

InSight

Faculty and Staff Participation – Critical to College Success

The success of Lerner College of Medicine depends on the active involvement of our faculty. Lerner College students need instruction and mentorship from basic

scientists, clinical researchers, clinicians, and faculty from the sciences basic to medicine (for example, epidemiology, biostatistics, ethics, and humanities). We are all aware of increased need for productivity and accountability to sustain the Cleveland Clinic programs, including Lerner College of Medicine.

During the past year we have undertaken a new initiative to gather and analyze data related to contact hours for faculty and staff. Data obtained is visually presented in the Total Contact Hours (TCH) Dashboard. The intent of the Dashboard is to provide Department and Institute Chairs with a better understanding of the contributions that their faculty and staff have made to the College. Data included on the Dashboard provides insight into the total effort that is required to maintain the College.

The TCH Dashboard will help us improve the quality of the documentation provided to Cleveland Clinic faculty and staff for their Annual Performance Reviews (APRs) summarizing their roles in the College that are so important for our success.

Data used in the TCH analysis included the following:

- The direct hours of formal instruction in seminars, Problem-Based Learning (PBL) sessions, longitudinal clinics, Objective Structured Clinical Exam (OSCE)

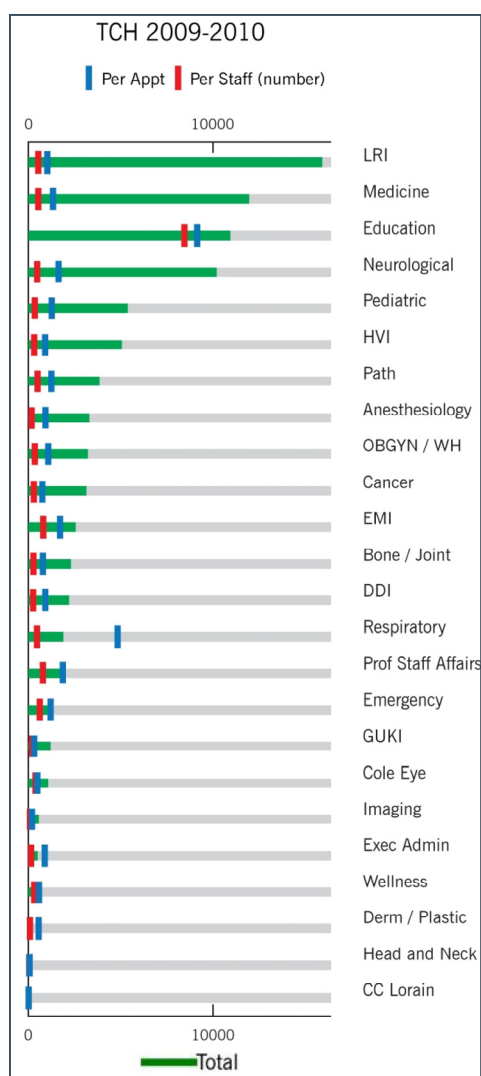
didactics conducted during the clinical rotations, among others. The Portal provides that information for each faculty member directly.

- Estimates of time spent in research precepting, assessing Concept Appraisals (CAPPs), and attending curriculum planning and admissions meetings
- Estimates of time for College roles that are based on percent effort, such as Course Directors, Discipline Leaders, and Physician Advisors. These estimates were calculated using a standard of 2600 hours per year.

Not included in the analysis are estimates of the amount of faculty teaching done in the ambulatory and inpatient settings during the required and elective clinical rotations. We hope to capture that data soon through anticipated enhancements to the MedHub System used to track resident rotations in Graduate Medical Education.

The results of the Dashboard analysis are impressive. Total “contact” hours for the 2008-2009 academic year were 83,135 and for 2009-2010 were 79,059. We are able to provide summary data by Department and Institute to document faculty and staff contributions to the education of our students. Since faculty who

spend time in the education process have less time to devote to other activities, our intention is to provide the Chairs with a better picture of the contributions that their faculty and staff have made to the College to complement other available productivity data.



The chart shows the cumulative data for the 2009-2010 academic year by Institute. It displays total contact hours as well as total contact hours per faculty appointment (blue) and per staff member in the institute (red).

Our Students

17th Annual “Welcome to Cleveland” Goodtime Cruise

On Sunday, August 15, 2010, residents, fellows, researchers, medical students, staff, alumni, and friends welcomed new residents, fellows, and medical students as they enjoyed a sunset cruise, dinner, dancing, and a lake view of the Cleveland skyline.



A Systematic Approach to the Physical Exam

Medical students are usually trained in an organ system approach to the history and physical examination (PE). While this is a good start to learn these new skills, it does have a few limitations:

- It leads to a somewhat fragmented approach when faced with a patient.
- Students often have to do a “mental checklist” or a review of examination points, which makes it difficult to stay patient-centered.
- The patient is often asked to change positions several times during an examination, with the same part of the body examined repeatedly from the point of view of a different organ system—for example, examining the neck for lymph nodes and goiter and then returning to it later to listen for carotid bruits, or having a patient lie down to do a straight leg raising test and then having them sit back up to check for the knee deep tendon reflex.
- When faced with distractions, the student often forgets critical elements of the examination.

To address these limitations, Ehsan Balagamwala (Class of 2013) and Neil Mehta, MD, FACP, Director, Education Technology, have worked together to create a mind map that organizes the Review of Systems (ROS) and PE information into a systematic head-to-toe approach. This mind map integrates the different organ systems and is organized by elements that should be done with the patient in sitting, standing and supine positions. They created a Web site <http://cclcm.ccf.org/CCLCMDependencies/Edu/PE/default.html> that summarizes all the ROS and PE elements in this single mind map with hyperlinks to educational multimedia on the Web to supplement the resources already provided by the curriculum.

“Doc Opera: Super Medical World”

Mark your calendars for “Doc Opera: Super Medical World” on Saturday, December 11, 2010, at 8:00 p.m. at the Lakewood Civic Auditorium. We look forward to significant Lerner College of Medicine participation again this year!



Foundation Donations Provide Stethoscopes to Students

On September 13, members of the Class of 2015 were presented their new stethoscopes made possible through donations to the Jason Madachy Foundation by faculty and others. Students heard about the founding of this non-profit organization from Jason's parents, Joe and Dolly. Joe, a retired police officer from Euclid, spoke about his son's untimely accident and death at Marshall shortly after his white coat ceremony and entry into medical school. Devastated after their son's death several years ago, they wanted to "make a mark of excellence" just as Jason wanted to do in becoming a doctor.

Russ Stitzlein (Class of 2012), a close friend of Jason's, was master of ceremonies for the event. Jeff Moore, a first-year pediatrics resident at Cleveland Clinic, assisted Russ and the Madachys in presenting the stethoscopes and congratulating the appreciative students. Before leaving, students prepared thank-you notes for the donors. The Madachys hope to increase donors and repeat this ceremony on a yearly basis. Their goal is to be able to offer this to first-year students in all medical schools in Ohio as well as other medical schools.



L to R: Russ Stitzlein, Janine Bernardo (Class of 2015), and Dolly and Joe Madachy

Annual Students Activities Fair

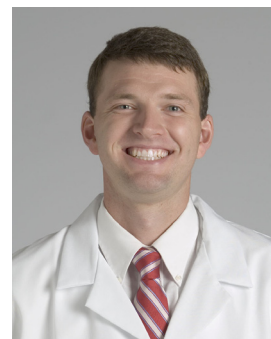
On August, 11, 2010, the Annual Students Activities Fair was held on the 5th floor Atrium at the Lerner Research Institute. The purpose of this fair is to showcase to the first-year students the various student-run organizations on campus. Most organizations were presented by second- and third-year students. Over 15 organizations and interest groups had tables set up at the fair which included the Lamay Clinic, the Community Health Initiative, American College of Physicians-ACP, American Medical Association-AMA, Children's Hospital medical student volunteer program, Surgery Interest group, American Medical Student Association-AMSA, Student National Medical Association-SNMA, Cardiology interest group, Food Outreach On Demand (FOOD) and Phi Delta Epsilon Medical Fraternity. Over half of the first-year class attended the fair and found it to be a resourceful activity.



Class of 2015 students at the Radiology and Neurology interest group stand.

Alumni Board Representative

Congratulations to Garnett Smith (Class of 2012) on being nominated as the Lerner College Alumni Board Representative for 2010-2011.



Medical Mission to Sacred Valley – Challenges and Successes



Sacred Valley region is a beautiful area in the southern half of Peru, where many indigenous people continue to live in remote, mountain villages. This summer, a group of medical students and physicians from Cleveland Clinic Lerner College of Medicine and Case Western Reserve University once again traveled to the Sacred Valley to provide medical care.

Lamay Clinic Project (lamayclinic.org) is a medical student-led project that provides medical care to people in Sacred Valley in Peru. The project was started in 2009 as a medical school elective designed and run by medical students at Lerner College of Medicine and Case Western Reserve University. This was the second medical mission carried out by the group. Participants from Lerner College this year included Marcella Luercio (Class of 2014); Nika Bagheri and Michael Hendel (both Class of 2012); and the coordinator of the trip this year, Satoko Kanahara (Class of 2011). Other Lerner College coordinators included Rachel Roth and Jacqueline Chu (both Class of 2011), and Alida Gertz and Anna Brady, who were in the graduating class of 2010. Forty-nine volunteers participated in the project in June, including other medical students, physicians, nurses, dental students, a pharmacist, and family members.

The group spent half of the time working in the health post in the town of Lamay and the other half visiting mountain villages in the surrounding district. The group provided ambulatory medical and ophthalmologic care to over 1,500 patients during the month. Sixty percent of the patients seen were females and forty percent were males. The mean age of patients was 33.

One of the major health issues encountered was an astonishing number of underweight, malnourished

children. Even according to the Peruvian growth charts, children were grossly underweight. Among adults, common complaints of unspecific burning sensation and body aches, which could be caused by nutritional deficiencies, were also seen. Parasites are prevalent, especially among school-aged children, which could cause or worsen nutritional deficiencies and lead to anemia and poor growth. Other health problems that were prominent were musculoskeletal complaints, poor dentition, poor eyesight, and skin problems, such as warts and scabies.

In addition to providing medications and ambulatory care, the group has been working on public health projects and educational campaigns to contribute to long-term improvement of the health of people in the region. Students and staff organized educational sessions on nutrition, back pain exercises, oral hygiene and hand washing for children and mothers. Thankfully, all of the villages in the district of Lamay have latrines and running water and a health post that is visited by nurses or midwives, provided by the town municipality.

Future plans for the group include a fund raiser in the fall and recruitment of health professionals, especially ophthalmologists or optometrists, physical therapists, dentists, obstetrician/gynecologists, and dermatologists. We welcome people with a wide range of experiences, such as nurses and pharmacists. We hope to go back to Lamay in June of 2011. Applications will be available starting in January 2011. At least conversational Spanish skills are strongly encouraged, but not mandatory. If you are interested in contributing to the cause in any way, please contact us at info@lamayclinic.org.

Walk with a Doc Program

Some of our Cleveland Clinic Family Health Centers (FHCs), such as Beachwood, run a program called “Walk with A Doc” (WWAD). Physicians meet on Saturday morning in various venues (such as Beachwood Place or the Metroparks) with people from the community who like to walk. They begin with a 10-minute discussion on a medical topic, and then they walk about three miles. Through Kathleen Franco, MD, Associate Dean, Admissions and Student Affairs for Lerner College of Medicine, Tom Abelson, MD, Medical Director, Beachwood Family Health & Surgery Center, recruited four of our students who agreed to lead walks occasionally when needed: Hardeep Phull (Class of 2011), Sara Abbott (Class of 2012), Nika Bagheri (Class of 2012), and Stacey Poloskey (Class of 2012).

Dr. Franco expressed her appreciation to those involved: “Thank you to all of you who are doing this. What a wonderful contribution to the community! Your thoughtfulness and willingness to give to others make us so proud of you.” Dr. Abelson added: “This is another example of 1) why it is great we have a medical school and 2) how great our students are in more than the academic sense.”

Bill and Ruth Neides Visit Lerner College of Medicine

James Young, MD, introduced Bill and Ruth Neides to faculty and met with a few of the Lerner College of Medicine students at a luncheon meeting on Friday, September 24, 2010. “Lerner College of Medicine is pleased to have the Neides as partners in our efforts to advance medical humanities,” said Dr. Young. “We are thankful for their very generous gift in honor of Daniel Neides, MD, to support the Lerner College of Medicine Medical Humanities Reach Out and Read program.” Dr. Neides and Bill and Ruth Neides did not meet until 2007 and were then able to trace the family back four generations to a common relative. Once the Neides learned of Dr. Neides’ role as co-director of the Foundations of Clinical Medicine course, they requested additional information about the program and were particularly interested in supporting the Reach Out and Read program. The Reach Out and Read program plans to engage medical students in writing short health and wellness related stories for young audiences; these stories will in turn be assembled and utilized in physician waiting rooms. Present were James Young, MD, Executive Dean; Daniel Neides, MD, and Martin Kohn, PhD, Co-Directors of the Foundations of Clinical Medicine course; Eric Kodish, MD, Director of the Center for Bioethics, Medical Humanities and Spiritual Care; and Class of 2013 medical students Yeu-Shin Chang, Tamara Lee, Laura Navarro, Bryan Sisk, and Yeu-Shin Chang.



Front: L to R: Class of 2013: Yeu-Shin Chang ; Bryan Sisk ; Laura Navarro

Back: L to R: Eric Kodish, MD; James Young, MD; Ruth Neides; Bill Neides; Daniel Neides, MD.

Research Awards 2010-2011

The following Lerner College of Medicine student has received a medical student fellowship to support his research thesis.

American Society of Colon and Rectal Surgeons

Emmanuel Obusez, Class of 2012: Application title: “Investigation of Six Known Methylation Gene Markers in Colorectal Cancer Tissue as Novel Markers for Fecal DNA Screening”

Student Representative Committee Appointments 2010-2011

Student representatives on committees that oversee the curriculum is vital. Faculty members need the student perspective when creating and implementing policy. We are happy to present the students who will be serving on Lerner College of Medicine committees.

Student Assessment Committee



Caitlin Hicks
Class of 2011

Clinical Education Committee



Jocelyn Beach
Class of 2012

Basic Science Education Committee



Uche Davidson
Class of 2015



Kathryn Stackhouse
Class of 2015



Sarah Matthys
Class of 2014

Committee on Medical Education



Daniel London
Class of 2015

Curriculum Steering Council

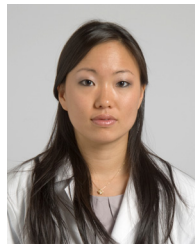


Ben Abelson
Class of 2011

Foundations of Clinical Medicine

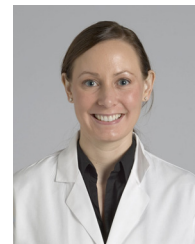


Rachel Randall
Class of 2013



Tamara Lee
Class of 2013

Joint Clinical Oversight Group



Sara Abbott
Class of 2012

Research Education Committee



Bradley Gill
Class of 2012

Admissions Committee



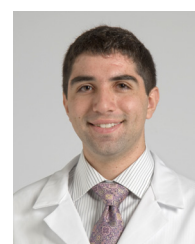
Anish Ghodadra
Class of 2012



Russ Stitzlein
Class of 2012



Ilka Decker
Class of 2013



Matt Ginsberg
Class of 2013

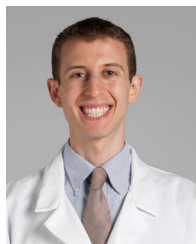
Medical Education Research Committee



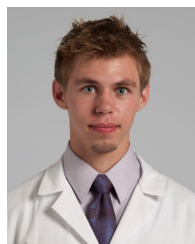
Adekunle Elegbede
Class of 2015



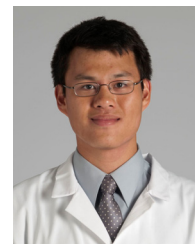
Swathi Appachi
Class of 2014



Matt Hirschtritt
Class of 2014



Andrew Strong
Class of 2014



Michael Tee
Class of 2014

Our Faculty

Faculty Learn about Lerner College Program at Orientation

On Tuesday, August 31, 2010, 23 Cleveland Clinic faculty came together to learn more about the College and the competency-based approach to medical education that defines Lerner College of Medicine. The morning started with Alan Hull, MD, PhD, Associate Dean for Curricular Affairs, explaining the structure of the medical school and the unique philosophy and principles that lead to the development of “physician investigators.” Dr. Hull was followed by a discussion of “participatory learning” facilitated by Christine Taylor, PhD, and a description of examples of participatory learning in the Basic Sciences (Phillip Hall, MD) and Clinical Teaching (J. Harry Isaacson, MD). In the last of the morning’s presentations, Elaine Dannefer, PhD, introduced the participants to the portfolio approach to student assessment, sharing an excerpt from an actual portfolio. By the end of the morning session, the participants were enthusiastic about contributing in some way with 9 of the 23 identifying specific teaching roles that they would like to pursue. The morning was a great success. Another New Faculty Orientation will be scheduled for sometime in February. If interested, watch the Staff Newsletter and InSight for dates and times. Please let your colleagues and other faculty know about this opportunity to learn about Lerner College of Medicine.

Sheldon Artz, MD, Wins Gold at 2010 Transplant Olympic Games

Shelly Artz, Problem-Based Learning facilitator since 2004 and member of the Admissions Committee, and Jan (Jones) Artz had a wonderfully uplifting emotional experience by attending the 2010 US Transplant Olympic Games sponsored by the National Kidney Foundation in Madison, Wisconsin. Through generous donations, four additional transplant recipients participated in the games on TEAM OHIO. The Artzes were instrumental in raising the funds to make this possible.

According to the University of Wisconsin Health Web site (uwhealth.org), the Games, held July 30-August 4, “are an Olympics-style event for athletes who have received life-saving organ transplants. Participants compete in a wide range of athletic endeavors - from basketball to bowling, from golf to swimming - and in doing so, support the Games’ threefold mission of demonstrating the success of transplantation, honoring donors who have given the gift of life and calling attention to the need for more organ donors.”

Components of the Games include 14 athletic competitions, a professional conference for transplant health care professionals, living donor activities, donor family activities and Opening and Closing ceremonies. Officials estimate that 7,000 visitors attended the 2010 games, including more than 1,500 athletes.

Congratulations to Shelly for winning the Silver Medal in the Men’s 60-age group Singles tennis and the Gold medal in the Doubles bracket, along with his 49 year-old partner, John Heaney (who won gold in his Singles bracket the previous day). Rumor has it that Shelly is already in training for 2012 because he knows after his resounding victory his competitors will be gunning for him!



L to R: John Heaney, Jan (Jones) Artz, and Shelly Artz at the Transplant Olympic Games

Maria and Sam Miller Professional Excellence Award for Master Educator

In recognition of his outstanding dedication to teaching, excellence and sustained commitment to the educational programs of Cleveland Clinic, Alan L. Hull, MD, PhD, Associate Dean of Curricular Affairs, Cleveland Clinic Lerner College of Medicine, received this year's Maria and Sam Miller Professional Excellence Award for Master Educator. This honor was one of six Maria and Sam Miller Professional Excellence Awards presented to our staff and employees at the annual staff dinner held at the InterContinental Hotel and Conference Center on September 10, 2010. Dr. Hull has been instrumental in the development and implementation of the College of Medicine curriculum. We congratulate him in this fine achievement and for all he has accomplished.



Alan L. Hull, MD, PhD, (middle) receives the Professional Excellence Award for Master Educator from (left) Delos Cosgrove, MD, Cleveland Clinic CEO and President, and (right) Joseph Hahn, MD, Chief of Staff.

Faculty to Attend Harvard Macy Institute Program

Medhat Askar, MD, PhD, and David Lang, MD, will be attending Harvard Macy Institute Program for Educators in the Healthcare Professions in 2011.

Dr. Askar's project title is "Developing a PBL Core Competencies Faculty Development Curriculum" and Dr. Lang's is "Developing a Curriculum for Teaching Evidence-Based Medicine to Medical Students at Cleveland Clinic Lerner College of Medicine."



Medhat Askar, MD, PhD



David Lang, MD

2010 Faculty Presentations and Publications about Cleveland Clinic Lerner College of Medicine

*Throughout the past academic year, CCLCM faculty have been active in increasing awareness about CCLCM across the U.S. and around the world. The following list of faculty presentations, articles and abstracts represent those activities.**

Bierer, SB. "Progress with Developing an Evaluation Plan to Document Outcomes of a Longitudinal Research Curriculum." **Poster:** Harvard Macy Initiative, Association of American Medical Colleges, Washington, DC. November 8, 2010.

Bierer, SB, and Chen, HC. "How to Measure Success: The Impact of Scholarly Concentrations on Students – A Review of the Literature." **Publication:** *Academic Medicine*, 85(3): 438-452. 2010.

Bierer, SB, Taylor, CA, Dannefer, EF, and Hull AL. "Practical Steps to Design a Competency-Based Assessment System." **Workshop:** Association of American Medical Colleges (AAMC), Washington, DC. November 7, 2010.

Cathcart, MK, Silverstein, RL, Smith, J, and Bierer, SB. "Creation of a Ph.D. Program Dedicated to Training a New Generation of Translational Scientists." **Poster:** Howard Hughes Medical Institute, Chevy Chase, MD. June 10, 2010.

Cobb, K. "Increasing the Frequency of Written Feedback—One Program's Attempt to Improve Student Clinical Performance." **Poster:** Society of Teachers of Family Medicine (STFM) Predoctoral Conference, Jacksonville, FL. February, 2010.

Cobb, K. "Using a Web-based Logging System to Track and Modify Student Exposure to Core Clinical Conditions." **Presentation:** Special Topic Breakfast, Society of Teachers of Family Medicine (STFM) Predoctoral Conference, Jacksonville, FL. February, 2010.

Dannefer, EF, and Bierer, SB. "Learning Plans: Tools for Supporting Self-regulated Learning." **Presentation:** Association of Medical Education in Europe, Glasgow, Scotland. (Accepted for presentation for September, 2010).

Dannefer, E, Bierer, SB, Taylor, CA, and Hull, AL. "A Step-by-Step Process for Designing and Implementing Portfolios." **Workshop:** Association of American Medical Colleges (AAMC), Washington, DC. November 11, 2010.

Gladding, SP, Hull, AL, and Bierer, SB. "Trainees' Perceptions of Colinical Teachers: A Qualitative Analysis of Professionalism in Clinical Settings." **Poster:** Association of American Medical Colleges (AAMC), Washington, DC. November 8, 2010.

Isaacson, J, Hatem, D, and Nielsen, C. "Communicating about Professionalism: An SGIM/ABIM Collaboration." **Workshop presentation:** Midwest Society of General Internal Medicine. September, 2010.

Isaacson, J, Lypson, M, Koskenoja, V, Koch, C, and Rosko, A. "The Value of Reflective Practice in Medical Student Education: The Tale of Two Institutions as a Guide for Development of Your Own Reflective Practice Program." **Workshop:** Society of General Internal Medicine National Meeting, Minneapolis, MN. April, 2010.

**The list does not include presentations and publications conducted within the city of Cleveland.*

Kawczak, S, Carey, W, Lopez, R, and Jackman, D. "The Effect of Industry Support on Participants' Perceptions of Bias in Continuing Medical Education." **Publication:** *Academic Medicine*, 85(1): 80-84. January, 2010.

Kohn, M. "Jumping into Our Field's Third Stream: Bioethics, Humanities and Creative Arts." **Publication:** *ATRUIM: The Report of the Northwestern Medical Humanities and Bioethics Program*. Issue 8, 13-15. Summer, 2010.

Mehta, N. "Capturing the Continuum of Learning: Student to Practitioner." **Panelist:** GIR Plenary Session, AAMC Annual Meeting. November, 2010.

Mehta N, and Pandya, M. "Virtual Reality and Medical Education of the Millennial Generation." **Presentation:** Harvard Macy Institute "2010 Leading Innovations in Health Education." June 2010.

Mehta N, Pandya, M, Hunter, C, and Mayhew, M. "Learning with Avatars: An Unstandardized Patient in a Virtual World." (Manuscript in progress).

Misra-Hebert, A, Isaacson, JH, and Hull, AL. "Increasing Empathy through Narrative Writing Demonstration Workshop." **Presentation:** Midwest Society of General Internal Medicine (SGIM), Chicago, IL. September 24, 2010.

Misra-Hebert, A, Isaacson, J, and Hull, AL. "Using Reflective Writing to Promote Empathy Across Cultural Barriers." **Workshop presentation:** Midwest Society of General Internal Medicine. September, 2010.

Papp, KK, Bierer, SB, and Pokala, S. "How to Publish your Teaching Innovations." **Workshop:** Clerkship Directors of Internal Medicine, San Antonio, TX. (Accepted for presentation on October 16, 2010)

Pien, L, and Taylor, CA. "The Development and Implementation of a 'Resident as Teacher Program' for a Large Tertiary Care Academic Health Care Institution: Use of a Faculty Driven 'Train-the-Trainer' Program." **Paper presentation:** AERA Annual Meeting, Denver, CO. May, 2010.

Pien, L and Taylor, CA. "Pilot Study of 'Resident Educator and Life-long Learner' for a Tertiary Care Center: Using a Faculty Train-the-Trainer Program." **Publication:** *Journal of Graduate Medical Education* (pending revision 2010).

Tebo, J. "Fundamentals of Molecular Medicine: Medical Students' Perceptions." **Poster:** International Association of Medical Science Educators (IAMSE), New Orleans, LA. July 10-13, 2010.

Wolpaw, TM, Hull, AL, Wilson-Delfosse, AL, Dannefer, EF, Wolpaw, DR, Isaacson, JH, Papp, KK, Bierer, SB, and Ornt, DB. "Case Western Reserve University School of Medicine Curriculum." **Publication:** *Academic Medicine*, 85(9 Suppl):S439-45. September, 2010.

Curricular Update

State of the College Address —Updates, Innovations, and Recognition

On July 29, the College of Medicine sponsored the second annual State of the College address, an event attended by faculty, students and administrative staff members. The following are some of the major topics discussed:

- The success of the College has been dependent upon the countless hours given by the faculty to create and implement the curriculum.
- Since the College's inception, the electronic portal has been capturing all College activities during the first and second years. This has been extended in Years 3-5 when feasible. It has led to the creation of a College academic dashboard. Later this year, James Young, MD; Alan Hull, MD, PhD; and Kathleen Franco, MD, will be meeting with Institute Leadership to go over the highlights of the data that has been collected (*see article on the front page*). Dr. Young gave a snapshot of some of the information.
- 239 faculty were given plaques and were recognized for their ongoing work in the College, and 30 faculty who were resigning from their positions were given certificates.
- Dr. Young discussed the new "Flexner Report"—*Educating Physicians: A Call for Reform of Medical School and Residency*. He emphasized the importance of humanities in physician education.
- Dr. Franco reviewed the demographics, hobbies and talents of the Class of 2015.
- Wilma Doyle recognized three employees for their contributions to the College: Mary Jane Barile, executive secretary to Dr. Young, for being extraordinarily helpful in managing patients, students and faculty; Lois Osborne for her talent in organizing and managing first-class College functions; and Debbie Schuster for her instrumental and essential work on the development of the Lerner College of Medicine newsletter.

A reception followed the address with a slide show presentation highlighting students' comments and appreciation of our faculty endeavors along with graduation pictures featuring our Class of 2010 students.



Students Inspired by Poetry Reading

As a fitting exclamation point to the opening seminar in the 2010-11 Foundations of Clinical Medicine (FCM) 2 Course, a poetry reading was held. Featured at the reading were David Hassler, John Vanek, M.D., and Molly Wimbiscus, M.D.

Mr. Hassler, who is leading the healing stanzas creative writing sessions in the first block of the FCM 2 course, is a former Ohio Poet of the Year and Director of the Wick Poetry Center at Kent State University.

Dr. Vanek completed his residency at the Cleveland Clinic in Diagnostic Radiology in 1978 and is the author of *Heart Murmurs: Poems*.

Dr. Wimbiscus is a resident in child and adolescent psychiatry who was recently awarded a Michener Fellowship and is a former winner of the William Carlos Williams Poetry Competition for Medical students.



Top L: Molly Wimbiscus, M.D.
Top R: John Vanek, MD
R: David Hassler

Medical Humanities Received Major Gift from John P. Murphy Foundation

The John P. Murphy Foundation has awarded Lerner College of Medicine a \$75,000 grant payable over two years to support its medical humanities program. The program is jointly led by Martin Kohn, PhD, and Dan Neides, MD. The medical humanities program focuses upon four of the nine core competencies required of Lerner College of Medicine students for graduation – professionalism, personal development, reflective practice, and health care systems. With the Murphy Foundation grant, the College seeks to significantly enhance the medical humanities curriculum through teaching and learning techniques grounded in perspective, process and creative projects that impact community well-being.

Through the study of the humanities and social sciences, students gain a better understanding of the cultural and social frameworks of bioscience and medicine and are directed toward the practice of more humane medical care. By collaborating with scholars, creative and performing artists and community-based education organizations focused on health and wellness, the medical humanities program will provide opportunities for our medical students to engage in creative work centered on the care of vulnerable groups within our society. Through both of these endeavors – study and creative engagement, we seek to build a model curriculum that could be implemented by medical school programs throughout the nation.

Welcome, New Curriculum Leaders

Cleveland Clinic Lerner College of Medicine welcomes our new Curriculum Leaders for the 2010-2011 academic year.



A. Valeria Arrossi, MD
Director, Pathology Thread



Donna Hansel, MD, PhD
Director, Area of Concentration

Welcome, New Committee Members

Admissions Committee

Leif Saager, MD

Research Education Committee

Richard Ransohoff, MD

Advanced Clinical Education

Rakesh Engineer, MD

David Gugliotti, MD

Amanda Lathia, MD

Lerner College of Medicine to Hold First Annual Research Day

On Friday, March 4, 2011, Cleveland Clinic Lerner College of Medicine will host its first annual school-wide Research Day. The event will showcase research projects of the class of 2011, including a combination of oral and poster presentations. All students graduating in 2011 are required to present, and students in all other classes are required to attend. Faculty are also invited. Talks will be held in Bunts auditorium, posters will be displayed in the classrooms immediately across from the auditorium, and refreshment breaks will be held in the Bunts lobby.

The Research Day organizing committee is made up of Christine Moravec, PhD; Linda Graham, MD; Eugene Blackstone, MD; Hardeep Phull (Class of 2011); and Ayush Batra (Class of 2011). Questions may be directed to Dr. Moravec.

Research Day—Schedule of events:

- 1:00 – 1:15 Welcome by James Young, MD, and Linda Graham, MD
- 1:15 – 3:15 Eight research talks by members of the Class of 2011
- 3:15 – 3:30 Refreshment Break
- 3:30 – 4:30 Keynote address (speaker to be announced)
- 4:30 – 6:30 Poster session, refreshments

Lerner College Hosts AAMC Senior Director

M. Brownell “Brownie” Anderson, Senior Director for Educational Affairs at the Association of American Medical Colleges (AAMC), visited Lerner College of Medicine and the University Track Programs of Case Western Reserve University School of Medicine on September 27 and 28. Brownie is responsible for curriculum and evaluation programs of the medical student education programs, nationally. She serves as the Executive Secretary for the AAMC’s Group on Educational Affairs (GEA) and the Research in Medical Education (RIME) Conference. She directs the Medical School Objectives Project (MSOP), and the Graduation Questionnaire. She was invited to Cleveland to work with Alan L. Hull, MD, PhD, and Elaine Dannefer, PhD, in the planning of the Portfolio Symposium to be held in April 2011 (more about this in a later issue).



Brownie extended her visit to include meetings with students and faculty from both the College and University Tracks to share information on national trends and emerging issues in medical education and to find out more about the innovative programs in the CWRU School of Medicine.

Upcoming Lerner College of Medicine Events—Mark Your Calendars



December 9, 2010

Ron Epstein, MD

December 11, 2010

Visiting Professor – University of Rochester

Doc Opera

8:00 p.m.

Lakewood Civic Auditorium

January 13, 2011

CWRU Lepow Student Research Day

March 4, 2011

CCLCM Student Research Day

March 17, 2011

Match Day

March 24, 2011

CWRU Faculty Retreat

April 22, 2011

3rd Annual Lecture in Human Values

April 27-29, 2011

Portfolio Symposium

May 14, 2011

Class of 2011 Celebration

May 15, 2011

CWRU Class of 2011 Graduation

Cleveland Clinic Lerner College of Medicine

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