

Students Devote Summer to Poverty Education

This past summer, Cleveland Clinic hosted four student interns as they immersed themselves in the study of poverty and the relationship between poverty and health. **Allison Carmody** (Washington and Lee University), **Madeline Ford** (Birmingham-Southern College), **Jharna Katwal** (Berea College) and **Gabriella Miggins** (Washington and Lee University) joined Cleveland Clinic for eight weeks as part of the Shepherd Higher Education Consortium on Poverty (SHECP). The Lerner College of Medicine joined SHECP in 2013, and this is the sixth year that Cleveland Clinic has hosted students in the program.

Gabriella worked at Stephanie Tubbs Jones Health Center, located in East Cleveland, where she learned how to address care gaps. Allison focused on quality improvement by collecting data on the barriers for no-show patients at Lutheran Hospital, and both Jharna and Madeline worked with faculty at CCLCM, including Kristin Englund, MD, and David Stroom, MD, along with Judge David T. Matia, Cuyahoga County Common Pleas Court.

Gabriella, Allison, Jharna and Madeline are four of more than 100 students across the country who participate in SHECP. Each year, students are matched with sponsoring organizations that serve substandard communities, such as Cleveland Clinic, and spend their summer studying poverty and community improvement.

The goal of the program is to increase awareness of poverty and to diminish its effects through student work and civic activity.

continued >>

InSight

Students Devote Summer to Poverty Education *continued*

“During my internship, I learned that when dealing with a population facing poverty it is important to equally balance the physical, social and mental health of a patient,” says Gabriella. After working closely with Lisa Johnson, a social worker at Stephanie Tubbs Jones Health Center, Gabriella learned that balancing that three-pronged approach to a healthy lifestyle is a delicate process. She also learned, from shadowing physicians in internal medicine, that having compassion and acknowledging human dignity is essential when dealing with a vulnerable population.

Allison learned how important comprehensive care is for patients dealing with the effects of poverty by shadowing Monica (Ana) Yepes-Rios, MD, Cleveland Clinic Lutheran Hospital. “My major takeaway has been the need to look at the socioeconomic factors while treating a patient,” says Allison, adding that patients often are too embarrassed to ask for help when in need, which creates a barrier. It is vital to address their immediate medical need but also their background in the socioeconomic world, she says.

Despite the ongoing challenges associated with working among vulnerable populations, the students greatly valued the opportunity to work directly with patients.

“I’m very grateful for the opportunity and have been given a new perspective on poverty and working among it,” says Gabriella.

Allison adds that the most important thing she learned is to engage with the program and to really go into it with an open heart and an open mind. “I’m very inspired by this opportunity,” she says.

The goal of the program is to increase awareness of poverty and to diminish its effects through student work and civic activity.

Learn a New Teaching Skill!

THE ESSENTIALS PROGRAM FOR HEALTH PROFESSIONS EDUCATORS begins in December with two mini retreats, followed by 33 individual sessions. Essentials is a longitudinal, interprofessional educator development program that is open to all educators at Cleveland Clinic. Instructors can take as many – or as few – sessions as they are interested in. Core sessions are skills-oriented and focus on teaching, feedback, assessment and curriculum development. Electives include sessions on educational technology and health professions education research.

NEW SESSIONS

In addition to regular sessions on verbal and written feedback and competency-based assessment, new sessions include:

<p>Creating Safe, Inclusive Learning Environments</p> <p>Feb. 12, 2019 7:30-9 am</p>	<p>Implicit Bias Workshop</p> <p>Feb. 27, 2019 7:30-9 am</p>	<p>Difficult Conversations in Health Professions Education</p> <p>April 30, 2019 7:30-9:30 am</p>
<p>Feedback Receptivity</p> <p>May 1, 2019 7:30-9 am</p>	<p>Abstract-to-Manuscript Workshop for Health Professions Educators</p> <p>May 23, 2019 7:30-9:30 am</p>	<p>Development of Longitudinal Small Groups for Learning</p> <p>June 4, 2019 7:30-9 am</p>
<p>Why Test Your Survey? The Need for Validity Evidence and the Myth of Objective Questions</p> <p>Wed., June 12, 2019 7:30-9:30 am</p>	<p>Research Design: What a Simple Pre/Post Design Won't Prove</p> <p>June 26, 2019 7:30-9 am</p>	<p>Quality and Quantity of Assessment Evidence in CBE Frameworks</p> <p>Sept. 10, 2019 7:30-9 am</p>

READY TO GET STARTED?

The 2018-19 Essentials Program for Health Professions Educators is open for registration via [MyLearning](#).

INTERESTED IN A CERTIFICATE PROGRAM?

The Distinguished Educator Level I program includes a pre- and post-observation reflection and a teaching observation. See the Essentials program in [MyLearning](#) for more information.

QUESTIONS can be directed to the Office of Educator Development

- [Allison Prelosky-Leeson, MEd](#)
Program Manager
prelosa@ccf.org

- or -

- [Colleen Y. Colbert, PhD](#)
Director
colberc2@ccf.org



Apply for a Scholarship in Teaching Award

Register for the award workshop

If you have an educational project you would like considered for the CWRU School of Medicine's Scholarship in Teaching (SIT) Award, apply today. **Applications are due Dec. 4, 2018.**

The SIT Award was developed to recognize medical educators in our community who have contributed significantly to the educational mission of CWRU School of Medicine and to spark the sharing of best practices in medical education. All applications are peer-reviewed. Those that meet the criteria for the award are recognized and honored at the CWRU School of Medicine Annual Education Retreat, the next one of which is scheduled for March 19, 2019.

Involved in more than one project? You can submit multiple applications.

[Get details about award criteria and a link to the application.](#)

Application workshop

Need help putting together your application for this award? Or want a second opinion on how best to describe your work? If so, plan to attend this workshop:

Wednesday, Oct. 10, 4-5:30 p.m.

CWRU School of Medicine, Robbins Bldg. E402

[Register for the workshop](#)

Bring a rough draft and a copy of your application to work on.

If this time is not convenient and you would like to request another time, [complete this short form.](#)

Project Medical Education Day



AN INTENSIVE, HANDS-ON, INTERACTIVE LEARNING EXPERIENCE DESIGNED TO INFORM DONORS, POLICY-MAKERS AND OTHERS ABOUT THE PROCESS OF BECOMING A MEDICAL STUDENT AND THEN A RESIDENT DOCTOR, AND THE FINANCIAL COSTS ASSOCIATED WITH DOING SO FOR BOTH STUDENTS AND INSTITUTIONS.

By Madeline Metcalf, Education Institute Communications Intern

As a pre-med student at John Carroll University, I was lucky enough to participate in Project Medical Education Day, an intensive, hands-on, interactive learning experience designed to inform donors, policymakers and others about the process of becoming a medical student and then a resident doctor, and the financial costs associated with doing so for both students and institutions.

Held on June 14, 2018, the day started with welcoming remarks by James K. Stoller, MD, MS, Chairman of the Cleveland Clinic Education Institute, who posed the following question: “If today were successful beyond your wildest dreams, what would you learn?”

Answers ranged from “how to perform surgery on a friend,” to “the process that I will encounter in the near future.” Attendants were mostly donors, one of whom had a son who graduated from CCLCM. Being the only undergraduate student, my experience was a different, very unique one that allowed me to get a glimpse of my future career path as a physician.

Dr. Stoller also walked us through an overview of Cleveland Clinic and highlighted the vision the founders had: “Better care of the sick, investigation into their problems, and further education of those who serve.”

These words resonated with me throughout the day, as I knew I would engage in a learning experience exemplified by those who live this vision every single day.

After Dr. Stoller shared some statistics, intended to teach us about cost of medical education, and the distinctive features of CCLCM, we received our acceptance letter into CCLCM and began our day as a first-year medical student.

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First module: Problem-based learning

For this unique and collaborative learning experience, we were presented with a clinical case of a young boy with a variety of complex symptoms. The goal of problem-based learning is for the students to tackle the case with minimal guidance from a facilitator. As “first-year medical students,” we wrote down symptoms, proposed questions and potential diagnoses, and collaborated with each other to find a diagnosis for the case presented. This module was exciting, in that teamwork was involved in every aspect of it, and we got to see firsthand how CCLCM trains its medical students to become physician investigators.



Second module: Anatomy

This hands-on module was led by Jennifer McBride, PhD, Associate Director of the Body Donation Program, who explained how students receive a pre-laboratory lecture before entering the lab room. We wore full protective gear, just like all medical students wear, and we saw two cadavers, already dissected by CCLCM students. One of the current CCLCM students performed chest wall removals, and I was able to see and learn about the thoracic organs in situ. This module was my favorite, especially because this experience is a rite of passage for medical students that has been around for centuries. As a pre-medical student, it was exciting to learn from medical students and from the prosected cadaver.



Lunch with speaker

After a quick trip from the Laboratory Medicine Building to the Lerner Research Institute, we were joined by James Young, MD, Chief Academic Officer, and fourth-year medical student Roy Xiao for lunch. We learned about research at CCLCM and the opportunities for further education outside of Cleveland Clinic. One thing that impressed me most was that medical students take a full year to focus on research, and they are given opportunities to present their research outside of Cleveland Clinic.

Becoming a resident

At this time, we graduated medical school and were given our “Match Letters,” where we learned we would be practicing internal medicine at Cleveland Clinic. We also received our white coats and headed to the Simulation and Advanced Skills Center to start our first day as a resident!



Third module: Simulation education

The third module took place at the Simulation Center. We were joined by a team of clinical instructors and respiratory therapists to experience a simulated emergency cardiovascular care scenario using a human patient simulation manikin. We all were assigned tasks, such as team leader, medications, chest compressions, and note taker. The simulation was hectic, and after our patient was stable, we took a minute to debrief and talk about what we experienced. The biggest point we discussed was the importance of a team leader. No single person can perform all tasks at once, and we learned from the simulation how crucial it is to have a team of people not only working together, but also understanding each other’s roles.



Fourth module: Emergency medicine

The last module of the day took place in the Emergency Department. We first learned about the layout of the department and then how physicians working in the department apply diagnostic tools and use teamwork to provide exceptional patient care for time-dependent emergencies. We saw the Emergency Medicine team evaluate and treat a trained standardized patient who “presented” with chest pain, and we were able to observe the various steps a physician takes when a cardiovascular patient enters the Emergency Department. We met the “patient,” took his health history and asked what brought him to the ED. We then applied and ran an EKG, took his blood pressure and pulse, and even “resuscitated” him. We then wheeled our patient upstairs to the catheter lab, where another physician walked us through the procedure for placing a stent in the heart to relieve blockage.

PME Day was an exhausting, but well put together and a well-run educational day. I personally learned so much more from attending, and I am excited to continue to hear about, and one day experience, undergraduate and graduate medical education!



MEDICAL EDUCATION IN FLUX

Here are just some of the statistics that were shared with the participants of Project Medical Education Day, demonstrating a looming crisis in medical education and patient care for the future:

1 million
doctors
in the U.S. today

51,000
students
applying to U.S.
medical schools
PER YEAR

1,500
current trainees
in Cleveland Clinic's
GME program (among
the largest in the U.S.)

42,600-
121,300
PROJECTED
SHORTFALL OF U.S.
PHYSICIANS **BY 2030**

FACT:

Forces shaping the physician shortage:

- Increased Medicare beneficiaries
- Aging population
- Increasing life expectancy
- Graying of the current physician pool

687 U.S. institutions
that sponsor graduate medical education
(GME) programs (down from 699 in 2002)

\$190,694
AVERAGE LOAN DEBT
of U.S. medical student on
graduating from medical school

7 yrs. of education
(medical school and residency)
required to become an internist or
pediatrician (**8 years at CCLCM**)

FACT:

The number of American
medical school graduates
exceeds the number of GME
positions in the U.S.

Although the issues are complex, some can be solved through Congressional protection of GME funding and reducing medical student debt.

[Learn more from the Association of American Medical Colleges.](#)

5 Questions



Gail Cresci, PhD, RD

with Gail Cresci, PhD, RD

A focus on prevention keeps this doctor excited about the future of healthcare

Softball, tennis and running were a few of the sports that Gail Cresci, PhD, RD, enjoyed while growing up.

“I found proper nutrition assisted with optimal performance,” she adds, “even though coaches were not talking much about nutrition.”

That fascination with how the body works and the importance of nutrition propelled Dr. Cresci to her career as a gastroenterology and nutrition researcher in the Pediatric and Lerner Research institutes. She also serves as the Director of Nutrition Research within the Center for Human Nutrition in the Digestive Disease & Surgery Institute.

In addition, you are the Nutrition Thread Leader for our Lerner College of Medicine curriculum. Why is it important to bring nutrition to the medical school curriculum?

Nutrition is finally being recognized as a means to prevent and treat disease yet most physicians are not well versed in the power of nutrition to improve patient wellness. They may agree nutrition is important, but they do not know why or how to talk to their patients about it.

I have been educating physicians about nutrition for more than 25 years. Providing future physicians with the knowledge and skills to improve patient health and well-being is key to positively tackle the increasing incidence of many chronic health problems such as obesity, metabolic syndrome, diabetes and heart disease.

Why is nutrition education not something typically found in medical schools?

Time in the curriculum is always an issue as medical students have so much content to learn. Additionally, curriculum leaders haven't always recognized the importance of nutrition. What may limit this is the “wishy-washy” nature of much of the nutrition information available. Studies can be conflicting, but much of this is because nutrition studies cannot be designed and expected to perform as pharmaceutical studies. Many nutritional interventions need years, if not generations, to follow the end results of the interventions. Most physicians are not trained to think this way and therefore when a study shows conflicting or no short-term benefit on a particular intervention, they lose confidence in the intervention.

What keeps you excited about the future of healthcare?

The focus has moved to prevention rather than treatments. That nutrition is finally beginning to be recognized as a way to prevent disease and keep people healthy.

How do you decompress from work?

I really enjoy working out. I ride my bike to work when roads are not icy and temperatures are above 35. I enjoy training for triathlon events and doing yoga. I also meditate.

Ways you keep your energy high during a long workday?

I eat small amounts. I pack my lunch daily with fresh fruits, vegetables and a protein source such as plain Greek yogurt and nuts. I find if I eat a large, heavy meal I get sluggish and cannot optimally perform. I drink water frequently throughout the day.

I take breaks to go for a walk or do some squats, planks or yoga moves in my office to keep my blood and mind flowing.

This article first appeared on the Cleveland Clinic Today intranet page.



Ensure inpatients get a follow-up visit



Moises Auron, MD

Moises Auron, MD
Associate Professor,
Medicine and Pediatrics

All inpatients should have a follow-up visit within seven to 14 days formally arranged prior to discharge. You can help your team by reminding them to schedule a follow-up visit, especially if the patient is being discharged with new or difficult-to-manage medications such as anticoagulants.

Doing the right thing is easy, but it requires mindfulness, accountability and excellent teamwork. As students, you are fundamental elements of the inpatient teams, and your contributions to patient safety are valuable.

Remember, Patients First!

Will You Help Bring Talent to our Lerner College of Medicine?

We need your help to recruit the next class of CCLCM students, entering July 2019. This is a rewarding opportunity to connect with bright, accomplished and interesting young men and women aspiring to become physician researchers.

What the commitment requires

- Attending Admissions Committee meetings on main campus every other Thursday from 3 to 5:30 p.m., starting September 2018.
- Interviewing applicants as often as you are available, through January 2019. Interviews are conducted every Monday and Thursday, from 1:15 to 3 p.m., September through January. On the days you choose to interview, you will speak with two applicants.

We know you may not be able to attend every committee meeting. There may also be times when you can interview just one candidate. You have the flexibility to interview as much or as little as your schedule permits.

If you are interested in becoming a member of the Admissions Committee or simply want to interview candidates, please contact Karen Wright at wrightk6@ccf.org or 216.444.0426.

Questions? Please contact Liz Myers at myerse@ccf.org or Kathleen Franco, MD, at francok@ccf.org.

Serving on the committee is an important and rewarding role; we sincerely hope you will consider taking part in it. Thank you for your consideration, and we hope to hear from you!

View the Goodtime III photos

On behalf of the Alumni Relations Team, we would like to thank everyone who attended the 25th Annual Cleveland Clinic Goodtime III cruise. [Looking back at the photos](#), it appears everyone had a very good time (no pun intended).

Mark your calendar now for Sunday, Aug. 4, 2019, so you can join us for the 26th Annual Goodtime III cruise!



EXTRA MILE Students Combine Recruiting with Service

The CCLCM chapter of Phi Delta Epsilon hosted a recruiting event at VeloSano on July 21, where students volunteered at the Bike and Bag Check.

“We had a great time cheering on the bikers and just helping out with whatever was needed,” says Janet Adegbeye (‘20). “There was CCLCM representation from all five years, and we spotted faculty and staff from CCLCM and LRI.”



L to R: **Janet Adegbeye** (‘20), **Daniel Grits** (‘23), **Raoul Wadhwa** (‘22), **Emily Rose** (‘21), **Kelly Shibuya** (‘19)

Phi Delta Epsilon is an international medical fraternity that focuses on service and philanthropy, and [VeloSano](#) is an ongoing fundraising initiative that has raised millions of dollars for cancer research at Cleveland Clinic.



Student Earns Achievement Award

Chan-Mi Lee ('21) received the Student Achievement Award from the Rheumatology Research Foundation (RRF) for her promising work in rheumatology. The award comes with funding to attend the 2018 ACR/ARHP Annual Meeting in Chicago, "this time with a small piece of new information to share," she says.

Chan-Mi's research has revolved around studying a rare multisystem fibro-inflammatory condition and its patient population at Cleveland Clinic. Her abstract, which has been accepted for the 2018 ACR/ARHP Annual Meeting, is titled "Retrospective Analysis of IgG4-RD Patient Population at the Cleveland Clinic between 2007-2017."

Chan-Mi was mentored by Carmen Gota, MD, Department of Rheumatology, as part of the Preceptorship Award from RRF last year, while receiving additional mentorship support from Mohamed Alalwani, MD, and Richard Prayson, MD. All are co-authors on the abstract.

Congratulations, Chan-Mi, on your outstanding news!



Chan-Mi Lee



Carmen Gota, MD



Mohamed Alalwani, MD



Richard Prayson, MD

Faculty Member Earns Outstanding Teaching Award



Amy Nowacki, PhD

Amy Nowacki, PhD, received the Outstanding Teaching Award from the Teaching of Statistics in the Health Sciences (TSHS) section of the American Statistical Association.

Dr. Nowacki, who directs the medical biostatistics section of the CCLCM curriculum, was nominated for the award by colleagues Linda Graham, MD; Alan L. Hull, MD, PhD; and Peter Imrey, PhD, for her work in revamping the section.

In his nomination letter, Dr. Imrey wrote: "Amy has met this challenge superbly by combining highly focused, practical, software-oriented didactic presentations, meticulously scripted short-answer learning exercises; comprehensive data analytic assignments presented and critiqued by students and faculty in 8-student discussion groups; with an upbeat, sympathetic but serious approach that allows students a safe space to make and recover from mistakes."

The Outstanding Teaching Award recognizes professionals who educate others in the area of statistics and who serve as mentors in the health sciences. As the winner of this annual award, Dr. Nowacki received a certificate and a cash award, and she was recognized at the section's annual business meeting last month.

[Read more about the award and Dr. Nowacki.](#)

Congratulations, Dr. Nowacki, on this well-deserved recognition!

AHA Accepts Four Abstracts from Student

Selena Pasadyn ('21) recently had four abstracts accepted for presentation at the American Heart Association Scientific Sessions in Chicago this November.

Her abstracts are:

- Acute Type A Aortic Dissection Patients and Posttraumatic Stress Disorder
- Acute Type A Aortic Dissections: Trajectory Towards Tear and Transport to Treatment
- Acute Type A Aortic Dissections: Disruption of Lifestyle in Competitive Athletes
- Acute Type A Aortic Dissections: Will I Be Covered for Cardiac Rehabilitation?



Selena Pasadyn



Eric Roselli, MD

Selena designed the project with the help of Eric Roselli, MD, Thoracic and Cardiovascular Surgery. A survey sent to acute type A aortic dissection patients at Cleveland Clinic revealed a number of interesting findings including a first: that 22 percent of aortic dissection patients screened positive for post-traumatic stress disorder, or PTSD.

"This is something that has never been studied or reported in the literature before," says Selena, adding that they hope to help physicians recognize and treat it appropriately, as PTSD may significantly reduce quality of life for these patients.

Congratulations, Selena, on this important work!

Faculty Member Inducted into CWRU Academy of Scholar Educators

Congratulations to Samina Yunus, MD, MPH, for being inducted into the Case Western Reserve University Academy of Scholar Educators. Dr. Yunus serves as the Associate Clerkship Director for Family Medicine at CCLCM and as Director of the Objective Structured Clinical Examination (OSCE) clinical skills evaluation program at CCLCM.

Several CCLCM faculty are fellows of the academy, including Richard Drake, PhD; J. Harry Isaacson, MD; Jeremy Lipman, MD; Mark Mayer, MD; Margaret McKenzie, MD, MS; Neil Mehta, MBBS, MS; Marvin Natowicz, MD, PhD; and Amy Nowacki, PhD.

Committed to promoting and recognizing educational excellence at the CWRU School of Medicine, the Academy of Scholar Educators recognizes faculty who have made long-standing and significant contributions to medical education.



Samina Yunus, MD

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!

ACCOLADES

Alumnus Joins Cleveland Clinic

Ehsan H. Balagamwala, MD ('13) recently joined Cleveland Clinic as a staff member in radiation oncology. Along with Neil Woody, MD ('11), Dr. Balagamwala is the second CCLCM alumnus who completed a residency in radiation oncology here and then joined as staff.

Welcome to the staff, Dr. Balagamwala!



Ehsan H. Balagamwala, MD

Student Completes Acting Internship with Alumnus

Jason Ya ('19) feels lucky to have completed his acting internship (AI), sometimes called a sub-internship, at the Louis Stokes Cleveland VA Medical Center under the supervision of CCLCM alumnus Ning Zhou, MD ('13). Dr. Zhou is the Director of the VA's Internal Medicine Acting Internship Program, in which medical students complete supervised clinical rotations that mimic what they will be doing during their first year as a resident.

Jason trained at the VA from July 1 through 29 with Dr. Zhou, who is also a faculty member at CWRU School of Medicine.

"The experience gave me a much greater sense of what it means to be an intern," says Jason. "I was able to take the next step from my internal medicine core clerkship and independently manage everything related to my patients: history/physicals, leading rounds and calling consults/orders."

Jason adds that Dr. Zhou exemplifies the concept of "learning by doing," as he mentored both interns and medical students on how to lead rounds for patients. Dr. Zhou also demonstrated how research exists on the wards.

"On a daily basis, we had an evidence-based discussion of a topic related to our patients," says Jason. "When we had questions that he did not immediately know the answers to, he would find the answers," adding that Dr. Zhou would return with the latest research paper and give the group a summary, generally within 5 to 10 minutes after he had left.

"When I see how Dr. Zhou practices medicine, I see all of the core principles that CCLCM teaches," says Jason.



Ning Zhou, MD and Jason Ya

Dr. Aaron Viny Receives K08 Award

Aaron Viny, MD, MS ('09), recently received a Mentored Clinical Scientist Research Career Development Award (K08) from the National Cancer Institute to study the role of the cohesin complex in normal and malignant hematopoiesis.

Dr. Viny currently is a hematologic oncologist at Memorial Sloan Kettering Cancer Center in New York City, specializing in leukemias and myelodysplastic syndrome. He conducts leukemia research as part of the Ross Levine laboratory.

Congratulations, Dr. Viny, on this outstanding news!



Aaron Viny, MD, MS

SUPPORT

Celebrating the Class of 2023 with Mrs. Norma Lerner

Every spring, Mrs. Norma Lerner graciously hosts a luncheon with CCLCM's first-year students. This event is a wonderful occasion for her to hear firsthand about the students' journeys to medical school, and for them to express their gratitude for their upcoming unique five-year experience at CCLCM.



We continue to be humbled by the Lerner family's generosity and the tremendous impact they continue to make on the lives of our medical students.



MARK YOUR CALENDAR



- Sept. 20, 2018 | 8 a.m.-5 p.m.** CWRU Lepow Medical Student Research Day
CWRU Tinkham Veale University Center
- Oct. 10, 2018 | 4-5:30 p.m.** Scholarship in Teaching: Application Workshop
CWRU School of Medicine, Robbins Bldg. E402
- Oct. 16-17, 2018** Fall OSCEs for Year Two
Cleveland Clinic
- Oct. 23, 2018 | 7:30-11 a.m.** New Faculty Orientation and Role Fair
Cleveland Clinic, Lerner Building NA3-57

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

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