

# InSight

## Welcome to InSight

This is the first edition of *InSight*, a quarterly publication by the staff of the Cleveland Clinic Lerner College of Medicine. The purposes of this publication are to inform and to educate. The past five years have been busy, first designing and developing and then implementing one of the most innovative new medical school programs in the country.

With the support and commitment of over 400 faculty, we have achieved an enormous amount in a short period of time. Our students are outstanding, and we should all be proud of our tremendous accomplishments.

Three manuscripts regarding the College Program have been accepted for publication in *Academic Medicine* in 2007. Congratulations to all!

Andrew J. Fishleder, M.D., Executive Dean

## A Closer Look at Problem Based Learning

Problem Based Learning (PBL), the foundation of the first- and second-year CCLCM Basic Science Curriculum, serves as a framework for each week's learning objectives. During PBL sessions a group of eight medical students and one faculty PBL Facilitator utilize a clinical case to guide student learning of basic science objectives. Requiring active participation by all students in the group, this process fosters student responsibility for their learning in addition to strengthening interpersonal and communication skills.



Each week a clinical case related to the theme of the week unfolds over three 2-hour PBL sessions. Students identify learning objectives needed to understand the case on day one, research those objectives and then report back to teach one another when they return on the second PBL day prior to the continuation of the clinical case.

New learning objectives are then developed, researched, and presented back for group discussion on the third PBL day of

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According to Gerri Hall, Ph.D., Director PBL Facilitator Development, PBL Facilitators have said the following:

“I was amazed by how enjoyable the process was. It was very gratifying to watch individual students get it.”

“The process has been a great deal more fun than the usual lecture method. I am certain that the students are learning the material.”

“Though the time commitment is significant (three 2-hour sessions each week along with preparation and evaluation time), I would highly recommend it to anyone.”

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the week prior to the clinical case drawing to conclusion. The PBL sessions are rich in discussion with students teaching students and working as a team to maximize knowledge acquisition.

The “PBL Facilitator” is a non-expert whose primary role is to help ensure that discussion remains on target to meet the objectives of the week. In contrast to a passive, lecture-based learning environment, PBL sessions are active, high-energy classes where progressive student learning is readily apparent.

As we all know, long-term success in science and medicine requires self-directed learning. The PBL method helps students develop this mindset along with skills for critical thinking and clinical reasoning. The PBL cases provide a relevant clinical framework for learning important basic science concepts.

Each year, 32 PBL Facilitators are required to facilitate the Year 1 and Year 2 PBL sessions. Each PBL group meets for three days each week for 8 to 11 weeks depending upon the individual organ system under study. There are four Year 1 groups and four Year 2 groups active each week. PBL Facilitators have uniformly reported their responsibilities as intellectually stimulating and highly rewarding.

PBL Facilitator time is supported by the College with 30% salary reimbursement to the faculty’s department during the weeks of the course in order to ensure adequate release time.

Interested faculty can learn more about how to become faculty facilitators by contacting **Gerri Hall, Ph.D.**, who directs PBL facilitator training ([hallg@ccf.org](mailto:hallg@ccf.org)), or **Lois Osborne**, PBL Administrative Coordinator ([osbornl2@ccf.org](mailto:osbornl2@ccf.org)).

## Our Students



### Congratulations to the Class of 2009

All of the College’s second year students took and passed the USMLE Step 1 exam. They performed extremely well with an average passing score for the class of 229. National average scores for 2006 are not available yet; however, the national mean score in 2005 was 217.

### Publications and Presentations

Congratulations to the students in the Class of 2009 on their publication and presentation successes: 10 publications—7 articles, 2 abstracts, 1 book chapter and 11 presentations at national or international meetings.

Both the classes of 2009 and 2010 have submitted articles that are either in press or pending publication.

### Grants

#### Howard Hughes Medical Institute research grants:

**Aaron Viny** and **Jason Robertson** received grants from the Howard Hughes Medical Institute and are spending their third year conducting research. Jason is working with LRI investigator **Jonathan Smith Ph.D.** on how variants of the LRP8 gene contribute to the development of myocardial infarction. **Aaron Viny** is working with Taussig Center investigator **Jaroslav Maciejewski, M.D., Ph.D.** and is analyzing LGL leukemia using high density SNP (single nucleotide polymorphism) microarrays. Jason and Aaron were among 66 awardees selected from 329 applicants in 2006.

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**Cleveland Clinic GCRC research grants:**

**Jason Lappé** and **Patricia Scripko** both received a Mentored Medical Student Clinical Research Award from the Cleveland Clinic General Clinical Research Center (GCRC).

**Ethics in Medicine and Research Grant from the Gold Foundation:**

**Sunny Kolattukudy** and **Jennifer Monti** received a grant from the Gold Foundation to test and improve ethical frameworks that young physician investigators apply in research and practice.

**Graduate Programs**

**Martha Cathcart, Ph.D.**, Director, Graduate Studies has been instrumental in developing and organizing programs with Case that facilitate the opportunity for College students to earn Master’s Degrees in conjunction with their MD program.

*As listed below, students in the classes of 2009 and 2010 have chosen many options for a Master’s Degree. The most common include Masters in Public Health, Bioethics or Biomedical Investigation.*

M.D./M.A. in Bioethics	5
M.D./M.P.H.	9
M.D./M.B.A.	1
M.D./M.S. in Biomedical Investigation	
Biochemistry	0
Clinical Research Scholar	14
Epidemiology	1
Nutrition	1
Pathology	4
Physiology/Biochemistry	0
Pharmacology	0



Dr. Cathcart also received funding from the Howard Hughes Medical Institute for the establishment of a Ph.D. program in Molecular Medicine which the Ohio Board of Regents approved on September 30, 2006 and will admit the first students in the summer of 2007.

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## Volunteering to Make a Difference

Students continue their interest in volunteering. In the past year, students received the following grants:

- **Helping Hands BLAST (Busting Loose About Sharing Thoughts) Grant.** The goal of this grant is to establish an innovative intervention for fifth grade students within the East Cleveland school district. Six CCLCM students are listed on the grant.



- **Free Clinic:** Many students were interested in the establishment of a free mobile clinic. Although this was not funded by the AAMC, students continue to gather interest and momentum in this project. 55 students participated.



- **CCLCM Student Run Community Clinic:** On at least two occasions students provided health screenings at the Fatima Health Center. 25 students participated.
- In honor of **World AIDS Day** on December 1st, CCLCM students hosted a number of events and speakers to raise awareness. **Shawn Decker** and **Gwenn Barringer** gave a presentation on “A Boy, A Girl, A Virus and the Relationship that Happened Anyway.”

- **Community Health Initiative (CHI)** began on September 29, 2006. It offers medical screening including blood pressure, glucose, cholesterol, height, weight, BMI, body fat%, pregnancy and HIV/AIDS testing (the latter will start in the spring). In addition, it also offers education surrounding these tests, what they mean and what common diseases are associated with abnormal values.

The clinic offers information and education on cardiovascular disease, hypertension, diabetes, women’s and men’s specific health issues, pharmacy information and education, obesity as well as other health issues. The clinic also distributes free condoms and free flu shots (once a year). Finally, the clinic has students who advocate for patients to be connected to the appropriate resources based on their screening values and discussions with the students.

The clinic is staffed by medical students, one NP, one PharmD and a staff physician. The hours of the clinic are 2:00-5:00 p.m. every Friday except during student breaks. The clinic hopes to be able to expand to provide primary and acute care, but is currently in the process of finding a suitable space to use as an exam room.

The clinic is funded by the Cleveland Clinic Lerner College of Medicine, Cleveland Clinic Department of General Internal Medicine and a grant from the American Medical Student Association. Major goals for the upcoming term include: inclusion of the University Program Students and Huron Nursing Students, acquisition of a medical exam room, and continued growth and evolution.

The new lead coordinators for the next term will be **Jackie Chu MS1** and **Pearl Quartey MS1**. The faculty advisors for the project are **Michelle Berkeley, NP** and **Kristin Englund, M.D.**

## Our Faculty

### 2006 Scholarship in Teaching Awards

CONGRATULATIONS to those Cleveland Clinic staff who won CWRU School of Medicine's 2006 Scholarship in Teaching Awards! Thirty awards were given this year after peer review of submitted educational innovations. Fourteen out of 35 faculty recognized by the award are from Cleveland Clinic staff.

**Rafi Avitsian, M.D.**

Anesthesiology

*Intraoperative Problem Based Discussions-  
A novel method for anesthesia resident  
teaching*

**Edward Benzel, M.D.**

Neurosurgery

*Neurosurgery Resident Competency  
Assessment Program*

**Richard Drake, Ph.D.**

Anatomy

*Understanding Embryology Using Clinical  
Cases*

**Amir Jaffer, M.D.**

Medicine

*Perioperative Medicine Summit*

**Michael Lauer, M.D.**

Medicine

*A Clinical Research Skills Development  
Program for Second Year Medical Students*

**Daniel Neides, M.D.**

Family Medicine

*Clinical Medicine and Basic Science  
Didactics – an Approach to Team Teaching*

**David Rolston, M.D.**

Medicine

*Development of an Innovative Physical  
Diagnosis Curriculum for First and Second  
Year Medical Students*

**Camille Sabella, M.D.**

Pediatrics

*Design Leader, Basic Core II Clinical  
Curriculum*

**Christine Taylor, Ph.D.**

Medical Education

*Redefining and Providing Useful Feedback*

**John Tetzlaff, M.D.**

Anesthesiology

*The Division of Anesthesiology, Critical  
Care Medicine and Comprehensive Pain  
Management  
Academic Portfolio Project*

**Collin Kroen, M.D.**

**Christopher Whinney, M.D.**

Medicine

*Foundations of Clinical Medicine  
Acute Care Preceptorship*

**Amy Windover, Ph.D.**

**J. Harry Isaacson, M.D.**

Medical Education

*Basic and Advanced Communication  
Skills:  
A Skills-based Curriculum for 1st and 2nd  
Year Medical Students*

### Changes in Curriculum Leadership

**Imad Najm, M.D.** has replaced **Alex Arroliga, M.D.** as Co-Director of Basic Science Education Committee. **Guy Chisolm, Ph.D.** also serves as Co-Director of the Committee.

**Charles Tannenbaum, Ph.D.** has replaced **Peter Heeger, M.D.** as both the Thread Leader for Immunology and one of the Course Co-Directors for Hematology II, Immunology and Microbiology.

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## Best Practice Workshops Provide Ideas, Fun and a “Private Consultation”

On December 9, 2006 and January 11, 2007, the CCLCM Educational Affairs Office sponsored two “Best Practice” Workshops for the entire teaching faculty who teach seminars for the CCLCM students. The workshops provide a forum for the sharing of successful ideas and strategies and time for consultations about common problems concerning the planning and implementation of such an integrated and interactive curriculum.

Twelve faculty members, who had been recommended as “outstanding” by students, joined a panel that offered suggestions and strategies and answered questions. Members of the “Best Practice Panel” were **Drs. Kamal Chemali, Guy Chisolm, Philip Hall, Gerri Hall, Mario Skugor, Jennifer Long Sekeres, Damir Janigro, Mike Lauer, Javier Provencio, Joe Nally, Mary Bronner, and Alan Lichtin.**

Over fifty faculty members attended the workshops, and most felt it was one of the best development activities they had ever attended. Plans are in the works to repeat the workshop next fall.

## Curricular Update

### Revision of the Core Clinical Curriculum

A significant and innovative Case School of Medicine-wide change has been developed and implemented in the core clinical curriculum. The new curriculum was implemented in July 2006. This educational design effort required substantial involvement of faculty. Students are now required to take two 16-week basic core rotations. Core 1 includes the disciplines of family medicine, internal medicine and surgery. Core 2 includes neurology, obstetrics/gynecology, pediatrics and psychiatry. An Advance Core is composed of four weeks in each of the following: The Aging Adult, Emergency and Undifferentiated Care, Perioperative Medicine and Pain, and Chronic Disease Management. Additionally students will be required to complete the clinical curriculum by taking two acting internships and 28 weeks of electives, of which 12 weeks are organized in an area of concentration.



## Upcoming Events—Mark Your Calendars

June, 2007	Faculty Forum
July 9, 2007	Class of 2012 orientation begins
July 21-24, 2007	International Association of Medical Science Educators (IAMSE)



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