

# InSight

## Xerox Gives \$400,000 to Cleveland Clinic Lerner College of Medicine



On February 28, **Anne M. Mulcahy**, Chairman of the Board and CEO of Xerox Corporation, presented a check to Cleveland Clinic CEO and President **Delos M. Cosgrove, M.D.**, on behalf of the Xerox Foundation, to support Cleveland Clinic Lerner College of Medicine of Case Western Reserve University.

The gift marks the beginning of a \$400,000 commitment by the Xerox Foundation to Cleveland Clinic Lerner College of Medicine (CCLCM), to be fulfilled over the next four years. Their contribution will establish the Xerox Fund for Educational Diversity to provide the necessary resources to support talented students from diverse cultural, ethnic and financial backgrounds. This new fund will provide the means for these students to participate in the unique, five-year medical education program offered by CCLCM.

The gift presentation coincided with Ms. Mulcahy's visit to Cleveland Clinic as a featured speaker in the Ideas for Tomorrow Speaker Series. During her talk, Ms. Mulcahy, one of *Fortune 500's* "Most Powerful Women," candidly shared a range of invaluable leadership insights, including the importance of corporate support for education to tomorrow's technology industry.

Xerox Corporation, a leading global document management technology and services enterprise, is headquartered in Norwalk, Connecticut.



**Andrew J. Fishleder, M.D., Executive Dean, comments:**

"We are thrilled Xerox Corporation has given us this \$400,000 grant. These funds will be earmarked for talented students from diverse cultural, ethnic and financial backgrounds to help offset the high cost of their medical school training."

## Fourth Class Returnees Welcomed Back in Grand Style

On Thursday and Friday, March 22 and 23, faculty and staff enthusiastically welcomed back students accepted into the fourth class of CCLCM for their second visit. The event began on Thursday with a luncheon for minority students hosted by Liz Myers and minority faculty. That afternoon, Kathy Franco, M.D., welcomed all students at the Foundation House where they had the opportunity to ask a panel of CCLCM students questions about the program. Panelists included **Mati Hlatshwayo, Richard Haigler, Michael Khair, Jason Lappé, Amanda Tencza, Dustin Yoon, Michael Liu, and Katie Hallahan.**

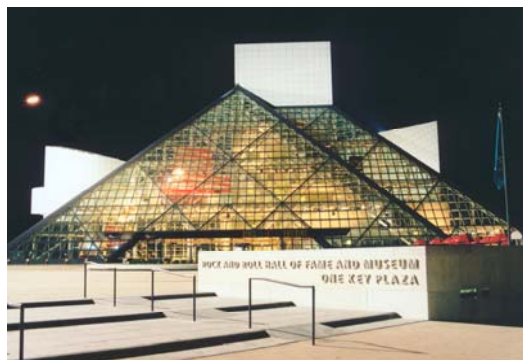
Faculty joined the group in the evening for a reception followed by a presentation by Roy Silverstein, M.D., highlighting his research on thrombosis and his career path. Dr. Silverstein then answered questions about his scientific studies and career decisions. During dinner, CCLCM students shared with the returnees insights about life in Cleveland and at CCLCM.

After dessert and coffee, the group gathered as Andrew J. Fishleder, M.D.; Margaret McKenzie, M.D.; Alan L. Hull, M.D., Ph.D.; and Kathy Franco, M.D., discussed the curriculum, Masters' Degrees, and the future of the school. To cap off the evening, the returnees enjoyed a fun-filled bowling event organized by CCLCM students.

The group reconvened Friday morning for breakfast at the Lerner Building. Following jokes about bowling scores, Richard L. Drake, Ph.D., took the stage to describe the anatomy curriculum and to answer questions about the program.

To help familiarize the returnees with Cleveland, the group headed out for a tour on Lolly-the-Trolley. *(See article below.)* Upon returning to the InterContinental Hotel, they joined members of the Admission Committee for lunch. Before leaving campus, many students dropped by the Admissions Office to say, "We'll see you in July."

And yet another amazing group of students! Wait till you meet them!



## Returnees Tour Cleveland

After a spin around University Circle to see the many magnificent cultural opportunities, such as Severance Hall, the Institute of Art, the Museum of Art, the Botanical Gardens, and the Museum of Natural History, fourth class returnees passed through Rockefeller Park on Martin Luther King Drive on the way to Lake Erie. Driving along the coast, they saw the Rock and Roll Hall of Fame, the Great Lakes Science Center, and the Cleveland Browns Stadium before heading for the Warehouse District.

Taking the bridge over the Flats to Ohio City, winding their way back to Jacobs Field and the Quicken Loans Arena and finally back to the lake, they completed the first segment of the tour.

In response to last year's recommendations, they then drove through many neighborhoods where CCLCM students live: Little Italy, Cleveland Heights, University Heights, Shaker Square, Coventry, Cedar-Fairmount, and more.

## Our Students

### Congratulations, HHMI and Sarnoff Recipients!

Congratulations to the six College of Medicine students who were awarded the prestigious Howard Hughes Medical Institute (HHMI) Research Training Fellowships for Medical Students, one of whom also received the Sarnoff Research Fellowship.

The College's students were among 69 medical students selected by HHMI from among 210 applicants seeking to pursue a year of research during medical school. With the tremendous competition for these coveted awards, our students did fabulously. This is an outstanding accomplishment for each of the students and for the entire College Program.

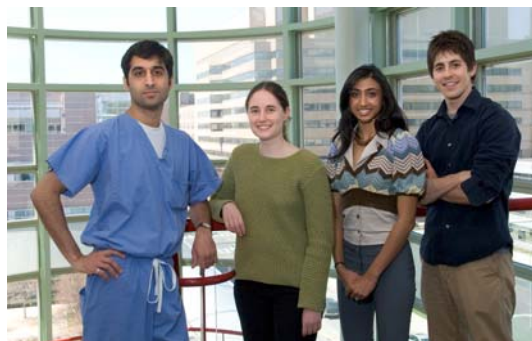
Congratulations to all of the 2007-08 awardees:

**Amir Durrani** (Class of 2009) will extend his work with Mark Penn, M.D., Ph.D., to investigate cell receptor up-regulation and its relationship to stem cell honing in heart, brain and kidney tissue in response to ischemia.

**Robert Koeth** (Class of 2009) will extend research with Stanley Hazen, M.D., Ph.D., to examine the effects of carbamylation of HDL on the atherosclerotic process and cardiovascular disease risk and severity.

**Sheela Toprani** (Class of 2009) plans to work with Dominique Durand, Ph.D., and Imad Najm, M.D., on studying the mechanisms of low frequency electrical stimulation of mesial temporal lobe epilepsy.

**Patricia Scripko** (Class of 2010) was awarded both the HHMI Award as well as a Research Fellowship from the **Sarnoff Cardiovascular Research**



Left to right: Amir Durrani, Shoshana Weiner, Sheela Toprani, and Robert Wirka. (Not pictured: Robert Koeth and Patricia Scripko)

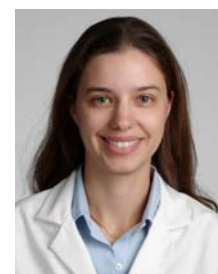
**Foundation.** She decided to accept the 1-year Sarnoff fellowship and plans to extend her work with David Scadden, M.D., at Massachusetts General Hospital on the differentiation of cardiac myocytes from human and mouse embryonic stem cells. A public charity established in 1981 by Stanley J. Sarnoff, M.D., a leading scholar in cardiovascular science, the Sarnoff Foundation is an organization of physicians, investigators and students who initiated the Fellowship Program to encourage promising medical students to pursue careers in cardiovascular research.

**Shoshana Weiner** (Class of 2010) seeks to extend her work with Eric Klein, M.D., characterizing the Xenotropic MLV related virus (XMRB) effect on the inflammatory response in prostate tissue as the XMRV has been implicated as a contributor to the development of prostate cancer.

**Robert Wirka** (Class of 2010) seeks to extend his summer research project on the genetics of atrial fibrillation to characterize the effect of somatic connexin-40 mutations in atrial tissue taken from atrial fibrillation patients.

### NIH Clinical Research Training Award Recipient

**Alexandra Kovach** (Class of 2009) has accepted a one-year position at the National Institutes of Health (NIH) working on a project involving follicular lymphoma beginning September 3, 2007. She will be working with Elaine S. Jaffe, M.D., section head of Hematopathology at the NIH, acting laboratory chief of the Laboratory of Pathology at the NCI, and a renowned lymphoma specialist. She is receiving a stipend through the NIH Clinical Research Training Award (CRTA) which is available to pre-med and medical students who are spending time at the NIH.



## Bumpus Award Winners Announced

Hui Xaio, Ph.D., Immunology; and **Seetharam Chadalavada** (Class of 2009) were named winners of the annual **F. Merlin Bumpus Junior Investigator Award** at the 26th Annual Cleveland Clinic Research Day on November 30. The Bumpus Award was created to highlight excellence in research by graduate students and post-doctoral fellows in both basic and laboratory-based research.



## AMA Interim National Meeting in Las Vegas

**Seetharam Chadalavada** (Class of 2009), **Dustin Yoon** (Class of 2011), **Nancy Pham** (Class of 2011), **Anny Hsu** (Class of 2011), and Bishr Aldabagh and George Lominadze (both Case students) presented posters at the scientific side of the American Medical Association (AMA) Interim National Meeting in Las Vegas. CCLCM presented the most posters at the meeting, among approximately 75 posters by students, residents, and fellows from across the nation. Our students did an excellent job in their presentations, showing depth of knowledge and enthusiasm for their work. They certainly impressed the Ohio State Medical Association leadership, prompting a congratulatory comment from the head of the Ohio state delegation.

## Scholarships Awarded

**Aaron Viny** (Class of 2009) and **Jason Robertson** (Class of 2009) have been awarded scholarships from the Academy of Medicine Education Foundation (AMEF). Those who received awards were chosen because of their demonstrated academic achievement and leadership and an interest in being involved in organized medicine and community activities.

**Satoko Kanahara** (Class of 2011) recently received the Honjo International Scholarship. As part of her scholarship she will conduct a health assessment survey and explore the differences between the Japanese and Americans as it pertains to exercise and nutrition.

## Our Faculty

### Welcome, Dr. McBride

**Jennifer McBride, Ph.D.**, joined the staff of Cleveland Clinic and the faculty of Cleveland Clinic Lerner College of Medicine (CCLCM) in June 2006. She holds a Ph.D. in Neuroscience from Purdue University and a B.S. in Psychology from South Dakota State University. During her graduate studies Dr. McBride explored enhancement of axonal conduction following application of pyridine based potassium channel blockers to mechanically injured spinal cord. While at Purdue she served as a teaching assistant in Gross Anatomy and Neuroanatomy for first-year medical students enrolled at Indiana University.



Dr. McBride is the Director of Histology at CCLCM. Her responsibilities include coordination of the Histology curriculum within the Histopathology thread and assistance in the Anatomy thread. This summer Dr. McBride will implement a new virtual microscopy system for use in the Histology and Pathology curriculum. As an adjunct to this project, she has developed a Web site for the instruction and study of the microanatomical sciences.

Dr. McBride currently serves as a member of the College Admissions Committee and is planning to serve as a PBL facilitator in the 2007-2008 academic year. Throughout this past year she has worked as a faculty advisor in the Scholars Collaboration in Teaching and Learning program with two Case medical students (one 2nd year and one 4th year).

## CCLCM Clinical Teaching Update and “Best Practices”

All clinical faculty who teach medical students are invited to participate in this year’s CCLCM Clinical Teaching Update and “Best Practices” in Clinical Teaching and Assessment event scheduled for Tuesday, June 5 at the InterContinental Hotel from 1:00 p.m. to 4:45 p.m. This event will bring together clinical teachers from across disciplines and settings to discuss and share “Best Practices” in Clinical Teaching and Assessment.”

At this workshop, faculty and curriculum leaders from across the campus and regional medical practices will have the opportunity to discuss varied approaches to clinical teaching and assessment across a number of venues (for example, at the bedside, in clinics, in the operating room, x-ray view board, and case conferences). Leading many of the discussions will be clinical teachers whom students have identified as providing excellent clinical teaching and assessment experiences.

Plan to attend, share and learn new and different techniques that will improve the overall clinical



learning experience for the CCLCM students. Please note: This is not a remedial exercise, but a time for excellent faculty to share ideas and learn from one another! The retreat will be followed by the Annual Faculty Recognition Forum.

For information and to register, contact Maggie Muszka [muszkam@ccf.org](mailto:muszkam@ccf.org) or call 43977.

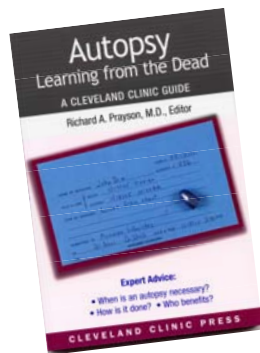
## Michael Lauer, M.D., Takes New Position

Congratulations to **Michael Lauer, M.D.**, on his new position as Director of Prevention and Population Screening at the National Heart, Lung, Blood Institute. We applaud his many contributions to Cleveland Clinic Lerner College of Medicine.

Dr. Lauer has been instrumental in designing and implementing CCLCM clinical research curriculum as the Director of the Clinical Research Block during the year 2 summer, teaching the Epidemiology Course, precepting students in research projects, and mentoring CCLCM students as they develop their clinical and research careers. He has worked on the Admissions Committee to develop criteria to select students who will succeed in CCLCM and succeed as academic physicians and has worked with a group of students as their Physician Advisor. He has also taught a clinical epidemiology course for Cleveland Clinic fellows and staff.

Dr. Lauer has been a role model for CCLCM students and faculty as a highly successful and respected physician investigator. His impact on the educational programs at Cleveland Clinic will be long lasting. We wish him well in his new role in establishing national research priorities in disease prevention and health screening that will have an impact for years to come.





## Why an Autopsy?

The Cleveland Clinic Press has published a new book called *Autopsy: Learning from the Dead* edited by **Richard Prayson, M.D.** Over the past couple of years, Dr. Prayson has worked with the following students: **James Beckmann, Seetharam Chadalavada, Leonid Cherkassky, Alexandra Kovach, Carl Peterson and Amanda Tencza** (All Class of 2009) in creating a book for lay public regarding the importance of the autopsy to the profession and to patients' families.

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## Applications for Scholarship in Teaching Award 2007

Faculty members who are engaged in medical education at any level, from medical student through residency and fellowship training and/or in graduate programs offered by the school, are invited to participate in the Scholarship in Teaching Award program.

This annual program recognizes the scholarship and quality of the educational contributions of our faculty. It also validates our efforts in recognizable fashion that is consistent with our definitions of scholarship. Awards are merit based with no pre-determined limit to the number of awardees. All who are favorably reviewed can potentially be honored, and previous winners are eligible as well.

Program and application information was e-mailed to faculty in April, and faculty should submit an application for the 2007 Award by June 1, 2007. For more information please contact **Dr. Alan Hull** at 216.445.7437 or [hulla1@ccf.org](mailto:hulla1@ccf.org).

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## Teaching Awards

**LRI Teaching Awards**—Awards for Excellence: Both **Jonathan D. Smith, Ph.D.**, and **Julie Tebo, Ph.D.**, received Outstanding Educator Awards from the Lerner Research Institute. Both have made outstanding contributions to teaching and developing programs within the College.

**Kaiser Teaching Award**—College of Medicine students selected as their choice for the Kaiser-Permanente Excellence in Teaching Award, **William Stewart, M.D.**, for the Basic Sciences, and **Daniel Neides, M.D.**, for Clinical Education. Students were impressed with their commitment to them and their dedicated effort to ensure that the students' learning objectives are met. They listen and follow up on student feedback.

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## Faculty Publications

**S. Beth Bierer, Ph.D., and Alan L. Hull, M.D., Ph.D.** (2007). "One Size Doesn't Fit All: Examination of a Clinical Teaching Instrument Used for Summative Faculty Assessment," published paper, American Educational Research Association, Chicago, Illinois. (April 9, 2007)

**S. Beth Bierer, Ph.D.; Elaine F. Dannefer, Ph.D.; Christine Taylor, Ph.D., and Alan L. Hull, M.D., Ph.D.** (2007). "Striking While the Iron's Hot: One Approach to Improve Student Assessment during Curricular Innovation," Research Presentation and Abstract, Central Group for Educational Affairs, Association of American Medical Colleges, Indianapolis, Indiana. (March 24, 2007)

**Elaine F. Dannefer, Ph.D., and S. Beth Bierer, Ph.D.** (2007). "Portfolio Assessment System to Encourage Reflective Practice," Poster, Central Group for Educational Affairs, Association of American Medical Colleges, Indianapolis, Indiana. (March 22, 2007)

**Andrew J. Fishleder, M.D., Lindsey C. Henson, M.D. Ph.D., and Alan L. Hull M.D., Ph.D.** "Cleveland Clinic Lerner College of Medicine: An Innovative Approach to Medical Education and the Training of Physician Investigators." Educational Innovations, Academic Medicine. (April 2007)

## Faculty Professional Organizations and Presentations

**Christine Taylor, Ph.D.**, Director of Faculty Development, has been elected Secretary, Division I (Health Professions Education) of the American Educational Research Associates. Dr. Taylor's 2-year term will begin in 2008.

**Jennifer McBride, Ph.D.**, will be giving presentations at the American Association of Anatomists and American Association of Clinical Anatomists and will be presenting a poster at IAMSE.

**Richard L. Drake, Ph.D.**, will present at the American Association of Anatomists and will give a workshop at the AMEE meeting in August.

## Post-Doctoral Medical Education Fellow Selection Underway

CCLCM, through its Center for Medical Education Research and Development (CMERAD), is in the process of reviewing applications received through a national search for a Post-Doctoral Medical Education Fellow. CMERAD is responsible for curriculum development, faculty development, program evaluation, assessment, and computer-based education development in all education programs conducted by Cleveland Clinic (for example, undergraduate and graduate medical education, continuing education, allied health education, and patient education).

The Fellowship is designed to assist an individual with advanced training in the education, social, or behavioral sciences who has completed all required coursework for a dissertation or has

recently completed a dissertation to develop expertise in the design, implementation, and evaluation of medical education programs. With very few programs available that prepare professionals in medical education, this Fellowship provides a unique opportunity to learn about the broad spectrum of medical education and to focus on an area of specific interest to the individual.

The Fellow will work with CMERAD/Office of Curricular Affairs faculty and staff to learn basic concepts in medical education and the application of these concepts to the educational programs offered by Cleveland Clinic. The Fellowship is renewable at the end of 12 months for an additional 12-24 months.

## Curricular Update

### June '06 Education Retreat—Update on Progress

On June 8, 2006 over 100 CCLCM faculty attended a CCLCM Education Retreat. At that meeting, groups of faculty gathered together in working groups to reflect on the first two years of the curriculum and to discuss four specific areas: Course Management, Faculty Sustainability, Seminar Structure and Content, and the CCLCM Student Learning Environment. By the end of that day's retreat, the groups had framed several recommendations that were shared with the faculty as a whole.

Much has been accomplished since that date. The recommendations were reviewed by the Dean's Committee and many were forwarded to an appropriate committee for review and action.

June 8, 2006 CCLCM Education Retreat Synopsis		
Recommendation	Committee	Action
Provide better planning and supporting of content topics, enhance communication between course directors, content leaders, thread directors and PBL Case Writers	BSE	Discussion and appointment of new committee headed by Key Stevenson (BSE minutes 10/27/06)
Review course director's previous description to include the following: 1) attend and review each seminar, coordinate content, and emphasize larger structure between years one and two. 2) review all suggested readings and coordinate, suggest a block of carefully selected case readings that attends to redundancy and coverage of basic concepts. 3) review curriculum with thread directors to detect content duplication and redundancies. 4) communicate objectives of curriculum to faculty (course leaders, PBL, tutors, etc.) 5) improve the quality of student assessments (Faculty assessments, SACs, etc.) during the course. 6) meet with faculty to ensure objectives are covered and provide faculty with feedback.	BSE, BSC	Recommendation 1.6: Basic Science Education (BSE) Committee approved changes in Course Directors' Manual reflect added responsibilities. See CD manual meeting in BSE minutes 10/27/06 and 11/16/06
Develop a Course Director's Website that could be used for communications within and between Courses	BSE	Recommendation 2: Research Education Committee (REC) approved expanding Year 1 and Year 2 preceptor development program for 2007 to improve student assessment process
Let teaching faculty know what works and what doesn't and encourage adoption of best practices (e.g., have content leaders "practice" a new content beforehand, self-assessment, etc.)	BSE, BSC	Recommendation 1: Research Education Committee (REC) approved expanding responsibilities of Course Directors to attend and review each seminar in years 1 and 2
Have the Basic Science, Research, and Clinical education committees to review the substance of any requested time for faculty in major roles.	BSE	In Progress (BSE minutes 11/16/06); not requested for use. SharePoint for a course.
Address student activities and behavior related to USMB preparation	BSE	Best Practice Seminars Workshops held 12/7/06 and 1/11/07
Address poor attendance at seminars	BSE	CBC, BSE and REC to review their faculty roles and determine appropriate release time for curriculum leaders. Educational Deans' Meeting: CCLCM will continue to provide students with two USMB practical exams in Year 2. Dr. Francis will ask students if they want review sessions special preparation (Case meeting, January, 2007), and PBL agreed to counsel students about test anxiety. Discussion, policy reviewed by CBC and implemented for Years 1 and 2.

For a synopsis of the actions taken since the June '06 Retreat, go to the following link:

<http://www.clevelandclinic.org/cclcm/newsletter/retreat.pdf>

## Clinical Assessment System (CAS) Now In Place

Thanks to the untiring efforts, creativity and motivation of a small group of individuals in the CCLCM technology team—Kristen Billings, Pavel Ermakov, Aakrati Mehta and more recently Chris Deemer and Jonathan Sabo— led by Neil Mehta, M.D., F.A.C.P., the Clinical Assessment System (CAS) is now in place and has been successful at meeting the needs for which it was designed.

The first class of students of Cleveland Clinic Lerner College of Medicine entered the clinical years in July 2006. Historically, tracking the clinical experience that the students receive during this phase of their training as they rotate through various sites and disciplines has been difficult, and yet the LCME requires that clinical experience be tracked. This was one of the challenges facing the technology team.

In addition, students from both the College and the University programs would rotate through the same sites and disciplines, and a uniform assessment system was required for both programs. The assessment system needed to allow for competency-based formative feedback for observed student-patient interactions and a summative feedback from preceptors who had worked with the student more extensively.

The plan was to create an online system where students could create patient and procedure logs

and also get online assessments. The system was developed, tested and ready to go by the end of June.

The system has now been used for the Basic Core 1 (Family Medicine, Internal Medicine and Surgery) and Basic Core 2 (Pediatrics, Psychiatry, OB/Gyn, Neurology) over 2 blocks of 16 weeks each. The data has been truly overwhelming. During each block students from both programs created over 20,000 patient logs and over 2,000 procedure logs and have received over 6,000 formative assessments and over 2,000 summative assessments.

The discipline and block leaders reviewed this data by using customized reports and determined whether the students met the standards required to pass the rotation or needed remediation.

The technology team is now in the process of upgrading the system to support the needs for more advanced clinical rotations, including advanced cores and electives. The flexibility of the system will allow students to use it even during “away” rotations to document their clinical experience and to receive feedback.

The system is customizable to meet the needs of other programs, and the technology team is now investigating how this can be modified to support the needs of two residency programs here at Cleveland Clinic.

### Key Features of the Clinical Assessment System (CAS)

#### Log Creation

Students create logs of patients and procedures where they played a significant role. They select from a customized list of diagnoses and symptoms for various disciplines that was developed based on the learning objectives for that rotation. These logs include the role they played in patient care or procedure and how they interacted with house staff and faculty (whether they were supervised and whether they discussed or reviewed the finding and with whom).

#### Preceptor Feedback

After completing the log, the students select a preceptor from a database of teaching faculty across the various hospitals in Cleveland and send an e-mail to that preceptor to receive formative feedback. The e-mail includes a summary of the patient log (without unique identifiers) and a link to log the preceptor into the system and to open the appropriate assessment form. The assessment forms are customized for each discipline. If the preceptor does a second formative assessment for the student, the preceptor is presented with a form to provide summative feedback.

#### Discipline and Block Leader Review

The discipline and block leaders can see similar data for the students and can also review how preceptors are responding to requests for assessments. In addition, they can send requests for summative feedback to individual preceptors who have not already provided this.

#### Student Review

The students can review all the patient and procedure logs they have created and also all the assessments they have received. In addition, the students can review all comments that they have received organized by competencies.



## The MERC—Procedure for Accessing Data for Research Purposes

Any CCLCM faculty member who wants to engage in a research project involving CCLCM students or faculty needs to submit a brief MERC (Medical Education Research Committee) proposal. With MERC approval, the faculty member may obtain access to data included in this registry for any educational research project (for example, a paper, presentation, or poster). The data registry ensures student and faculty confidentiality for all data released to CCLCM faculty for research purposes.

The proposal needs to be sent to Debbie Schuster in the CCLCM Office of Curricular Affairs, NA-24. The MERC will consider your proposal at its monthly meeting. Urgent reviews will be done by request. For additional information, please contact **Dr. Beth Bierer** about the data registry at [bierer@ccf.org](mailto:bierer@ccf.org) or 216.444.3283 and **Debbie Schuster** about the application process at [schustd@ccf.org](mailto:schustd@ccf.org) or 216.444.0667. Brochure and application form copies are available in the CCLCM Office of Curricular Affairs, NA-24 as well as on the Intranet CCLCM faculty portal site.

## What Is The MERC?

The MERC (Medical Education Research Committee) is a faculty committee within the Center for Medical Education Research and Development at Cleveland Clinic Lerner College of Medicine (CCLCM) charged to promote educational research and scholarship, to ensure ethical practices, to maintain confidentiality, and to document CCLCM's outcomes. The committee helps to provide assistance with the design of educational projects and faculty access to CCLCM's program evaluation data.

The data is maintained in a Cleveland Clinic Institutional Review Board registry incorporating all CCLCM program evaluation data. These items include: students' ratings of course quality, students' summative portfolios, scores on external measures, students' research products, measures of teaching effectiveness, measures of advising effectiveness, perceptions of assessment methods, perceptions of the CCLCM program, and long-term program outcomes.

## Upcoming Events—Mark Your Calendars



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|------------------|---|
| June 5, 2007     | 1:00 p.m.– 4:45 p.m.—“Best Practices” in Clinical Teaching and Assessment   |
| June 5, 2007     | 5:30 p.m. – 8:00 p.m. — Faculty Forum   |
| July 9, 2007     | Class of 2012 Orientation Begins  |
| July 21-24, 2007 | International Association of Medical Science Educators (IAMSE). InterContinental Hotel. Hosted by The School of Medicine and Cleveland Clinic Lerner College of Medicine of Case Western Reserve University |
| August 19, 2007  | Annual “Welcome to Cleveland” Goodtime Cruise   |

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