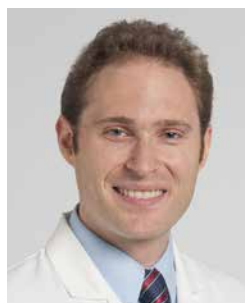


Physically distanced, socially connected



Radhika Duggal



Dr. Cory Chevalier

More than one-quarter of medical students around the globe say they experience depression or depressive symptoms, and just over 10% report suicidal ideation during medical school, according to the results of a research study published in *JAMA* in 2016. What's more, in a systematic review of the literature published in *Advances in Medical Education and Practice* in 2018, researchers found that the mental health of medical students worsens as they progress through medical school as compared to others their age in the general population.

continued >>



Physically distanced, socially connected *continued*



That was *before* COVID-19.

For medical students, the COVID-19 pandemic disrupted studies, flipping in-person classes into virtual sessions and interrupting clinical rotations with patients. The pandemic scuttled in-person milestone events, such as capstone, Match Day and graduation, forcing them to be held virtually, which, while still meaningful, lacked a certain exuberance inherent in social gatherings. In-person events all but came to a stop, affecting students' ability to connect and bond with classmates.

Wellness takes a front seat

As Director of Wellness for CCLCM, Cory Chevalier, MD, Assistant Professor of Medicine, is focused on supporting the six dimensions of wellness for students: environmental, emotional, intellectual, physical, social and spiritual. One of his first goals as director was to seek student feedback on the self-care curriculum sessions, organized by students on the Wellness/Self-Care Curriculum Committee and which cover topics such as nutrition, emotional intelligence, self-compassion and mindfulness, for first-year students.

"I wanted to know what helps students when they're first starting medical school, when there's so much uncertainty and stress," he says. As a result of feedback, he arranged for Kathleen Franco, MD, Professor Emeritus of Medicine, Reverend Amy Greene, Clinical Assistant Professor of Medicine and Director of Spiritual Care, and a group of CCLCM student leaders to help lead wellness sessions, particularly around compassion toward patients, family and self, with the first-year students. In December, third-year students primarily will be treated to a virtual educational session

that features a gamut of wellness topics, from culinary medicine to physical fitness.

Most of the wellness activities at CCLCM are student-driven through both the Wellness/Self-Care Curriculum committee and the Social Wellness Committee. Focusing on the social domain of wellness has become both incredibly important and also more challenging during this pandemic. Because students have been isolated for nearly half a year, the committees have taken up the charge to find safe ways to engage students.

"Social events are so important, especially during the first and second years, so that students can build friendships and find family at CCLCM," says Dr. Chevalier. "We've been using virtual platforms as the primary way of communicating, which is safe and protecting everyone's health, but it definitely makes it harder to engage, hold small group discussions and establish those important relationships. We're all experiencing virtual fatigue. The committee's goal is to ensure that we're holding in-person events in a safe way."

An eagerness for connection

First-year student Radhika Duggal got involved with the Social Wellness Committee after taking a survey about wellness events. When asked if she was interested in helping to plan events, she checked the "yes" box. "I did my undergraduate work at Case Western Reserve University, and I wanted to show Cleveland to my CCLCM classmates who are from out of town," she says.

One of the first activities involved an afternoon kayaking the Rocky River to Lake Erie. Students stayed in groups of eight

Physically distanced, socially connected *continued*



and wore masks the entire time. Another was an art event where a small group of students worked with modeling clay. Radhika says she has received positive feedback about the events from classmates, some texting her out of the blue to express their appreciation for the chance to get to know fellow CCLCM students.

The committee strives to plan activities that can be held outdoors, in a safe enough environment so that everyone feels comfortable. For fall, Radhika and her fellow committee members are planning a painting session using an episode of “The Joy of Painting,” a PBS classic hosted by the late Bob Ross. Based on student responses to a survey, they also are considering apple picking, glass blowing, pumpkin carving and fly fishing.

Sourdough bread baking was a specific ask. “I didn’t see that one coming, to be honest,” says Dr. Chevalier with a laugh, adding that between the kitchen and outdoor patio at the nearby Cleveland Clinic’s Stanley Shalom Zielony Plaza, bread baking is an activity that can easily be done while students are physically distanced.

Once winter arrives, the students can engage in winter sports such as snow tubing and cross-country skiing. The committee will consider indoor events only if the space is large enough to accommodate them safely.

Social events offer a starting point

Originally from Phoenix, Ariz., Radhika understands what it’s like to be in a new city with few, if any, friends. Because she’s been living in Cleveland since undergrad, she already has a network of friends and a significant other, but during CCLCM

orientation she met several classmates who didn’t know anyone in Cleveland.

“Our events give people a starting point to make connections and then develop the relationships on their own. Those starting points are largely absent now in the time of COVID,” says Radhika. “We want to be physically distanced but socially connected.”

Another essential aspect of connecting students to one another as well as to faculty and administrators is so they’re comfortable reaching out when they need help. CCLCM offers numerous wellness resources, in addition to wellness activities, for students (see sidebar) including a wellness app built by Dr. Chevalier.

“The main wellness resources can be found through the app. For example, students can use the app to find fitness resources or mental health support. They can look up how to contact Anjali Kala or me for any help and support. They can find out how to get a hold of support any time they need it, even after hours and on the weekend. My goal was to centralize resources in an easy-to-use way,” he says. “Students can also provide feedback and suggest programs or initiatives, anonymously if they wish, through the app.”

Any student can suggest ideas for future events by emailing Radhika at duggalr@ccf.org and consider joining one of the wellness groups by contacting Dr. Chevalier at chevalc@ccf.org. For more information about wellness at CCLCM, read “[Caring for caregivers](#),” *InSight*, October 2019.

continued >>

WELLNESS RESOURCES

The resources listed below are currently available. The few programs that are on hold because of the COVID-19 pandemic are not listed.

Behavioral health program

Students can contact Anjali Kala, LISW, a behavioral health outpatient therapist, for free, confidential consults and evaluations. Anjali can help with issues common to students, such as time management and stress. A consult could potentially lead to a referral, if needed or desired, to a counselor, therapist or psychiatrist. Students can self-refer or be referred by other students, faculty or family members by contacting Anjali at kalaa@ccf.org.

Peer-to-peer buddy system

This program matches students by their interests. Buddies are invited to attend a series of wellness events throughout the academic year to help them gain new wellness knowledge and skills, and strengthen their relationship.

University Health and Counseling Services

Offering confidential counseling services for students both by appointment and on-call on nights and weekends

Wellness discussions

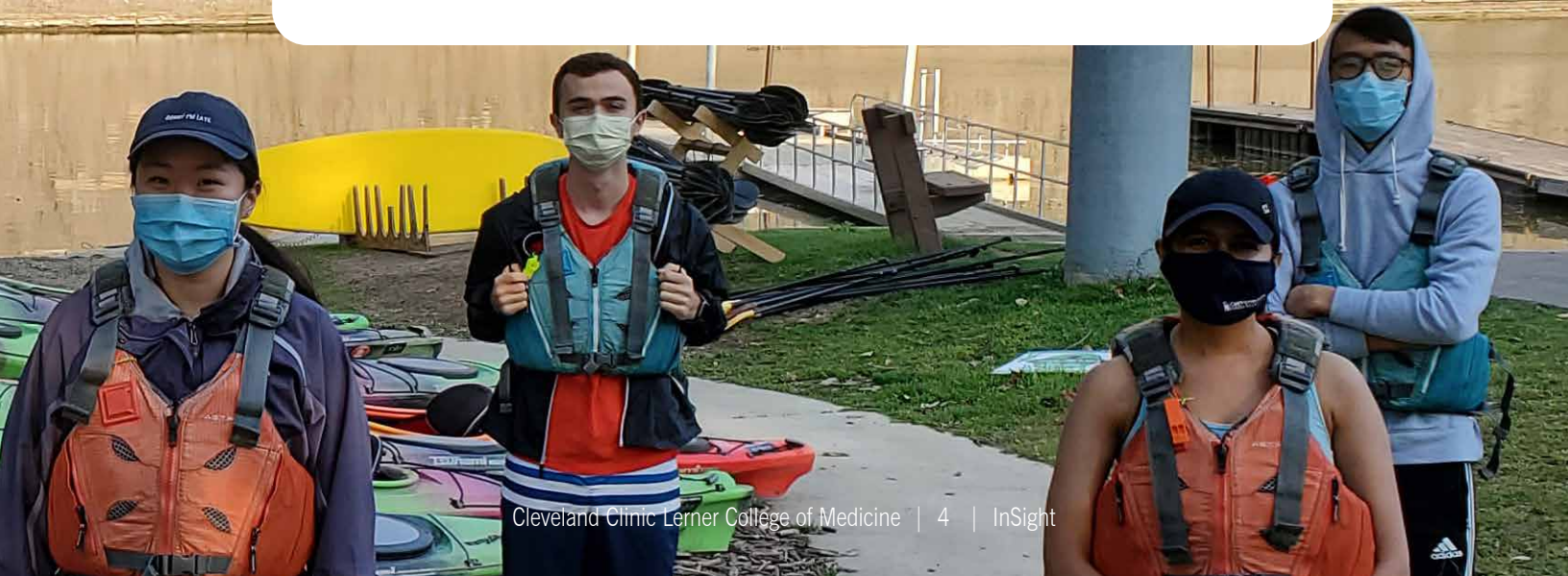
Led by Dr. Chevalier and Anjali Kala, these discussions focus on a particular topic. Wellness discussions are open to all students.

Ongoing Wellness activities

Created by the students in collaboration with Dr. Chevalier to continue to build opportunities to build the CCLCM family and create professional relationships and friendships to support each other through the pandemic.

Wellness app

Created by Dr. Chevalier, the app connects students to a host of wellness resources. [Check out the resources](#), and then scan the QR code to add the app to your smart device for quick access.



FROM THE DEAN'S DESK



J. Harry (Bud) Isaacson, MD

We celebrate 10 years of *Stethos*

Over the summer, the [10th edition of *Stethos*](#), the CCLCM medical humanities journal, appeared in my inbox, offering a welcome respite from the ongoing challenges of COVID-19.

For an entire decade, *Stethos* has provided an outlet for creative expression and reflection, giving all of us a chance to connect through writing, poetry, artwork and photography. The photography in this annual issue is stunning, a reminder of what we pass each day without “seeing.” The poetry, stories and artwork allow us to collectively explore the far ends of the Earth and celebrate and mourn the very personal and poignant experiences shared by authors. The stories offer us the chance to celebrate our diversity. They also awaken us to the challenges faced by healthcare professionals. We are reminded that medicine is not always kind to its practitioners — abuse, burnout and safety issues persist.

Each issue of *Stethos* serves as a remarkable tribute to our students and the role of the humanities at CCLCM. Congratulations to editors in chief Alice Tzeng and Ellen Brinza, and their dedicated co-editors for producing such a wonderful issue, and congratulations to all who contributed to this 10th anniversary edition. We had planned an in-person celebration to commemorate 10 years of *Stethos*, but the event will have to wait until safer times.

As you page through *Stethos*, you may recognize the names of students and colleagues, which I hope heightens your sense of connection to the CCLCM community. If you come across names unfamiliar, consider it an opportunity to get introduced to new members of our community during a time when there are few ways to meet.

The 2020 issue of *Stethos* offers a rich palette of offerings that touch our humanity during these difficult times. Take a peek or settle in for a longer ride. You won't be disappointed.

Bud Isaacson, MD
Executive Dean

We stand against structural racism

CCLCM proudly declares its stance against structural racism:

CLCCM stands with Cleveland Clinic and the city of Cleveland to declare racism as a public health crisis. Together we raise our voices to condemn structural racism and embrace our communities to enact positive change.

At Cleveland Clinic and CCLCM we are deeply committed to anti-racism, diversity, and inclusion in education, healthcare and our communities. We recognize that racial inequities exist in medical education and healthcare. We pledge to continue advancing our efforts, including training the next generation of physician investigators to stand against structural racism, unlearn racial biases, and combat health disparities. In every aspect of our program, from admissions and student affairs to student life and curriculum, we will continue to celebrate diversity, recognize the painful effects of racial trauma and create opportunities for open dialogue and positive change.

The entire CCLCM leadership team is here for our students, faculty and staff. We enthusiastically invite applicants to query our approach to diversity, equity, inclusion and anti-racism.

Please join us to advance diversity, inclusion and anti-racism

We are hoping that you will join us in our efforts to advance diversity, inclusion and anti-racism in education, healthcare and our communities. During the past few months, many conversations with students and faculty have informed the work that needs to be done, and now is the time to begin taking action.

A Diversity, Inclusion and Anti-racism Steering Committee, comprising representatives from our student body, and CCLCM and GME leadership, is spearheading our efforts. The committee has created action groups across every aspect of our program, including admissions and student affairs; student life; curriculum; faculty development; community engagement; and more.

This is where we need your help. In keeping with the wisdom that we must put our words to action, [we enthusiastically invite you to join an action group](#). The link describes each of the action groups, outlines their respective group leads and goals, and offers an estimated timeline for goals and anticipated commitment.

Thank you in advance for joining our efforts and helping to elevate CCLCM as a national leader in diversity, inclusion, equity and anti-racism.

Please email CCLCMDI@ccf.org with any questions.

CCLCM in the news

James B. Young, MD, Professor of Medicine and Chief Academic Officer at Cleveland Clinic, was interviewed recently by *Politico* for an article entitled "[Training future doctors virtually.](#)" CCLCM students have been using virtual and augmented reality extensively to learn anatomy (see "[Anatomy lab: How digital tools are enhancing anatomy education.](#)" *InSight*, January 2020), and the COVID-19 pandemic has accelerated virtual learning in nearly all aspects of medical education.



Dr. James Young



Dr. Tyler Reimschisel

Dr. Young was also interviewed, along with Tyler Reimschisel, MD, MHPE, Associate Provost of Interprofessional Education Research and Collaborative Practice at Case Western Reserve University, for a short video highlighting how the technologies and teaching within the Health Education Campus foster a new way of learning medicine for the next generation of healthcare leaders. [View the video.](#)

Visit the Simulation Virtual Poster Showcase

The Simulation and Advanced Skills Center invites you to visit its first-ever [Simulation Virtual Poster Showcase](#) featuring 17 poster presentations that highlight simulation course exemplars, past and current simulation projects, and simulation-based research.

The presenters include Simulation Center staff, simulation research and education fellows, mentees and course instructors. Each presentation includes a poster, a two- to four-minute presentation voiceover, and a brief biography and photo of the presenter.

Peruse the presentations between now and the end of December. You are welcome to rate the presenters, provide feedback and follow up with them if you like.



Submit your abstract for Lepow Day 2021

If you have engaged in any research during the course of your medical school career, you are invited to share your work at next year's Lepow Day, which will be held virtually on Feb. 4. You may share any study in any field (e.g., basic research, clinical/translational research, health services, medical education research, policy-oriented analysis), using any methodology (quantitative or qualitative). If you have received funding for summer research from the CWRU School of Medicine, Office of Medical Student Research or any outside funding agency, know that you are required to present at Lepow Day, at least once, during your tenure as a student at CWRU and as a condition of your fellowship support.

Please submit your abstract [via the ePortfolio system](#). You may submit no more than one abstract, and the deadline to submit is Nov. 18 at 5 p.m. No late abstracts will be accepted. You can find directions for submission in the ePortfolio system.

Your abstract must include the following four sections: significance (including the research question), methods, results and conclusions (including a statement of the potential significance of the project and next steps for research). Your abstract must be only one page long, using Arial 11 point font, with a maximum of 300 words. Do not insert any tables or figures. If the format isn't followed, your abstract may be rejected and withdrawn.

Each abstract will be judged by two members of the Lepow Day committee. The best abstracts (approximately 10-12) will be selected for a full oral presentation (10-minute PowerPoint presentation) or rapid-fire presentation (three-minute presentation), presented virtually. Students not selected for an oral or rapid-fire presentation will present a poster virtually. Details about how to prepare the poster will be sent with your acceptance email. Oral presenters will not be required to present a poster. Students selected for oral presentations will receive a certificate and modest monetary award. Students presenting posters will be eligible for a certificate award.

Please do not print your poster until you receive an email (by Jan. 4) advising you if you need to prepare one.

If you have any questions, please contact Sharon Callahan in the Office of Medical Student Research at 216.368.6972 or at slc17@case.edu.

View your faculty teaching scores

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

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

You must accumulate at least five completed evaluations for scores to appear.

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

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

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

Calling all educators: Join the Educators Collaborative



If you are a Cleveland Clinic employee with an educator role, consider applying to join the Cleveland Clinic Educators Collaborative. This group has several goals in mind, including cultivating a community of educators to promote collaboration and recognize educational excellence and achievements, and advancing scholarship in education.

Membership benefits include:

- sense of community
- formal and informal opportunities to become a mentor or to be mentored
- learning opportunities

Already the collaborative has hosted a virtual poster session and a medical education research accelerator event.

All full-time Cleveland Clinic educators serving learners throughout the entire Cleveland Clinic enterprise will be considered. Contract/retiree/emeritus staff with active educational involvement are also encouraged to apply for membership.

Applying is easy. [Learn more about the Educators Collaborative, including how to apply.](#)

Dr. Lily Pien wins Founders Award



Dr. Lily Pien

Lily Pien, MD, MHPE, Associate Professor of Medicine, was awarded the Frank E. Bunts Founders Award at the 2020 Virtual Staff Celebration on Sept. 10 for her demonstrated commitment to teaching excellence.

A staff physician specializing in allergy and immunology, Dr. Pien serves as Associate Director of the Office of Educator & Scholar Development in the Center for Educational Resources and directs the Train the Trainer for Health Professions Educators Program, which provides educator development to key interprofessional faculty, enabling them to teach their instructors and trainees how to be effective teachers.

Among the many other medical education honors Dr. Pien has been awarded are the Cleveland Clinic Allergy and Immunology Department Teacher of the Year Award, CWRU School of Medicine Scholars Collaboration in Teaching and Learning Scholarship Award, CWRU School of Medicine Scholarship in Teaching Award, and the Cleveland Clinic Medical Education Fellowship.

This extraordinary and well-deserved award is a testament to Dr. Pien's superb teaching skills and tireless passion for "educating those who serve."

Dr. Anne Song wins lecture series award

Anne Song, MD ('18), will be presented with a special award for her poem entitled "Cheers" at the Oct. 19 session of Empathy and Valuing Every Person Lecture Series: Three Phases of COVID-19 experiences.

"The selection committee was impressed by her thoughtful reflection and empathetic consideration of people who perhaps are not in the limelight," says Paul J. Ford, PhD, Associate Professor of Medicine and Director of the Neuroethics Program.

Dr. Song, who currently is an internal medicine resident at the Hospital of the University of Pennsylvania, will read her poem during the Oct. 19 session. [Register today to attend the virtual program](#). Registration is free.

"We continue to be grateful for the amazing work by CCLCM students and faculty," says Dr. Ford.

Hosted by the Center for Bioethics, the event is the third annual held in honor of Anthony Thomas Jr., MD. Each award comes with a cash prize.



Dr. Anne Song

Advancing Our Mission

The Education Institute welcomes donations to advance its mission of educating those who serve. Individuals, families, foundations and corporations that believe in the value of education are making a difference in the future of patient care with their generosity. To learn how you can help, please contact Theresa Holthaus at 216.444.1839 or at holthat@ccf.org.

Alumni: Share Your News

We'd like to hear about what you've been doing since graduation. If you have news to share (maybe you're involved in an interesting research project or you recently returned from a global health mission), please email Laura Greenwald at greenwl@ccf.org.

InSight

Laura R. Greenwald, MBA,
Managing Editor

Mary Reagan, Art Director

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