

The Donoho **A**cademy of **C**linical and **E**ducational **S**cholars (**ACES**)

Annual Activity Report - 2022

“The goal of ACES is to create a community of dedicated and scholarly educators whose creativity and innovation will address critical medical education issues for tomorrow’s physicians.”

Presentations and Publications

“Racial Disparities in Prostate Cancer Stage at Diagnosis Persist Despite Community Affluence” by Drs. Kathleen Scarborough and Barbara Nemesure was published in *Research and Reports in Urology* in August 2022.

“A qualitative study of Black men’s prostate cancer attitudes, beliefs, barriers to care, and access to health information” has been accepted as a poster presentation at the *44th Annual Meeting & Scientific Sessions of the Society of Behavioral Medicine* to be held April 26-April 29, 2023.

“The effects of reduced surgical volume during the COVID-19 pandemic on gynecologic surgical outcomes” by Dr. Theofano Orfanelli. Abstract submitted to the *International Gynecologic Cancer Society (IGCS) 2023 Annual Meeting*.

“Data Analysis on Gynecologic Surgical Outcomes During the Pandemic” by Dr. Theofano Orfanelli. Abstract submitted to the *Society of Gynecologic Oncology (SGO) 2023 Annual Meeting*.

“The Use of Virtual Reality Immersive Simulation to Teach Technical and Non-technical Skills to Multi-disciplinary Front-line Clinicians” by Dr. Erin Hulfish. Abstract submitted to the *Association of American Medical Colleges (AAMC) Annual Meeting*.

Graduations

The following junior members completed their projects and were awarded certificates at the annual spring retreat held in March 2022.

- Dr. Sahar Ahmad, *A new paradigm for ultrasound education in graduate medical education*
- Dr. Nirvani Goolsarran, *Development and Implementation of an Interprofessional Patient Safety and Quality Care curriculum in LEARN (I-PaSQaL)*
- Dr. Kaveh Sadigh, *Development of electronic learning modules to improve electrocardiogram training for preclinical medical students*

New Members

ACES membership signifies an outstanding commitment to the educational mission of the Renaissance School of Medicine. ACES fellows seek to engage in academic and clinical scholarship challenges facing our medical or neighboring community and produce novel educational tools to address them. Fellows serve as thought leaders engaging in all facets of medical education scholarship.

There are two categories of membership within ACES: Fellows and Senior. ACES Fellows members must carry out at least one scholarly project throughout their tenure. Senior Scholar members are required to mentor an ACES Fellow, providing guidance and support for their research project.

The call for applications was sent out over the summer. Seven applications and projects were submitted. The Admissions Committee, led by Dr. Ana Costa, selected two projects for support. Evaluation of each proposal was done by a peer review committee (Drs. Costa, Sahar Ahmad, Susan Lane, Stella Tsirka, and Jeff Swain). The selection was based on the following criteria: clear objectives and outcomes; significance and innovation of the proposal; feasibility and practicality of the proposal; consideration of medical student or resident involvement and mentoring plan; and use of service learning to solve a problem in the surrounding community. Awardees receive a \$5,000 research grant to cover the expenses of the proposed project. Awardees serve a two-year term beginning January 2023.

The new cohort of ACES Fellows, and the respective Senior Scholars who will serve as mentors for your ACES project, are listed below.

Project: *To develop a novel curriculum for addressing the psychosocial needs of ESKD (End-stage kidney disease) patients and assist in the transition toward kidney transplantation*

ACES Fellow: Dr. Sobia Khan

Senior Scholar: Dr. Sandeep K. Mallipattu

Significance: The project seeks to solve the challenges faced by our chronic dialysis patients and develop an increased awareness of the trainees to address the psychosocial needs of the chronic dialysis patient population and help them prepare for renal transplant. After participating in this scholarship, I anticipate that the trainees will be mindful that transplant is associated with longer survival and higher quality of life and will better understand the advantages of transplantation. They will also help in educating the nursing and dialysis staff to address dialysis patients' concerns and their psychosocial issues. With the development of the curriculum for the psychosocial growth of ESKD patients, I also anticipate increasing the yearly referral to transplant rate by 20% from the cohort of Stony Brook dialysis unit patients.

Project: *Founding a Stony Brook Post-ICU Clinic: Improving Functional Outcomes in ICU Survivors*

ACES Fellow: Dr. Karissa Weidman

Senior Scholar: Dr. Sahar Ahmad

Significance: There is an increasing number of ICU survivors as our ability as a medical community improves life-sustaining treatments, as well as the continuing COVID-19 pandemic, in which millions have survived the ICU. With this increase in survivorship, there is an ever-increasing need to provide care to these patients afterward, falling often on over-stretched primary care providers. There are few dedicated. Post-ICU clinics in the country as they require special expertise to take care of such a complex patient population. Given the complexity of the assessment and treatment of these patients, a structured educational approach, as outlined in the mentoring section, is the ideal way to train additional physicians to take care of this specific patient population.

Existing Members Project Updates

Project: *Impact of Emergency Department Art Therapy on Patients' Self-Reported Pain and Anxiety*

ACES Fellow: Dr. Lauren Maloney

Senior Scholar: Dr. Stephen Post

Update: Thus far, the project has achieved multiple milestones, with enrollment expected to begin in the next 3 months. The project proposal has received Stony Brook University IRB approval. Additionally, after review and administrative approval, the project appears on the NIH ClinicalTrials.gov database. We are obtaining study supplies over the next month and are onboarding several junior medical students to assist with patient enrollment. We anticipate patient enrollment will begin by April 2023 and take 6 months to complete.

Project: *The effects of reduced surgical volume during the COVID-19 pandemic on gynecologic surgical outcomes*

ACES Fellow: Dr. Theofano Orfanelli

Senior Scholar: Dr. Steven Vitkun

Update: IRB approval received. Initial data collection and analysis completed. Conclusions: During the COVID-19 pandemic, a significant reduction in the performance of Acute Gynecologic Surgery procedures was observed. More so, a longer time from symptoms onset to patient arrival at the Emergency Department was noted. Higher morbidity was observed in patients undergoing Acute Gynecologic Surgery during the pandemic period, although there was not any difference in mortality or reoperation rate.

Two conference abstracts were submitted.

Project: *Facing Educational Challenges in Tick-Borne Diseases in Suffolk County*

ACES Fellow: Dr. Miguel Saldivar

Senior Scholar: Dr. Luis Marcos

Update: An assessment of the general knowledge in the community regarding the clinical presentation and appropriate diagnostics for Lyme disease. Received IRB approved December 2022. A questionnaire was created to assess clinical knowledge of the disease in question via redcap. The team will test the redcap questionnaire via an interim web link. One team member is creating a template letter to reach out to program directors. The study will initially include SBU providers (attending and residents) from the following fields: Internal Medicine, Primary Care, and Emergency Medicine. We will eventually reach out to non-SBU providers, including local urgent care centers.

Project: *An Educational Initiative to Address Racial Disparities in Prostate Cancer Screening on Long Island, NY*

ACES Fellow: Dr. Kathleen Scarbrough
Senior Scholar: Dr. Barbara Nemesure

Update: The first part of the prostate cancer project evaluated data from Stony Brook's Cancer Registry between the years 2010 and 2020. "Racial Disparities in Prostate Cancer Stage at Diagnosis Persist Despite Community Affluence" was published in Research and Reports in Urology in August 2022.

In addition, our research team has conducted 3 focus groups with African American (AA) men to evaluate their perceptions of prostate cancer, prostate cancer screening, and how they would prefer to receive information on these topics. "A qualitative study of Black men's prostate cancer attitudes, beliefs, barriers to care, and access to health information" has been accepted as a poster presentation at the 44th Annual Meeting & Scientific Sessions of the Society of Behavioral Medicine to be held April 26-April 29, 2023. We plan to submit a manuscript on these qualitative findings.

Based on our experiences to date, we are assembling a Community Action Panel made up of community leaders from diverse areas within our catchment area. There will be 5-8 community members. Stony Brook Community Outreach Education staff will attend all CAP meetings. The purpose of the CAP is to gain trust within diverse communities and learn from community members what these communities need from our health care system. We plan to utilize our findings from the survey, focus group, and CAP to develop an educational intervention for the community and/or providers.

Project: *The Renaissance School of Medicine at Stony Brook University will develop an interprofessional telehealth education course that can be integrated into the health science schools' using a hybrid virtual learning model to address the core competencies of telehealth and interprofessional education (IPE).*

ACES Fellow: Dr. Erin Hulfish
Senior Scholar: Dr. Lisa Strano-Paul

Update: This curriculum will be designed by faculty from different health professional schools, including the School of Nursing, the School of Social Welfare, and the School of Health Professionals. The workgroup will develop interactive online modules encompassing the core competencies that will form the backbone of our educational initiative. These modules will be available as a standalone curriculum and eligible for CE/CME credit. With the incorporation of the

learning modules, the faculty will create case-based learning activities to be studied in facilitator-led small groups to allow for the application of core concepts. This course will provide standardized assessments with simulated patients with longitudinal follow-up assessments to determine the impact on live clinical encounters.

Professional Development Opportunities

Two professional development opportunities will be provided between April through July 2023.

Leadership Academy Boot Camp: Executive Skills

Dr. Katherine Biagas, Clinical Professor of Pediatrics

Dr. Chelsey Saunders, Co-founder of STEEL Advising

Topics:

- Flourishing, Personal Values, Anti-Bias, and Community
- Decision Matrices and Executive Functioning Skills Assessment
- SMART Goals and Effective Goal Achievement Systems
- Synthesis of Work-Life Rhythms and Tides of Leadership

Developing Clinician Scholars

Dr. Kaveh Sadigh, Division of Cardiology, Dept. of Medicine (ACES Graduate)

Topics:

- Teaching in the Clinical Setting
- Using Technology to Enhance Learning Opportunities
- Developing a Course / Curriculum (part I)
- Developing a Course / Curriculum (part II)

Prepared by the Office for Faculty Affairs.

Submitted by

Dr. Styliani-Anna (Stella) E. Tsirka, PhD

SUNY Distinguished Professor

Miriam and David Donoho Professor

Dept of Pharmacological Sciences

Vice Dean for Faculty Affairs

Renaissance School of Medicine at Stony Brook University