

# Undergraduate Medical Education Newsletter

# Vidya

AUGUST 2016



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## Dean's Message

By Kenneth Kaushansky, M.D., M.A.C.P.

Senior Vice President, Health Sciences; Dean, School of Medicine

If it's mid-August, it must be the start of a new academic year. The start of the 2016-17 academic year ushers in a number of exciting enhancements to our curriculum and our teaching and learning spaces. The year kicks off with the arrival of our newest students, members of the Class of 2020, and the launch of our mobile Medicine Education (mMedEd) initiative. mMedEd uses an iPad platform to deliver course materials and learning resources directly to students' iPad Home screen; it supports interactive teaching and learning activities; provides on the go access to learning tools, reference materials and productivity apps; allows access and interactions with the electronic medical record; supports a campus-wide sustainability initiative to reduce copy and paper costs; and provides a platform for innovation in medical education. Members of the Class of 2020 are the first to receive iPads upon entering the Stony Brook SOM.



Other exciting enhancements include renovations to the HSC Library, expansion of the Clinical and Surgical Skills Centers, and a new Medical Student Lounge. Space in the library has been reconfigured to support mMedEd and collaborative small-group learning. A new retractable wall between the two computer classrooms allows for an open configuration that can seat 140 students. The library classrooms also received technology upgrades that include classroom audio/video, small-group areas with shared monitors, and a test-taking area for students with testing accommodations.

The current Clinical Simulation Center (CSC) is approximately 6,000 square feet and consists of 10 patient exam rooms and 2 simulation labs. The adjacent Surgical Skills Center (SSC) offers an additional 1,800 square feet of space. The CSC/SSC uses simulation technology and state-of-the-art medical technologies to support the education, training, and evaluation of students and healthcare professionals. Current plans for expansion of the CSC/SSC include an increase in the number of available exam rooms, simulation rooms, debriefing rooms and task training areas. This will allow for the growth of simulation training into many areas of health care. In conjunction with the expansion of the CSC/SSC and reconfiguration of the space on the second level of the HSC, students will enjoy a new medical student lounge.

A new academic year, a new class of students, numerous new technologies, and new spaces. It is indeed, an exciting time for our School of Medicine community. I cannot think of a better start to the careers of 132 extremely talented individuals, who will soon earn the privilege and honor of being called doctor.

# *News About Phase III LEARN Selective Courses*

*Latha Chandran, M.D., M.P.H.,  
Vice Dean for Academic and Faculty Affairs,*

*Professor of Pediatrics; Founding Director, Miriam and David Donoho  
Academy of Clinical and Educational Scholars*



We are excited as we put the finishing touches on Phase III of the new **LEARN** curriculum that started with the Class of 2018. The two brand new features of this phase will be the offering of unique four week selectives for students to choose from as well as several one week Translational Pillars sprinkled across the 15 month Phase III. We are fortunate to have faculty with diverse expertise who have enthusiastically joined us in our curricular transformation efforts. Here is a sampling of the currently approved selectives for Phase III.

## **Lifestyle Medicine for the Prevention and Treatment of Obesity and Chronic Illness**

This course focuses on lifestyle interventions to patients as the first-line management for both disease prevention and chronic disease management. Through self-directed and team-based learning and clinical participation, students will develop clinical skills including taking a lifestyle-related history and physical, writing lifestyle prescriptions, assessing patient readiness to change, and facilitating behavioral change; develop the means of affecting behavioral change including team approaches, use of information technology, and access to effective community programs.

## **Law and Medicine: New York Jurisprudence and Medical Students**

Focusing on the intersection of law and medicine, this course will cover diverse areas such as involuntary commitment, guardianship and the right to refuse treatment among others. The law of medical malpractice will receive particular treatment from the complaint to the verdict sheet. This course will be offered twice a year, once in April at Stony Brook and again in October at Winthrop, by the Honorable Judge Arthur Diamond, Clinical Instructor in the Department of Family, Population and Preventive Medicine.

## **Issues in Women's Health and Gender Based Medicine**

This course focuses on gender-based medical issues. Students will understand the role of gender and sex hormones in disease etiology, prevalence and presentation. Furthermore, students will learn how gender and sex hormones impact the safety and efficacy of medications, devices and procedures for both men and women. The class will cover scientific and epidemiological evidence supporting gender differences in health and disease, paving the way to a more effective personalized medicine.

## **Business of Medicine: Value and Quality**

This course focuses on high value care and emphasizes patient care quality. Students will understand: (a) the different models for healthcare systems, (b) the impact that different insurance models can have on the practice of medicine, (c) the need for practicing cost efficient care, (d) how to use biostatistics with current evidence to guide high value decision making, as well as learn about tools and resources to aid in providing high value care tools and processes for analyzing areas for quality improvement.

## **Therapeutics (Clinical Pharmacology)**

Students will be able to choose appropriate pharmacotherapy based on patient's social circumstances, choose appropriate pharmacotherapy based on patient pathology and any relevant co-morbidities and propose management strategies.

## **Palliative Medicine Selective**

This course emphasizes patient capacity for decision making, pharmacological and non-pharmacological aspects of pain management, the role of palliative care and common ethical issues pertinent to end of life care.

## **Geriatric Selective: An Interprofessional Advanced Clinical Experience**

This selective focused on care transitions and uses interprofessional teams to enhance skills in identification and appropriate management of those at high risk for a complicated care transition and Specific risk assessment tools including the 8P's will be provided.



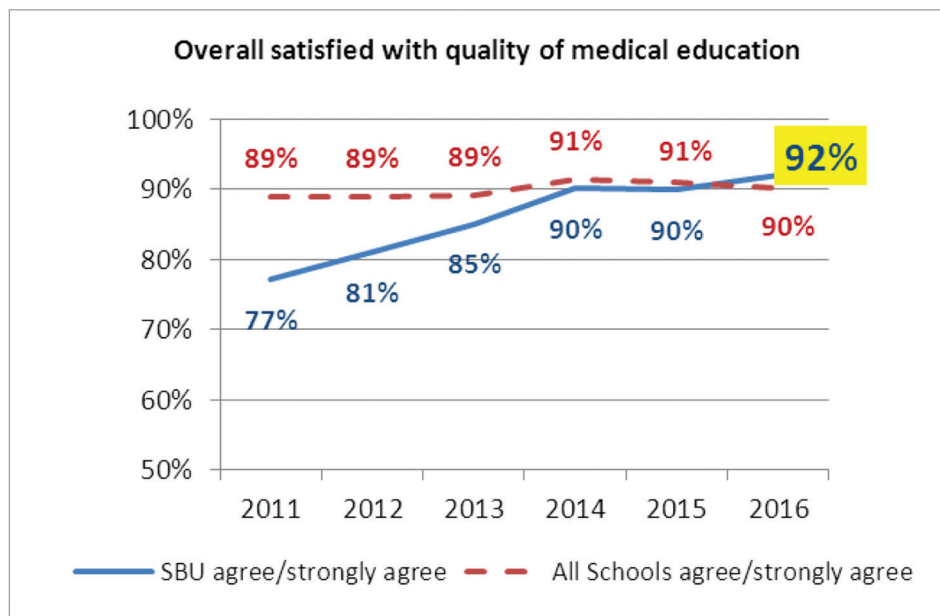
## *Stony Brook Medicine Academic Outcomes in a Nutshell*

*Wei-Hsin Lu, Ph.D., Director of Evaluation and Assessment; Research Assistant Professor of Family, Population and Preventive Medicine*

### For the First Time!!!!

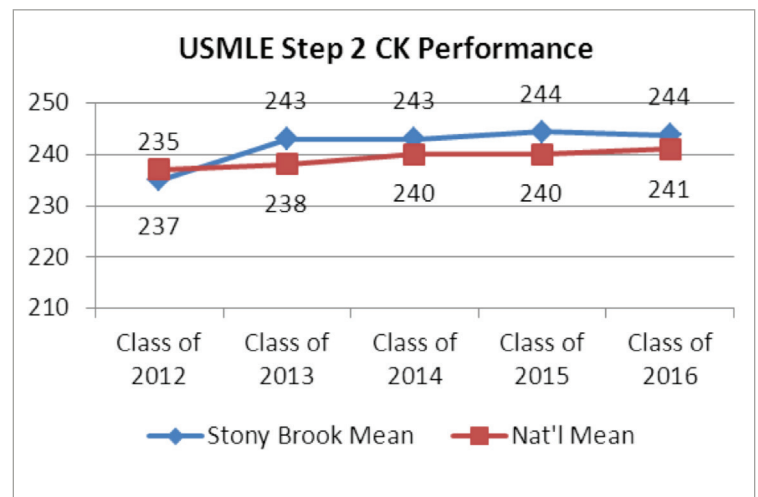
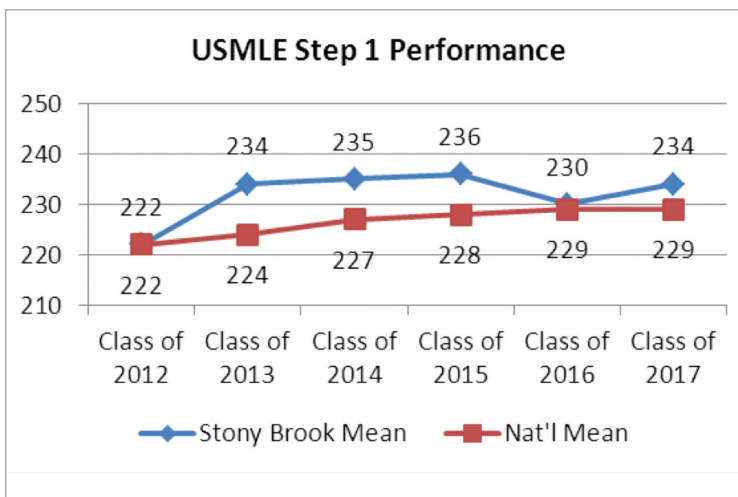
**Our overall student satisfaction is Above the National Average!!**

(Source: 2016 Association of American Medical Colleges Graduation Questionnaire)



### National Standardized Exams.

**Our students consistently perform at or above the national average.**



# Who's Who in the Office of Academic and Faculty Affairs

**We have a new name!**

The Office of Undergraduate Medical Education is now known as ..... Office of Academic and Faculty Affairs

Kenneth Kaushansky, MD, Senior VP HSC, Dean SOM, announced on Monday, July 25, 2016 that Dr. Latha Chandran will head the new Office of Academic and Faculty Affairs. In her new role as Vice Dean for Academic and Faculty Affairs, she will be responsible for all aspects of undergraduate medical education (including curricular affairs, student affairs, and admissions), as well as faculty affairs and faculty development.

## DEANS



### **Latha Chandran, M.D., M.P.H.**

- Vice Dean for Academic and Faculty Affairs
- Founding Director, Miriam and David Donoho Academy of Clinical and Educational Scholars (ACES)
- Professor of Pediatrics



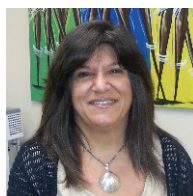
### **Jack Fuhrer, M.D.**

- Associate Dean for Admissions
- Associate Professor of Medicine



### **Andrew Wackett, M.D.**

- Associate Dean for Student Affairs
- Clinical Associate Professor of Emergency Medicine



### **Grace Agnetti, M.S. Ed**

- Assistant Dean for Admissions



### **Mary Jean Allen**

- Assistant Dean for Student Affairs & Financial Aid



### **Howard B. Fleit, Ph.D.**

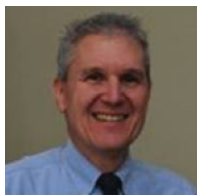
- Assistant Dean for Curriculum
- Associate Professor and Vice Chair for Education, Department of Pathology



### **Lisa Strano-Paul, M.D.**

- Assistant Dean for Clinical Education
- Clinical Professor of Medicine
- Director of Primary Care Clerkship

## STAFF



### **Richard J. (Rick) Iuli, Ph.D.**

- Director, Pathways to Success
- Medical Education Specialist



### **Wei-Hsin Lu, Ph.D.**

- Director of Evaluation and Assessment
- Research Assistant Professor of Family, Population and Preventive Medicine



### **Doreen Olvet, Ph.D.**

- Research Project and Data Manager



### **Jeffrey Swain, Ph.D.**

- Faculty Development Specialist



### **Caroline R. Lazzaruolo**

- School of Medicine Registrar and Office Manager

# Who's Who in the Office of Academic and Faculty Affairs



## ADMINISTRATIVE SUPPORT STAFF



**Nancy Acevedo**

- Administrative Manager for Admissions

4-3928



**Bonnie Chalson**

- Administrative Assistant for Student Affairs

4-1030



**Ann Dowsey**

- Administrative Assistant for Academic and Faculty Affairs

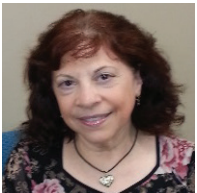
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**Rose Folliero**

- Executive Assistant to Dr. Chandran, Academic and Faculty Affairs

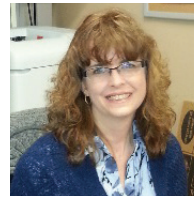
8-1258



**Donna Kaufman**

- Administrative Assistant for Academic Affairs

4-8111



**Rhonda Kearns**

- Administrative Assistant for Academic and Faculty Affairs

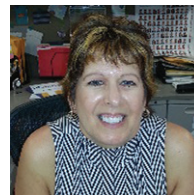
4-1025



**Fabiola Moraes-Narvaez**

- Administrative Assistant for Admissions

4-2113



**Diane Piscitelli**

- Administrative Assistant for Student Affairs

4-2341



**Roseanna Stasik**

- Administrative Assistant for Academic Affairs

4-1285



**Dianne Tokar**

- Administrative Assistant for Student Affairs

4-9547

# Faculty Awards

Stony Brook School of Medicine has a long-standing tradition of recognizing faculty excellence. This year's candidates capture and reflect Stony Brook's FAR BEYOND strategy and ethos – a driven, imaginative community, relentlessly pursuing excellence and tomorrow's big ideas – doing far beyond the expected.

This year's selection committees had before them a large number of qualified nominees – a terrific sign of a robust organization with talented and committed faculty. The decision for each award was a very difficult one, and all of the candidates should feel honored to have been nominated by their colleagues.

So it is with great pleasure that we announce the recipients of the 2016 Stony Brook SOM Faculty Awards:

**Aesculapius Award for Excellence in Medical Education** — This award is given to recognize teaching excellence and scholarship across the continuum of teaching. This year's recipient is **Daniel M. Barlev, MD, MS**, Clinical Associate Professor of Radiology and the Director of Pediatric Radiology at Winthrop-University Hospital. His nominator noted that Dr. Barlev is an “outstanding educator in all domains sought by [this] Committee” as evidenced by “[h]is commitment to Stony Brook ... and as reflected in his devotion to educational activities ... his dedicated work on the admissions committee for the SOM, and numerous committees associated with the LEARN curriculum.”

**Excellence in Clinical Care Award** — **Anupama Chawla, MD**, is the recipient of our 2016 Excellence in Clinical Care Award. She is the Chief, Division of Pediatric Gastroenterology and Nutrition and a Clinical Professor in the Department of Pediatrics. As her department chair noted, “Her reputation for dedication to the clinical education of trainees and practi-

tioners near and far is superb because she is just that outstanding, and she oversees clinical care, program development, education and research with the core perspective that a) the patient always comes first, and b) patient-relevant problems are valuable to study in careful clinical research.”

**Excellence in Faculty Mentorship** — **Barbara Nemesure, PhD**, is the recipient of our Excellence in Faculty Mentorship Award. She is a Professor in the Department of Family, Population & Preventive Medicine and the Director of the Cancer Prevention and Control Program for the Stony Brook Cancer Center, where she also serves as the Director of the Center's Lung Cancer Program. Her nominator noted that “what makes Dr. Nemesure's mentorship unique is that she has worked well with a vast and diverse group of mentees – including junior faculty, residents and students – and from a variety of education backgrounds . . . she has unreservedly given her time, knowledge and encouragement to more than 45 mentees throughout her academic career, with some mentoring relationships lasting decades.”

**Excellence in Senior Research Award** — is presented to **Orlando D. Schärer, PhD**, a Professor, jointly, in the Departments of Pharmacological Sciences and Chemistry, and an internationally recognized researcher in the field of DNA damage, DNA repair, and cancer. In addition to his impressive research accomplishments, Dr. Schärer has served as an organizer for varied national and international scientific meetings and a reviewer for numerous NIH study sections and other funding agencies. His department chair has described him as “one of our star investigators” ... and noted that he has had “many roles in service at the institution, and has been and excellent and committed educator to our ... students ...”

**Excellence in Early Career Research Award** — This year's recipient is **Markus Seeliger, PhD**, Assistant Professor in the Department of Pharmacological Sciences. His department chair noted that “on top of [his] notable research success, Dr. Seeliger has become an exceptional and extraordinary member of the academic community, starting new courses for both MSTP and the Laufer Center, being deeply engaged in science communication courses at the Alan Alda Center for Communicating Science (AACCS), and being the first PhD participant in the Leaders in Medical Education program here.”

**Citizenship and Leadership Awards** — We wish to also recognize and congratulate **Mary Kritzer, PhD** and **Howard B. Fleit, PhD**, who were awarded the Citizenship and Leadership Awards, respectively, by Dean Kaushansky earlier this year at the First Annual Medical Education Day in recognition of their invaluable contributions to the School of Medicine as we fully transition to our LEARN curriculum

**2016 Clerkship Director Teaching Award by the American Academy of Neurology** — Congratulations to **Cara E. Harth, MD, FAAN**, Associate Professor of Neurology, Program Director of the Neurology Residency Program, and Director of the Neurology Clerkship on being the recipient of the 2016 Clerkship Director Teaching Award by the American Academy of Neurology. She was presented with the award at the Faculty and Trainee Reception on Saturday, April 16, 2016 during the AAN Annual Meeting in Vancouver, British Columbia, Canada.

We thank all of them for their valuable contributions and commitment to the Stony Brook School of Medicine.



## *The Scholarly Concentrations Program (SCP)*

The Scholarly Concentrations Program is a four-year track opportunity for medical students to engage in and attain recognition for scholarly pursuits in related areas of medicine. Under this Program, students have the opportunity to do academic exploration in (1) Basic, Translational & Clinical Research, (2) Global Health, (3) Medical Humanities & Ethics, (4) Medical Education, and (5) Social Science. The program aims to align the areas of interest of students with the academic mission of the School providing a longitudinal area of work to the student experience at the School of Medicine. For many students, this period has been extremely helpful in shaping career goals and in building an academic track record attractive to residencies. The specific goals of the Scholarly Concentrations Program are:

1. To provide encouragement, impetus, and support for engaging in additional extracurricular scholarly pursuits aligned with one's own area of interest
2. To facilitate the attainment of valuable career experience in areas and projects related to medicine as a complement to students' didactic medical education.
3. To provide special recognition to students who engage in such scholarly pursuits and meet the standard requirements of the program

A Research Day is held every year in the spring to give graduating students an opportunity to present the results of their research in an oral and/or poster presentation. A research award is given to an outstanding student chosen by the SCP Committee as part of the graduation festivities. You can learn more about this program online at: <https://medicine.stonybrookmedicine.edu/ugme/education/Scholarly>



## **Stony Brook HOME relies on its medical student volunteers!**

**Mission Statement:** Stony Brook HOME is dedicated to improving the health and well-being of the underserved community in Suffolk County by:

- increasing access to free, dependable, and comprehensive health services
- empowering individuals and families through education and social services
- training future clinicians in culturally competent and compassionate care

**Benefits of volunteering at SB HOME for medical students includes:**

- giving back to the local community
- early clinical exposure
- interacting with upperclassmen
- learning clinical skills early
- working directly alongside attendings
- learning how to run a clinic
- satisfaction of helping those in need

**For more information about participating in SB Home, please visit:**

**<http://www.stonybrookhome.com/for-volunteers/preclinical-student-responsibilities-1>**

**To inquire about any of the positions available or committees to get involved in, please email [stonybrookhome@gmail.com](mailto:stonybrookhome@gmail.com).**

## Joint Degree Programs

**The School of Medicine has four joint degree programs – MD/PhD (MSTP), MD/MBA, MD/MPH, and MD/MA programs.**

**MD/PhD:** Stony Brook University, in conjunction with Cold Spring Harbor Laboratory and Brookhaven National Laboratory, sponsors a medical scientist training program (MSTP) leading to both the MD and PhD degrees. The purpose of the MSTP, partially funded by a competitive grant from the National Institutes of Health, is to train academic medical scientists for both research and teaching in medical schools and research institutions. Graduates of this program are equipped to study major medical problems at the basic level, and at the same time, to recognize the clinical significance of their <http://www.pharm.stonybrook.edu/mstp/>.

**MD/MBA:** For the MD/MBA, the students apply to the School of Medicine and indicate that they are interested in the MBA program. They are accepted to the School of Medicine first, followed by acceptance to the School of Business. The MBA is 48 credits consisting of 16 courses. Students can take most of the MBA before starting medical school or after completing their medical degree. Some students opt to take a year off from medical school to complete the bulk of their MBA courses. Ethics and Law, and an Industry Project offer credit in both the MD and MBA programs. You can find more information at this website: <http://www.stonybrook.edu/commcms/business/academics/graduate-program/combined-masters/mdmba.html>.

**MD/MPH:** The MPH Program advocates a population health approach to public health. The hallmarks of population health are an ecological understanding of the determinants of health and a systems approach to solving health problems; emphasis on proactively stabilizing and improving health among all populations; and insistence on accountability, evidence-based practice, and continuous performance improvement.” The program focuses on developing public health leaders who will make an impact on society. You can find more information at this website: <http://publichealth.stonybrookmedicine.edu/academics/degreeoptions/grad/md>

**MD/MA:** The Center for Medical Humanities, Compassionate Care, and Bioethics offers, on a selective basis, the opportunity for up to 2 medical students a year to participate in our joint MD/MA program. In addition to their coursework, these students enroll in the Scholarly Concentrations Program and take 18 credits from our MA program in Medical Humanities, Compassionate Care and Bioethics to receive a joint MD/MA upon graduation. Medical students wishing to enroll in this program should contact Michael Ortega (Michael.Ortega@stonybrookmedicine.edu) for details about how to apply. You can find more information at this website: <http://www.stonybrook.edu/bioethics/medicaleducation.shtml>.



## Wellness For Medical Students At Stony Brook Medicine

*Nora Stillman (Winthrop Campus), Elizabeth Cusick (Stony Brook Campus);  
Faculty leaders Steven Shelov (Winthrop Campus), Stephen Post,  
Rick Iuli (Stony Brook Campus)*

The combined efforts of our medical students and key faculty leaders at Stony Brook Medicine and its Regional Clinical Campus at Winthrop University Hospital have created an exciting new series of programs committed to maintaining and enhancing our student wellness throughout their time here in medical school. The program has been named MeSH, Medical Student Health, Happiness, and Humanism. The overall program includes a variety of programs designed to allow our students to take care of themselves while going through the rigors of their medical education. Some of the programs included are yoga, mindfulness, learning and practicing skills of written reflection, sharing their emotional reactions from their clinical rotations through faculty mentor led Learning Communities, and a number of clubs and other activities designed to further our students' wellbeing.

Each campus has a student organized oversight task force who monitor existing activities and plan for additional events depending on student need. Initial determination of the type of available resources was determined through a needs assessment completed by all students in the medical school. The medical school together with its Regional Campus have placed this new program as a high priority for its students' best welfare and have included it in its Strategic Planning for the schools' overall commitment to enhancing the professional identity formation for its students. Student leaders: Nora Stillman (Winthrop Campus), Elizabeth Cusick (Stony Brook Campus); Faculty leaders Steven Shelov (Winthrop Campus), Stephen Post, Rick Iuli (Stony Brook Campus)



## School of Medicine – Committee on Admissions



### WELCOME — CLASS ENTERING 2016

The Committee on Admissions is proud to introduce the 2016 entering class — our 45th entering class at Stony Brook School of Medicine! The Admissions Office received 5,057 applications and 783 applicants were interviewed by members of our Committee on Admissions. We made 419 offers to fill our class size of 132. 78% of the class are New York State residents and 22% are out of staters which includes 3 international students. The male to female ratio is nearing parity (51.5% Male, 48.5% Female). The number of students with advanced degrees is 16 in total, including 1 PhD and 1 Doctor of Pharmacy. The average total MCAT percentile is 86%. The science and total GPA remains strong at 3.70. Students majored in many fields of study, 80% in the sciences. They also attended 70 different schools (listed below) and include many of the finest universities in this country.

### UNDERGRADUATE SCHOOL BREAKDOWN

Stony Brook University	15	University of Rochester	3
Cornell University	13	Washington University	3
Columbia University	5	Arizona State University	2
New York University	5	CUNY — City College	2
SUNY — Geneseo	4	Duke University	2
Georgetown University	3	James Madison University	2
John Hopkins University	3	St. John's University	2
SUNY — Buffalo	3	SUNY — Binghamton	2
University of California – Berkeley	3	University of Connecticut	2
University of California – San Diego	3	University of Delaware	2
University of Pennsylvania	3	Vassar College	2

### The following schools have one acceptance:

Bates College, Boston College, Boston University, Brandeis University, Brigham Young University, Brown University, Bucknell University, Case Western Reserve University, CUNY – Staten Island, CUNY – Queens College, CUNY – Hunter College, George Washington University, Hamilton College, Harvard University, Hobart and William Smith Colleges, Indiana University of Pennsylvania, LeMoyne College, Massachusetts Institute of Technology, McGill University, Miami University-Ohio, Middlebury College, Mount Saint Mary College, Nankai University-China, NY Institute of Technology, Northwestern University, Princeton University, Providence College, Rice University, Seton Hall University, Skidmore College, Stanford University, SUNY – Farmingdale, Syracuse University, University of Bridgeport, University of California – Davis, University of California – Irvine, University of California – Santa Cruz, University of Florida, University of Miami, University of Michigan-Ann Arbor, University of Minnesota, University of Pittsburgh, University of Richmond, University of Southern California, University of Virginia, Vanderbilt University, Wheaton College, York University-Canada

### TOTAL SCHOOLS REPRESENTED: 70

We all look forward to welcoming the 2016 entering class to Stony Brook and wish everyone all the best in medical school.

Sincerely,  
Jack Fuhrer, MD  
Associate Dean for Admissions



## *Courses in the Spotlight*

### *Working Together: Interprofessional Conversations on Cultural Diversity*

June 26 marked the end of the third year that the interprofessional course titled “Working Together: Interprofessional Conversations on Cultural Diversity” has been offered to students in the Schools of Nursing, Medicine and a new addition this year the School of Social Welfare. This elective course was originally created and developed based on a Presidential Mini Grant awarded in 2013 to Drs. Lee Xippolitos, PhD, RN, the Dean of the School of Nursing and Latha Chandran, MD, MPH, the Vice Dean of the School of Medicine. Since its inception in June, 2014 a total of 21 medical students, 29 registered nursing students and 1 social welfare student have participated in this 2-week elective. The overall goals of this course is to provide healthcare trainees the opportunity to: (a) Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals, (b) Reflect on individual and team performance for individual, as well as team, performance improvement, (c) Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team, and (d) Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions. Working in inter-professional teams from day 1,

students attend four onsite face-to-face sessions including one day in the Clinical Skills Center that cover topics such as: (1) The Significance of the Interprofessional Team and Healthcare Disparities, (2) Interprofessional Communication, (3) Cultural Competency and Conflict Resolution, and (4) Interprofessional Patient Safety and Quality Care. In between sessions, students are expected to complete pre-assigned readings and write self and group reflections online. Feedback from students have been positive one student commented “Just the concept of getting medical students and nurses interacting and working together as early as possible. It’s great hearing opinions from people in other disciplines and it was a very eye opening experience. If I am successful at becoming a doctor that works well with nurses and the rest of the healthcare team, this course is probably the biggest reason.” Next steps to promote interprofessional learning are currently underway as the Deans and key faculty from the health sciences schools (School of Medicine, Dentistry, Nursing, Social Welfare, Health Technology and Management) met for the first time in May, 2016 and will continue to meet regularly on a monthly basis to begin the planning of systematic and formal interprofessional experiences across the five schools which hopefully will start as early as fall of 2016.

## What to Look for in 2016-17

**TGIF:** Read your TGIF emails from the UME office every Friday to get news, important scheduling information, research, and elective opportunities news, etc

### Student Activities in 2016-17:

iPad Initiative Roll-Out – Class of 2020	August 9
Transition to Medical & Dental School	August 10-19
Class of 2020 BBQ at Dean and Mrs. Kaushanky's	August 12
White Coat Ceremony	August 14
Careers in Medicine	November 7
Scholarly Concentrations Info Session	December 2
Asian Extravaganza	December 9
Match Day	March 17
Research Day-SCP presentations	April 26
Class of 2017 Commencement	May 18
Evening of Arts	To be determined
Global Medicine Info Session	To be determined
Hispanic Heritage Event	To be determined
Pot Luck Dinner	To be determined

### Also check the School's Academic Calendar at:

[https://cbase.som.sunysb.edu/conet/calendar/stud\\_mainFrame.cfm?school=Medicine](https://cbase.som.sunysb.edu/conet/calendar/stud_mainFrame.cfm?school=Medicine)

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### *Rising Leaders Elective*

The Rising Leaders in Health Care is a ten-week elective that runs from mid-September to mid-December. The core goals of this elective are to: Gain real-world, applicable skills; enhance professional networks; build community relationships; expand cultural awareness; evaluate healthcare industry efficiency and effectiveness; and ultimately improve the quality of patient care. Students are required to work in teams to develop a project that addresses any of the themes presented in the course. To register, please complete a Drop/Add form and submit the form to Bonnie Chalson. The primary course contact is Richard Iuli, PhD [Richard.iuli@stonybrookmedicine.edu](mailto:Richard.iuli@stonybrookmedicine.edu).



**Editors:** Richard J. (Rick) Iuli, Ph.D.  
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Caroline R. Lazzaruolo  
 Registrar, School of Medicine

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## WHAT A MATCH!

*The Class of 2016 matched to the following residency specialties and programs:*

### SPECIALTIES:

Anesthesiology	Ophthalmology	Plastic Surgery
Dermatology	Orthopedic Surgery	Psychiatry
Emergency Medicine	Otolaryngology	Radiation Oncology
Family Medicine	Pathology	Radiology
Medicine	Pediatrics	Surgery
Neurology	Physical Medicine & Rehabilitation	Urology
Ob/Gyn		Vascular Surgery

### SITES:

Albany Medical Center-NY	Overlook Hospital-NJ
Albert Einstein CO-NY	Rhode Island Hosp/Brown Univ
B I Deaconess Med Ctr-MA	Rutgers-R W Johnson Medical School-NJ
Barnes-Jewish Hosp-MO	St Elizabeths Med Ctr-MA
Baylor Coll Med-Houston-TX	Stony Brook Teach Hosps-NY
Carilion Clinic-Virginia Tech Carilion SOM	SUNY HSC Brooklyn-NY
Christiana Care-DE	SUNY Upstate Med University
Cooper Hospital-University Med Ctr-NJ	Temple Univ Hosp-PA
Dartmouth-Hitchcock Med Ctr-NH	Thomas Jefferson Univ-PA
Duke Univ Med Ctr-NC	U Colorado SOM-Denver
Eastern VA Med School-VA	U Connecticut School of Medicine
Georgetown Univ Hosp-DC	U Illinois COM-Chicago
Hofstra NSLIJ SOM-Cohen Childrens-NY	U Maryland Med Ctr
Hofstra NSLIJ SOM-Long Island Jewish-NY	U Nevada Affil Hosps-Las Vegas
Hofstra NSLIJ SOM-North Shore U Hosp-NY	U Rochester/Strong Memorial-NY
Hofstra NSLIJ SOM-Southside Hosp-NY	U Southern California
Icahn SOM at Mount Sinai-NY	U Tennessee COM-Memphis
Icahn SOM Beth Israel-NY	U Texas Southwestern Med Sch-Dallas
Icahn SOM St Lukes-Roosevelt-NY	U Texas/Methodist-Galveston-TX
Jackson Memorial Hosp-FL	U Utah Affil Hospitals
Johns Hopkins Hosp-MD	UC Irvine Med Ctr-CA
Massachusetts Gen Hosp	UC San Diego Med Ctr-CA
Memorial Sloan-Kettering-NY	UCLA Medical Center-CA
Montefiore Med Ctr/Einstein-NY	Univ of Vermont Medical Center
Naval Medical Center San Diego-CA	UPMC Medical Education-PA
Northwestern McGaw/RIC-IL	Vanderbilt Univ Med Ctr-TN
NYMC-Westchester Med Ctr-NY	Vidant Med Ctr/East Carolina Univ-NC
NYP Hosp-Columbia Univ Med Ctr-NY	Wilson Mem Reg Med Ctr/UHS-NY
NYP Hosp-Weill Cornell Med Ctr-NY	Winthrop-University Hospital-NY
NYU School Of Medicine	Yale-New Haven Hosp-CT



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