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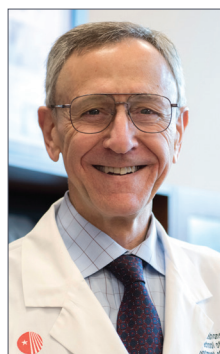
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DEAN'S MESSAGE

Kenneth Kaushansky, MD, MACP

Senior Vice President, Health Sciences

Dean, Renaissance School of Medicine at Stony Brook University



It's mid-August and the start of a new academic year. The 2019-20 academic year ushers in a number of exciting enhancements to our curriculum and especially our teaching and learning spaces.

The year kicks off with the arrival of our newest students, members of the Class of 2023. And the first thing our new class might notice is our new name, the Renaissance School of Medicine at Stony Brook University. The new name reflects the incredible generosity shown to the School by more than 75 families who have one or two members employed by Renaissance Technologies,

bringing nearly \$200 million of support for our School. The name also provides a new mantra for our faculty and staff, to be truly transformative in everything we do.

One such example is our mobile Medicine Education (mMedEd) initiative. mMedEd uses an iPad platform to deliver course materials and learning resources directly to a student's iPad; it supports interactive teaching and learning activities; provides on-the-go access to learning tools, reference materials and productivity apps, many of which were developed by our own students and faculty; allows access and interactions

(continued on page 2)

UPDATE FROM THE OFFICE OF ACADEMIC AND FACULTY AFFAIRS

Latha Chandran, MD, MPH

Vice Dean, Academic and Faculty Affairs, Renaissance School of Medicine at Stony Brook University

Miriam and David Donoho Distinguished Teaching Professor

SUNY Distinguished Teaching Professor

Founding Director, Donoho Academy of Clinical and Educational Scholars



It gives me great pleasure to welcome yet another class of bright medical students to Renaissance School of Medicine at Stony Brook University. This year we had a site visit from our accrediting body, the **Liaison Committee on Medical Education (LCME)**. Six eminent professors and administrators reviewed more than a thousand pages of submitted documents and spent three-and-a-half days visiting Renaissance School of Medicine. They met with approximately 150 students, residents, faculty and administrators and discussed all aspects of medical education, scholarship, educational

facilities, etc. I am happy to report that we continue to remain fully accredited. In its preliminary report, the site visit team gave us the maximum number of commendations: the tangible commitment to education; the commitment of resources for education and research; and the clear sense of community among our students, residents and faculty.

The latest addition to our curricular offerings, the accelerated Three-Year MD Program (**3YMD**), allows for completion of the MD degree in three years and offers a conditional acceptance into one of our

(continued on page 2)

Dean's Message *continued from cover*

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 2023 are the fourth class of students to receive iPads on entering Renaissance School of Medicine, which means all of our current medical students will be on the platform for their entire medical education.

This year, we are offering new electives to augment the LEARN curriculum, which is designed to help prepare our students for the future of medicine. The Engineering in Medicine elective allows a dozen of our students to partner with biomedical engineering students, to allow each team to assess various diagnostic, therapeutic or prognostic challenges that face clinicians and devise an engineering solution. A second elective being offered is in telehealth. With the rapid development of wearable personal devices that monitor a growing number of aspects of one's health (we are way past Fitbits) and a strong desire on the part of healthcare consumers to remotely manage their health, not to mention living on the border of rural medical delivery challenges in eastern Suffolk County, telehealth will play an important role in the toolkits needed by most, if not all, of our medical graduates, no

matter where they practice. In fact, this is not future medicine, telepsychiatry for residents of eastern Suffolk County is already in practice by Stony Brook Medicine faculty and staff.

We are especially proud that this academic year will see the full implementation of our new research and educational facilities as the Medical and Research Translation (MART) building opens fully, containing 240,000 square feet of educational, research and clinical space that will be second to none on the Stony Brook campus. Other exciting enhancements include continuing construction of the expansion of our Clinical and Surgical Skills Centers, a new Medical Student Lounge, expansion of study space and 24/7 access to the Health Sciences Library, and planning for a new teaching operating room, directly adjacent to our suite of the new main operating rooms. Not to mention the new clinical teaching space located throughout our new, 225,000-square-foot, 150-bed Hospital Pavilion and Children's Hospital, poised to admit its first patients before the end of the calendar year.

It's also a pleasure to report on the outstanding outcome of our 2019 graduating class residency match and how we expect even greater things from the Class of 2020.

Recently, we devised a new way to evaluate how well our graduating class is doing in matching into outstanding residencies. Using data from our clinical department chairs, we have been following the number of our graduates who match into the top 20 programs (for each specialty) in the nation. Keeping in mind that for many residencies, there are more than 400 different programs throughout the United States, a top 20 program match indicates training at one of the top fifth percentile programs nationwide. Over the past seven years, the percentage of our students who match into these programs has grown nearly every year, with 36 percent of the Class of 2019 matching into such programs. And by all accounts, the Class of 2023 looks to be every bit as academically skilled and passionate about their upcoming careers in medicine as our recent graduates.

A new academic year, a new class of students, numerous new technologies and courses, and new, much needed academic space. Without question, it is an exciting time for the Renaissance School of Medicine community. I cannot think of a better start to the careers of 136 extremely talented individuals who will soon earn the privilege and honor of being called the doctor. •

Update from the Office of Academic and Faculty Affairs *continued from cover*

residency programs at Stony Brook. Our LEARN curriculum allows students to start their clinical experiences earlier and provides ample opportunities for career exploration, **scholarship** and multiple degrees. We are excited to continue meaningful training in the use of ultrasound in clinical care, mobile medical education technology with iPads and interprofessional learning experiences.

The **opening of new teaching and learning spaces**, including the Medical and Research Translation (MART) building with a very large auditorium and facility for team-based learning, the new Hospital Pavilion and Children's Hospital, the expanded Clinical Skills Center and new classrooms in the Health Sciences Tower, allow for our School to further refine our "flipped classroom" approach to enhance self-direction and lifelong learning skills among our students. As our healthcare systems continue to evolve, such skills, we believe, are highly essential for successful careers as physician leaders.

Professionalism is a key pillar in our curriculum. How we think about others, care for our patients and communicate with each other is vitally important in developing a successful career as physicians. In the

evolution of our students from lay people to caring physicians, we cannot overstate the role of self-reflection and humility – humility to learn from our mistakes and to wonder at the awesome miracles of science. Faculty from the **Center for Medical Humanities, Compassionate Care, and Bioethics** have worked closely with us to create a robust program to deliberately enhance the development of professional identity among our students.

And we just received our national **Y2Q Survey** results from the Association of American Medical Colleges (**AAMC**). I am happy to report that our students are less stressed and more engaged and joyful than the average medical student in the U.S. while continuing to maintain above-average performance in national standardized exams. We recently enhanced our focus on **student and faculty wellness**. The School provides a variety of options to participate in diverse, meaningful extracurricular activities, student clubs, research opportunities and more. Our students are engaged in all aspects of our School as members of our community.

Our **graduates** remain our biggest ambassadors. Many have served as chief

residents – a real attestation to the quality of the people we graduate as physicians. And many of them end up in academic leadership roles throughout the U.S. and beyond.

Welcome to Renaissance School of Medicine! •



VIDYA, the name chosen for this newsletter, is a Sanskrit word meaning knowledge.

Since the newsletter is devoted to covering the educational aspects of Renaissance School of Medicine at Stony Brook University, this name is especially meaningful. Part of a student's education during medical school is the pursuit of knowledge and learning.

Published twice a year in May and August, Vidya is available as a printed piece and can be viewed online.

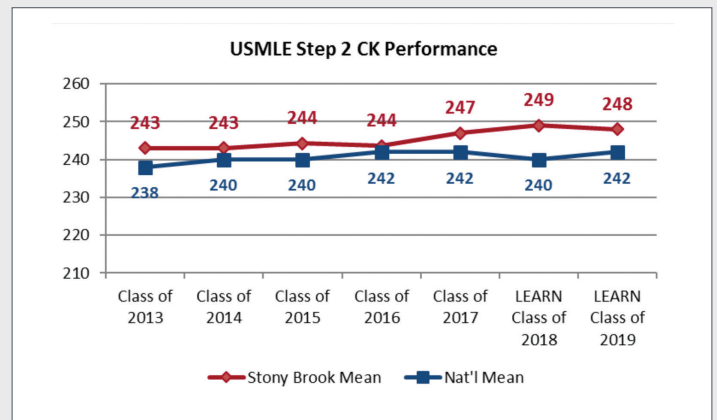
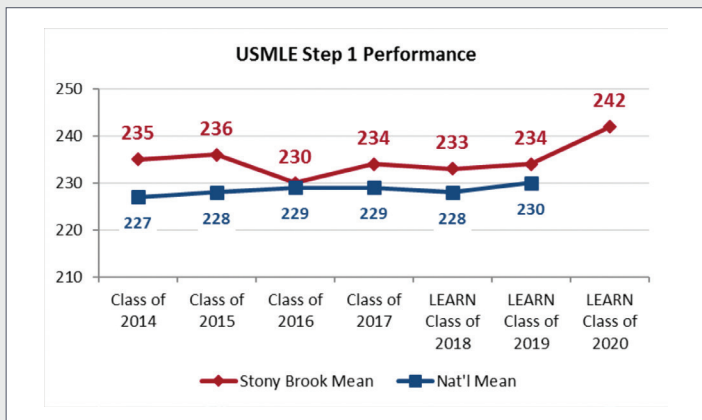
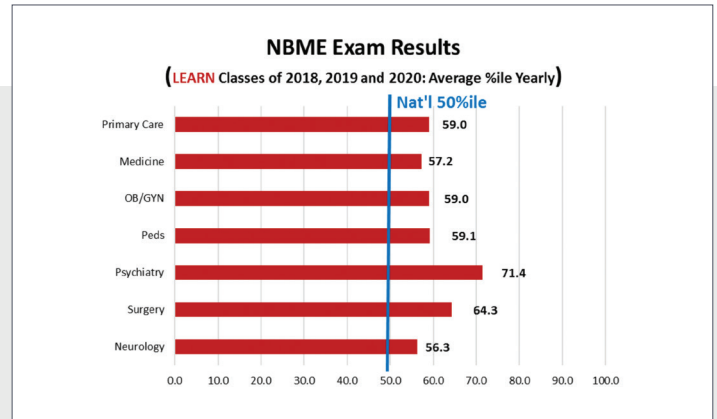
STONY BROOK MEDICINE ACADEMIC OUTCOMES IN A NUTSHELL



By Wei-Hsin Lu, PhD
 Senior Education Specialist
 Director of Assessment and Evaluation
 Research Assistant Professor of Preventive Medicine

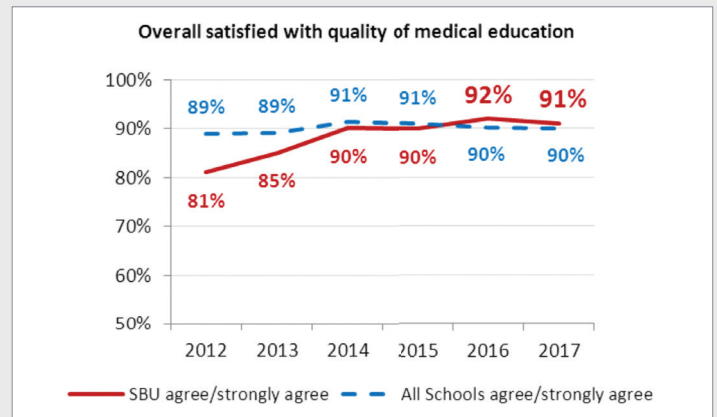
NATIONAL STANDARDIZED EXAMS

Students from Renaissance School of Medicine at Stony Brook University consistently perform at or above the national average.



AAMC MEDICAL SCHOOL GRADUATION QUESTIONNAIRE

Our graduates are satisfied with the quality of their medical education training.



WELCOME — CLASS ENTERING 2019

Renaissance School of Medicine at Stony Brook University Committee on Admissions



Jack Fuhrer, MD
Associate Dean for Admissions
Renaissance School of Medicine at Stony Brook University

The Committee on Admissions is proud to introduce the 2019 entering class, our 49th entering class. We received 5,241 applications — 776 applicants were interviewed, and we made 430 offers to fill our class of 136. This is our most diverse entering class: 53% of the class are women, 17% are historically underrepresented minorities in medicine, 78% are New York State residents, 21% are out-of-state residents (representing eight states) and 1% are international students. There are a total of 17 students with advanced degrees, including one PhD and 16 with a master's degree. Students performed extremely well on the MCAT, and on average scored within the top 10 percent of all test takers. The median science and total GPAs for this entering class are very competitive at 3.79 and 3.82 respectively. Students majored in many fields of study, 87% in the sciences. They also attended 67 different schools (listed below) and include many of the finest universities in this country.

We all look forward to welcoming the 2019 entering class to the Renaissance School of Medicine at Stony Brook University and wish everyone all the best in medical school. •

UNDERGRADUATE SCHOOL BREAKDOWN

Stony Brook University	21	SUNY Binghamton	3	University of Delaware	2
Cornell University	9	University of California-Berkeley	3	University of Miami	2
New York University	6	University of California-San Diego	3	University of Michigan	2
University of California-Los Angeles	5	Washington University	3	University of Notre Dame	2
Brown University	4	CUNY Brooklyn College	2	Vassar College	2
University of Rochester	4	Northeastern University	2	Villanova University	2
Columbia University	3	Saint Michael's College	2	Wellesley College	2
Duke University	3	SUNY Buffalo	2		
Johns Hopkins University	3	University of Chicago	2		

The following schools have one acceptance:

Albany College of Pharmacy and Health Sciences	Hamilton College	Syracuse University
Barnard College	Harvard University	Union College
Boston College	Loyola University Maryland	University of Connecticut
Bowdoin College	Massachusetts Institute of Technology	University of Maryland, Baltimore County
Carnegie Mellon University	McMaster University	The University of North Carolina at Chapel Hill
College of William and Mary	Mount Saint Mary College	University of Pennsylvania
CUNY Baruch College	New York Institute of Technology	University of Richmond
CUNY College of Staten Island	Occidental College	University of Southern California
CUNY Hunter College	Pace University	The University of Texas MD Anderson Center
CUNY Queens College	Pomona College	University of Virginia
Dartmouth College	Rutgers University	Wake Forest University
Emmanuel College	Scripps College	Williams College
Emory University	St. John's University	Yale University
Florida State University	SUNY at Albany	
	SUNY College at Plattsburgh	

TOTAL SCHOOLS REPRESENTED: 67

WHAT TO LOOK FOR IN 2019-20

Read your TGIF emails from the Office of Academic and Faculty Affairs every Friday to get news, important scheduling information, research and fellowship opportunities, events, etc.

STUDENT ACTIVITIES

First-Year Orientation/Transition to Medical and Dental School
August 7-16

White Coat Ceremony
August 11

Second-Year Welcome Back
August 12

International Opportunities in Global Medicine Info Session
September 2019

Careers in Medicine
October 2019

Addiction Medicine Event
October 8

Hispanic Heritage Event
October 10

Jeopardy Event
November 20

Scholarly Concentrations Program (SCP) Info Session
November 21

Potluck Dinner – Golden Paddle
December 6

Transition to Clinical Care (Phase II)
December 18-20/January 6-10

Asian Extravaganza
December 19

Diaspora of Color
February 2020

Match Day
March 20, 2020

Research Day – SCP Presentations
April 30, 2020

Commencement
May 21, 2020

Scholarly Concentrations Program (SCP) Kickoff
June 1, 2020

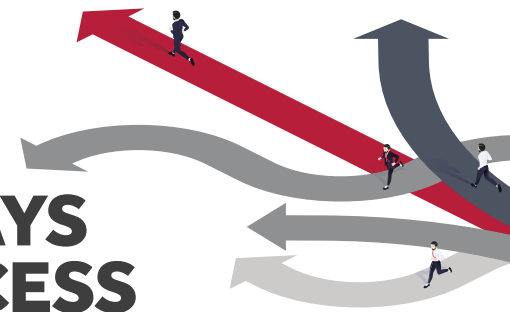
Evening of the Arts
TBD

ALSO CHECK OUT THE SCHOOL'S ACADEMIC CALENDAR AT medicine.stonybrookmedicine.edu/AcademicCalendar



PATHWAYS TO SUCCESS

By Richard J. Iuli, PhD
Medical Education Specialist
Director, Pathways to Success



Welcome new students and welcome back returning students!

What does success in medical school look like to you?

- Earning honors in courses and clerkships?
- Being elected to the Student Senate by your peers?
- Holding a position of leadership in a student organization?
- Maintaining personal wellness while balancing the demands of medical school?
- Scoring highly on Step 1 (of course)?
- Developing into and demonstrating what it means to be a "good" physician?
- Matching to your top-ranked residency program?

An argument can be made for any or all of these as benchmarks of success.

Pathways to Success is Renaissance School of Medicine's comprehensive co-curricular program that integrates academic and career advising, peer feedback and self-assessment, and professional identity formation throughout all three phases of the **LEARN** curriculum. The mission of Pathways to Success is to ensure that our medical students achieve success along the concurrent paths leading to the MD degree and, ultimately, to residency. Pathways to Success aims to promote our medical students' academic and career success, collaborative team skills, personal well-being, formation of professional identity and success on national standardized exams, such as the NBME subject exams and the USMLE Step exams.

PATHWAYS TO SUCCESS IS MADE UP OF FIVE COMPONENTS:

- **Advising PODs** provide small-group and individual academic advising and student support throughout Phase I of the **LEARN** curriculum.
- **Shelf and Step Exam Support for Students, or Shelf Rx**, provides supplemental academic support to students who experience marginal academic performance in Phase I in order to minimize the risk for NBME Subject Exam (aka Shelf Exam) and USMLE Step 1 Exam failures.
- **CAREERS** provides medical students with large- and small-group and individualized career advising through curricular, co-curricular and extracurricular programs, events, information and resources.
- **The Peer and Self-Assessment** program engages medical students in facilitated small-group peer feedback and self-assessment activities that are aimed at developing their collaborative team skills.
- **Professional Identity Formation, or PIF**, refers to the growth over time in becoming a "good" physician. From the formal White Coat Ceremony during the Transition to Medical and Dental School course to the swearing of the Hippocratic Oath at Convocation, PIF throughout the curriculum aims to build humanistic and ethical skill sets in our students and clinicians.

At Renaissance School of Medicine, student success, across all dimensions of medical school life, matters to us! •

WHO'S WHO IN THE OFFICE OF ACADEMIC AND FACULTY AFFAIRS

The Office of Academic and Faculty Affairs is 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, MD, MPH

Vice Dean, Academic and Faculty Affairs
Miriam and David Donoho Distinguished Teaching Professor
SUNY Distinguished Teaching Professor
Founding Director, Donoho Academy of Clinical and Educational Scholars



Jack Fuhrer, MD

Associate Dean for Admissions
Associate Professor of Medicine



Howard B. Fleit, PhD

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



Andrew Wackett, MD

Associate Dean for
Student Affairs
Clinical Associate Professor of
Emergency Medicine



Lisa Strano-Paul, MD

Assistant Dean for Clinical
Education; Clinical Professor
of Medicine; Director, Primary
Care Clerkship; Director, 3YMD
Curriculum Track



Grace Agnetti, MS Ed

Assistant Dean for Admissions



Jennie Williams, PhD

Assistant Dean
for Student Diversity



Mary Jean Allen

Assistant Dean for Student
Affairs and Financial Aid

DIRECTORS



Mark J. Sedler, MD, MPH

Founding Director, Office of
Global Medical Education
Professor of Psychiatry and
Behavioral Health



Wei-Hsin Lu, PhD

Senior Education Specialist
Director of Assessment and
Evaluation
Research Assistant Professor
of Preventive Medicine

PROFESSIONAL STAFF



Lynette Dias, PhD

Interprofessional Education
and Assessment Specialist



Richard J. (Rick) Iuli, PhD

Medical Education Specialist
Director, Pathways to
Success Program



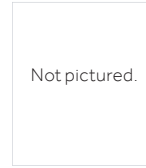
Caroline R. Lazzaruolo

School of Medicine
Registrar and Office Manager



Jeffrey Swain, PhD

Faculty Development
Specialist



Linda DeMotta, MA

Learning Specialist

Not pictured.

WELCOME FROM ALUMNI

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By Mary Hoffmann, MA
Assistant Director,
Alumni Relations

The Alumni Board of the Renaissance School of Medicine at Stony Brook University welcomes the incoming Class of 2019.

You are following in the footsteps of the 4,600 alumni who come before you. Your hard work and accomplishments in reaching your dream to start medical school is upon you, and the alumni are here to help you with your journey through medical school and beyond.

In recent years, the alumni have joined the School in welcoming you by sponsoring your first stethoscope, and as you leave after graduation, you'll be asked to pay it forward by making a small gift to the students who come after you.



MSIII students Monica Giraldo and Jheison Giraldo receiving sage advice from a reunion attendee

During your years at Stony Brook, the alumni will be available to help you with career guidance, sponsor trips for international medical missions, provide mentorships and offer places to stay when you do your away-rotations or travel for your residency interviews.

Our alumni are successful, like Alicia Stovell-Washington, MD '88, MBA, and Eloise Chapman-Davis, MD '04, who will be recognized as Distinguished Alumni at this year's White Coat Ceremony.

If you have any questions or wish to get in touch with any of our alumni, please contact:

Mary Hoffmann at
mary.hoffmann@stonybrook.edu

Also, consider becoming the MSI student representative for the Alumni Board. •



THE SCHOLARLY CONCENTRATIONS PROGRAM (SCP)

Howard B. Fleit, PhD
Assistant Dean for Curriculum
Associate Professor and Vice Chair for Education,
Department of Pathology

The Scholarly Concentrations Program (SCP) 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: **Basic, Translational and Clinical Research • Medical Humanities and Ethics Global Health • Medical Education**

The program aims to align the areas of interest of students with the academic mission of the Renaissance School of Medicine at Stony Brook University, providing a longitudinal area of work to the student experience at the Renaissance School of Medicine. For many students, this experience has been extremely helpful in identifying long-term career goals, exploring research project interests and building an academic track record. The specific goals of the Scholarly Concentrations Program are:

- 1. To provide** encouragement and support students engaging in extracurricular scholarly pursuits aligned with their own area of interest.
- 2. To facilitate** students gaining valuable career experience, networking opportunities and research project-based proficiencies to complement didactic medical education.
- 3. To provide** special recognition to students who engage in such scholarly pursuits and complete all of the SCP's requirements.
- 4. To implement** the research methods of the identified track, including the life sciences, social sciences, humanities, law, policy, etc.



Poster presentation by SCP student Amanda Owens

Second-Year Student SCP Presentations Wednesday, August 14, 3 to 6 pm, Lecture Hall 1

The current second-year students will give brief presentations on the results of their summer research to coincide with the Transition to Medical and Dental School activities.

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.

Learn more: renaissance.stonybrookmedicine.edu/ugme/education/scholarly •



Lisa Strano-Paul, MD, FACP
Assistant Dean for Clinical Education;
Clinical Professor of Medicine;
Director, 3YMD Curriculum Track;
Director, Primary Care Clerkship

3YMD PROGRAM

The Three-Year MD Program at Renaissance School of Medicine at Stony Brook University, 3YMD@RSOM, offers a limited number of students the opportunity to complete their medical degree in three years.

Students accepted into the 3YMD program receive conditional acceptance into their Renaissance School of Medicine residency program of choice.

PROGRAM BENEFITS:

- Save time and tuition costs by completing your MD requirements in three years.
- Develop a long-term mentoring relationship in your Renaissance School of Medicine residency program.
- Direct pathway for entry into a Renaissance School of Medicine residency program.
- Enter the physician workforce a year earlier.

For more information, visit renaissance.stonybrookmedicine.edu/3YMD. •

JOINT DEGREE PROGRAMS

The Renaissance School of Medicine at Stony Brook University has four joint degree programs — MD/PhD (MSTP), MD/MBA, MD/MPH and MD/MA.

MD/PhD (MSTP) Stony Brook University, in conjunction with Cold Spring Harbor Laboratory and Brookhaven National Laboratory, sponsors the 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, recognize the clinical significance of their discoveries. For more information, visit renaissance.stonybrookmedicine.edu/mstp.



(Left) Students from the Renaissance School of Medicine volunteer at Stony Brook HOME. (Right) Stony Brook HOME Medical Director Jedan Phillips, MD (back), and a medical student (front).

STONY BROOK HOME RELIES ON ITS MEDICAL STUDENT VOLUNTEERS

MISSION STATEMENT

Stony Brook Health Outreach and Medical Education (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 Stony Brook HOME for medical students include:

- 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

Medical students can volunteer to further Stony Brook HOME's mission during clinic hours and/or outside of clinic hours.

For more information about participating in Stony Brook Home, visit 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.

PLEASE SUPPORT US: DONATIONS ARE TAX-DEDUCTIBLE.

Please make checks payable to "Stony Brook HOME" and mail to:

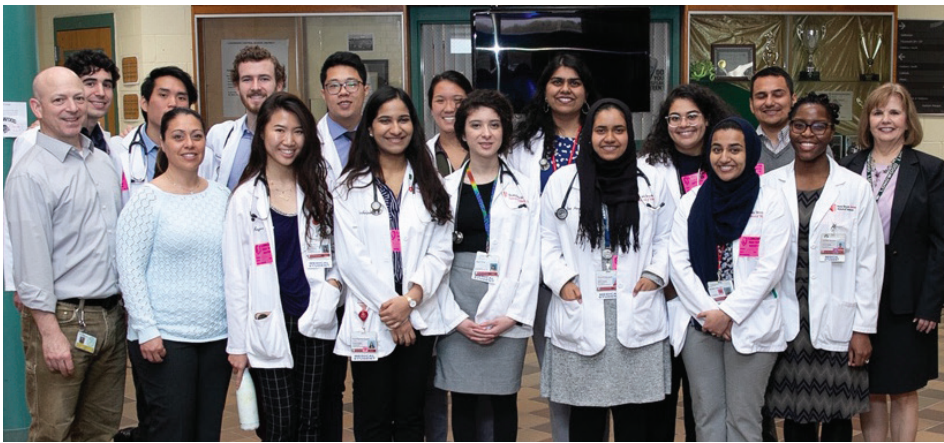
Office of Student Affairs
Renaissance School of Medicine at Stony Brook University
Stony Brook, NY 11794-8432 •



MD/MBA The College of Business and the Renaissance School of Medicine offer a combined MD/MBA program. The purpose of the combined degree program is to prepare students for a management career in the healthcare field. The MD/MBA program combines a four-year MD degree and a 48-credit MBA degree. For more information, visit stonybrook.edu/business/academics/_graduate-program/combined-masters.

MD/MPH The Program in Public Health at Stony Brook offers a Master of Public Health (MPH) degree, which can be obtained with the MD degree. The combined program requires the completion of all Renaissance School of Medicine requirements for the MD degree program and all 54 credits of the MPH program. When applying to the combined program, students will be able to select one of the three MPH concentrations – Health Analytics, Community Health, and Health Policy and Management. For more information, visit 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 five medical students a year to participate in a joint MD/MA program. In addition to their coursework, these students enroll in the Scholarly Concentrations Program and take 18 credits from the MA program in Medical Humanities, Compassionate Care, and Bioethics to receive a joint MD/MA upon graduation. For more information, visit stonybrook.edu/bioethics/education. •



(Left) Renaissance School of Medicine students, residents and faculty with teachers from Longwood High School. (Right) Stony Brook students at Brentwood High School.

ENRICHING THE MEDICAL STUDENT EXPERIENCE

By Cordia Beverley, MD, Assistant Dean for Community Health Policy, and Yvonne Spreckels, MPA, Director, Department of Community Relations

Students Go Back to High Schools to Encourage the Next Generation of Physicians

On May 1, medical students, residents and faculty from the Renaissance School of Medicine at Stony Brook University visited high school students from Brentwood, Longwood and Wyandanch High Schools for our third annual "Doctors Back to School Day" (DBTS). Promoted by the American Medical Association, the program encourages young people from underrepresented communities to consider medicine as an attainable profession. This year, participants from Stony Brook Medicine included medical students, residents from our Family Medicine Residency Program in Southampton and faculty from the Department of Family, Population and Preventive Medicine. Throughout the morning, medical students and residents spoke to approximately 600 high school students about their personal journeys and the challenges they overcame to attend medical school and become physicians.

A pre/post survey of 278 high school students from Brentwood, Longwood and Wyandanch who participated in DBTS, indicated that the program had a significant impact on increasing student interest in careers in medicine. Additional significant impacts were seen in knowledge about what is required to pursue a career in medicine, as well as a greater understanding of the various challenges and rewards experienced when pursuing a medical career.

The Liaison Committee on Medical Education (LCME) requires that medical student education incorporate active community participation and ongoing reflection. The medical students who participated in this program expressed their appreciation for the opportunity to serve their community and also the tremendous learning experience that DBTS provided. Some of our pre-clinical medical students shared their thoughts about the program:

Alexander Baez, MS2, Medical Scientist Training Program, said, "DBTS is a program I became involved in as a first-year medical student. My participation consisted of speaking with local high school students in schools that serve communities traditionally underrepresented in the medical profession. This was a powerful experience for several reasons. First, I felt that this program connects students with people who can bridge the gap between peer and mentor. I was able to connect with students whose interests, concerns and position I vividly remember sharing. Second, this program was a highlight of my medical education this past year because it connected me with a new community. This experience made me think about how to communicate with young audiences and how to become a more engaging mentor. I look forward to continue participating in this program later in my training as well. This is a wonderful



Renaissance School of Medicine faculty member Yuri Jadotte, MD, PhD, MPH, and medical student Dalia Calix interact with students from Wyandanch Memorial High School.

opportunity to both reflect on my origins and lessons learned, and to pass those on to young people who are in search of advice and motivation."

Leslie Peralta, MBS, MS2, said, "I think the Doctors Back to School Program is an amazing opportunity for everyone involved. It gives high school students the opportunity to imagine and believe that a future greater



TYLER GUINN WINS PRESTIGIOUS DEPARTMENT OF DEFENSE GRADUATE FELLOWSHIP

Stony Brook University MD/PhD student Tyler Guinn has been selected for a highly competitive National Defense Science and Engineering Graduate (NDSEG) Fellowship.

Tyler Guinn is in the Medical Scientist Training Program (MSTP) dual-degree track in the Renaissance School of Medicine and the Biomedical Engineering PhD graduate program at Stony Brook University. NDSEG Fellowships are given by the Department of Defense to increase the number of U.S. citizens and nationals trained in science and engineering disciplines of military importance. The award is for a period of up to three years and covers full tuition and mandatory fees. Fellows also receive a monthly stipend and up to \$1,200 a year in medical insurance. Since its inception in 1989, NDSEG has awarded nearly 3,600 fellowships for doctoral degrees in one of 15 supported disciplines.

Guinn's current research involves engineering cellular tools for exploring cancer biology and elucidating new information on cellular mechanisms that give rise to cancerous phenotypes. Specifically, he has been interested in analyzing cancer biology from a systems and synthetic biology perspective, using precision tools such as optogenetics to control gene expression in single cells to

better understand cancer. These tools build off of Guinn's previous work, which focused on utilizing genetics, synthetic biology tools and quantitative biology technology for molecular diagnostics and cellular computing on a variety of cancer markers.

With this award, Guinn intends to take a new direction with the synthetic biology tools he has constructed initially for studying cancer, but now applying them for tissue engineering applications. He envisions that his engineering tools will have the potential to generate strides in tissue engineering with the long-term goal of improving survival in soldiers who suffer organ injuries. His proposed work will focus on engineering small-scale organ development that he believes one day will be expanded to complete organs, potentially allowing a complement to organ donations. "My hope is that the basic science I develop in the lab can be expanded in the years to come in the clinic for civilian and military patients with organ injuries," Guinn added.

Guinn's PhD mentor Dr. Gábor Balázsi, Henry Laufer Associate Professor of Physical and Quantitative Biology and

Associate Professor of Biomedical Engineering, was instrumental in helping him apply for the fellowship and has provided much research support throughout his graduate education. "Dr. Balázsi's mentorship has been invaluable with scientific analysis and project development, and has supported my desire to pursue writing development through scientific papers, grants and reviews," Guinn said.

Before Stony Brook, Guinn earned his BS in biochemistry from the University of Texas at Dallas in 2013 and credits his former mentor there, Associate Professor Leonidas Bleris, for his scientific training foundation and assistance in getting accepted to Stony Brook. Guinn worked with Bleris in the Department of Bioengineering for more than four years throughout college, where he was given the opportunity to perform research as an undergraduate student and publish several research articles.

"I was looking at several graduate schools, but Stony Brook was the clear choice in large part due to the medical school as well as the strength of the Biomedical Engineering Department," Guinn said. •

than what society expects from them is possible. I believe that seeing medical students and doctors who have come from similar backgrounds or who struggled on their path to and through medicine gives these students the motivation to not settle and to dream big regardless of what their goals in life are, medicine or not. And for me, the experience of being able to go back to my own high school rejuvenated my desire to help my community, which is what originally drew me to medicine in the first place. I also think doctors and medical students benefit

from the program because it's always important to remember where you come from and those who follow you. It can be a humbling experience."

Héctor E. Alcalá, PhD, Assistant Professor, Department of Family, Population and Preventive Medicine, who has participated in the program for the past three years also expressed his commitment to the program and said, "Doctor's Back to School is important to me as a public health practitioner because education is one of the most important predictors of good

health. Therefore, I think it's essential that we promote higher education in our local communities so that the future of Suffolk County is a healthier one."

We would like to thank Brentwood, Longwood and Wyandanch High Schools for their collaboration and hospitality. The event was coordinated by Cordia Beverley, MD, Assistant Dean for Community Health Policy, and Yvonne Spreckels, MPA, Director of Community Relations at Stony Brook University Hospital. •



(Above) Students who matched to residencies at Stony Brook Medicine.
 (Right) Members of the Class of 2019 celebrate Match Day.



WHAT A MATCH

The Class of 2019 matched to the following residency specialties and programs:

SITES

Albany Medical College	Johns Hopkins	Scripps Clinic/Green Hospital	University of Colorado School of Medicine
Albert Einstein Medical Center	Kaiser Permanente-Oakland	South Nassau Communities Hospital	University of Connecticut School of Medicine
Baylor College of Medicine-Houston	Kaiser Permanente-Woodland Hills	St. Elizabeth's Medical Center	University of Kentucky Medical Center
Beth Israel Deaconess Medical Center	Loma Linda University	Stanford University Programs	University of Massachusetts Medical School
Boston University Medical Center	Massachusetts General Hospital	Stony Brook Medicine	University of Southern California
Cedars-Sinai Medical Center	Montefiore Medical Center/Einstein	SUNY Downstate Medical Center	University of Utah Affiliate Hospitals
Children's Hospital-Los Angeles	Morristown Memorial Hospital	Thomas Jefferson University	University of Virginia
Columbia University Medical Center	New York Presbyterian Hospital-Columbia	Tufts Medical Center	Vanderbilt University
Florida Atlantic University-Schmidt College of Medicine	University Medical Center	UC Irvine Medical Center	Ventura County Medical Center
Harvard South Shore Hospital of the University of Pennsylvania	New York Presbyterian Hospital-Weill Cornell Medical Center	UC San Diego Medical Center	Westchester Medical Center
Icahn School of Medicine at Mount Sinai	New York Presbyterian/Queens	UC San Francisco	Yale New Haven Hospital
Icahn School of Medicine St. Luke's-Roosevelt	Nicklaus Children's Hospital-Miami	UCLA Medical Center	Zucker School of Medicine-Northwell
Institute for Family Health	Northwestern McGaw/Lurie Children's	University of Arizona College of Medicine at Tucson	Lenox Hill Hospital
Jackson Memorial Hospital	NYU School of Medicine	University of Arkansas College of Medicine-Little Rock	Zucker School of Medicine-Northwell NS/LIJ
	NYU Winthrop Hospital	University of Chicago Medical Center	Zucker School of Medicine-Northwell Southside Hospital
	Rutgers-New Jersey Medical School	University of Cincinnati Medical Center	

TOP Residency Specialties



All Residency Programs

Primary Care:	Obstetrics/Gynecology
General Internal Medicine	Ophthalmology
Pediatrics	Orthopaedic Surgery
Family Medicine	Otolaryngology
	Pathology
Specialties:	Physical Medicine and Rehabilitation
Anesthesiology	Plastic Surgery
Dermatology	Psychiatry
Emergency Medicine	Radiology
General Surgery	Urology
Neurological Surgery	Vascular Surgery
Neurology	

GIVE BACK

We thank the Renaissance School of Medicine Alumni for their continuous support.

For further information or to make a donation, please visit stonybrook.edu/SOM-AlumniSupport or contact Mary Hoffmann at mary.hoffmann@stonybrook.edu.



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