Kate. “Alex Chaitoff and Carrie Swetlik helped me to develop and perform the comedic piece.” She has performed in the Slam since it was started by Josie Volovetz (’19) and Anna Faris (’19) in 2015.

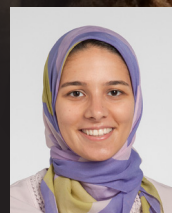
The event featured keynote speaker Suzanne Koven, MD, of Massachusetts General Hospital in Boston. Dr. Koven has practiced primary care internal medicine at Mass General for more than 25 years and now serves as Writer in Residence for the hospital’s Division of General Internal Medicine. She presented three original pieces: “Mom at Beside, Appears Calm” and “Sweetheart,” and ended the evening with “Letter to a Young Female Physician.”

“It was awesome having Dr. Koven present and share so openly and honestly about going through her own son’s medical treatment for his seizures,” says Andrea. “She proves you can be a really good physician and still maintain that vulnerability and that human side that CCLCM is striving to promote in us.”

Thank you to Perry, Shadi and the Story Slam faculty advisor, Martin Kohn, PhD, for arranging another successful and therapeutic creative event!



Perry Dinardo



Shadi Ahmadmehrabi



Martin Kohn, PhD



## 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 Young, MD, and his wife, Katie Lavelle, PhD, enjoyed cocktails, dinner and a special orchestra performance titled “A Musical Journey Through Italy.”

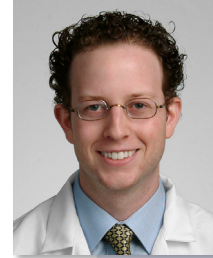
In attendance were Alexander Chaitoff (’19), Albert Feeny (’20), Kate Ituarte (’19), Michael Jiang (’21), Kaitlin Keenan (’20), Arbaz Momin (’22), Lillian Sun (’21) and Alexia Zagouras (’22).

The Cleveland Orchestra is celebrating its 100th season in 2017.

Thank you, Mrs. Lerner, for a delightful evening of food, music and camaraderie. Your generosity and thoughtfulness are very much appreciated!

### Dr. Aaron Viny Shares an Update from NYC

Aaron D. Viny, MD, MS ('09), was promoted to Assistant Member of the Leukemia Service at Memorial Sloan Kettering Cancer Center. He recently presented his research, entitled "The role of cohesin complex mutations in the pathogenesis and therapy of myeloid malignancies," at the annual meeting of the Damon Runyon Cancer Research Foundation. Best of all, he says, his daughter, Lilah, just started preschool a block away from his laboratory.



Aaron Viny, MD, MS

### Alumni is a Resource for Current Students

Earlier this year, Clark Madsen, MD, MS ('13), began his post-residency career as a faculty physician for the family medicine residency at McKay Dee Hospital in Ogden, Utah.

Since leaving CCLCM, Dr. Madsen spent three years in residency in Northern Utah before going to UCLA for a fellowship in sports medicine. He now practices both family medicine and sports medicine in Ogden.

"Our family medicine residency is in an unopposed community hospital and trains physicians in full-spectrum family medicine. Many of our graduates work in rural communities without any specialty support. Our graduates receive extensive inpatient experience as well as obstetric experience. Many leave fully trained to perform C-sections," he says.

"We also have one of the most extensive sports medicine experiences of any residency in the country, with residents providing care for athletes at all stages of life," he says. One of his goals is to strengthen the residency program's research component, and he is launching a research collaboration with the local university in hopes of offering opportunities for both clinical and bench research.

"We are also a national leader in training residents in quality improvement sciences," he says.

Dr. Madsen encourages any students interested in family medicine or sports medicine to contact him and, when the time comes, interview with his program. "Northern Utah is a wonderful place to live, work and play," he says.

Contact Dr. Madsen directly at [clark.madsen@gmail.com](mailto:clark.madsen@gmail.com).

# 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

**Nov. 15, 2017 | 7 p.m.**

Music and Medicine  
Cleveland Clinic, Lerner Bldg. NA5-03/04

**Nov. 20, 2017 | 7:30 a.m. – 5 p.m.**

Integrated Curriculum Leaders Retreat  
CWRU, Tinkham Veale University Center

**Nov. 20, 2017 | Noon-1:30 p.m.**

Thanksgiving Luncheon  
Cleveland Clinic, Lerner Commons

### 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).

**Laura R. Greenwald, MBA**, Managing Editor

**Elissa Filozof**, Writer

**Thomas A. Fenn**, Art Director

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