

# VIDYA



Renaissance  
School of Medicine  
Stony Brook University

UNDERGRADUATE MEDICAL EDUCATION NEWSLETTER

AUGUST 2022

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## DEAN'S MESSAGE

### William Wertheim, MD, MBA, FACP

Interim Dean, Renaissance School of Medicine  
Professor of Clinical Medicine



I trust all of you are enjoying the summer weather, perhaps the most enjoyable season here in Suffolk County. I am once again pleased to add a few words to the VIDYA newsletter, my last ones as Interim Dean.

My year-and-a-half as Interim Dean has been perhaps the most rewarding period in my career. I've been so privileged to be able to help support the students at the Renaissance School of Medicine and play a role in their education. I am continually impressed with the

talent, enthusiasm, drive and commitment of all the students.

I want to note a few things about our exceptional incoming class, the class of 2026. First, the 137 students joining us this August navigated a process that saw an acceptance rate of only 8 percent. Most of our students (74 percent) are from New York State, with 24 percent coming from other states and 2 percent coming from other countries. More than half (53 percent) are women, with three being accepted into

*(continued on page 2)*

## UPDATE FROM THE OFFICE OF UNDERGRADUATE MEDICAL EDUCATION

### Andrew Wackett, MD

Vice Dean, Undergraduate Medical Education  
Director, Clinical Simulation Center  
Clinical Associate Professor of Emergency Medicine



It gives me great pleasure to welcome another class of bright medical students to the Renaissance School of Medicine at Stony Brook University. Here at Stony Brook, we are most proud of our tangible commitment to education, as evidenced by our generous allocation of resources for both education and research, and the clear sense of community among our students, residents and faculty. It is to this community that we warmly welcome our new students.

There are several wonderful things to highlight about the Renaissance School of Medicine.

First, there is our LEARN curriculum. LEARN stands for Learning focused, Experiential, Adaptive, Rigorous and Novel. Our LEARN

curriculum divides the medical education into three phases: the Foundational Phase, the Primary Clinical Phase and the Advanced Clinical Phase. This structure allows our students to immerse themselves into their clinical experiences earlier and provides ample opportunities for career exploration, scholarship and multiple degrees. Students are also free to select our accelerated Three-Year MD Program (3YMD) that allows for completion of the MD degree in three years and offers a conditional acceptance into one of our residency programs at Stony Brook.

Second, our facilities are second to none. Our new teaching and learning spaces create an environment that is very conducive to learning. This includes our beautiful auditorium with

*(continued on page 2)*

## Dean's Message *continued from cover*

our competitive 3-year MD program and 12 embarking on their careers as physician-scientists in our MSTP program. Eighteen percent of the incoming class are from groups underrepresented in medicine, which is our highest number yet, and reflects the hard work that has gone into creating opportunities for these students. And the class is extraordinarily accomplished in academics: They have a median MCAT score of 515 and a median GPA of 3.86.

It takes an enormous amount of work to craft, implement, carry out and support the education of the students in our school.

From the faculty teaching in each of the phases, to the UGME office guiding the curriculum and experience of the students, to the Admissions office ensuring that each class has what is required to succeed in a medical education, it is an immense effort. It also includes the myriad people working to make sure the students have enough financial support, the faculty and staff in each of the departments working to make sure their contributions to education are of the highest quality, and the tremendous effort of all the investigators carrying out research at the bench and the bedside to make sure that the

environment the students learn in stimulates their appetite for expanding the boundaries of medical knowledge. I am humbled by the enormity of this work, and can think of no better enterprise for any of us than this, to advance the art and science of medicine and make the world a healthier place.

As I close, I want to note my own excitement with the choice of Dr. Peter Igarashi as Dean, Renaissance School of Medicine. He is an innovative leader who will bring great things to the School of Medicine, and I am excited to watch what the next few years have to bring for our school. •

## Update from the Office of Undergraduate Medical Education *continued from cover*

seats colored in "Stony Brook Red," a team-based learning facility, multiple small-group rooms and our recently renovated Clinical Simulation Center (CSC). We doubled the size of our CSC, providing additional space for standardized patient exercises, high-fidelity manikin simulations and procedural skills, including ultrasound training and much more. Our facilities allow us to apply the "flipped classroom" approach to medical education. Students learn the background material through self-directed learning, and then apply the skills in our training centers, thus fostering self-direction and lifelong learning. As our healthcare systems continue to evolve, such skills, we believe, are highly essential for successful careers as physician leaders.

Third, scholarship is a standout characteristic among our students, and our Scholarly Concentration Program provides a funded opportunity for our students to conduct research. Students can elect to conduct a scholarly concentration project in one of four areas: basic or clinical research, global health, medical education, and medical ethics and humanities. In addition to this program, our students have opportunities to obtain

dual degrees, including MD-PhD, MD-MBA, MD-MPH, MD-Master's in Epidemiology and Clinical Research and MD-Master's in Medical Humanities, Compassionate Care and Bioethics.

Fourth, professionalism is a key pillar in our curriculum. How we think about others, care for our patients and communicate with each other are vitally important in developing a successful career as physicians. In the evolution of our students from laypeople 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 received the Alpha Omega Alpha Honor Society Award for this endeavor.

Fifth, we have recently added studying the systemic racism and healthcare disparities that exist in our society to our curriculum. You will immediately appreciate the incorporation of these concepts in our Transition to Medical

School, Medicine in Contemporary Society, Introduction to Clinical Medicine and other preclinical courses that emphasize implicit bias training and anti-racism strategies.

Sixth, we are mindful of the stress and burnout that have become associated with the practice of medicine. 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 on 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, research activities and student clubs. The Medical Student Health, Happiness and Humanism group is one of our many highlights.

Finally, I'd like to spotlight our graduates, who remain our biggest ambassadors. Many have served as chief residents and have gone on to academic leadership roles throughout the U.S. and beyond, a real attestation to the quality of the physicians we graduate.

**Welcome to the Renaissance School of Medicine and enjoy the journey! •**



VIDYA, the name chosen for this newsletter, is a Sanskrit word meaning knowledge. Part of an education during medical school is the pursuit of knowledge and learning. Since the newsletter is devoted to covering the educational aspects of the Renaissance School of Medicine at Stony Brook University, this name is especially meaningful. Published in August, VIDYA is available as a printed piece and can be viewed online at [renaissance.stonybrookmedicine.edu/ugme/vidya](http://renaissance.stonybrookmedicine.edu/ugme/vidya)

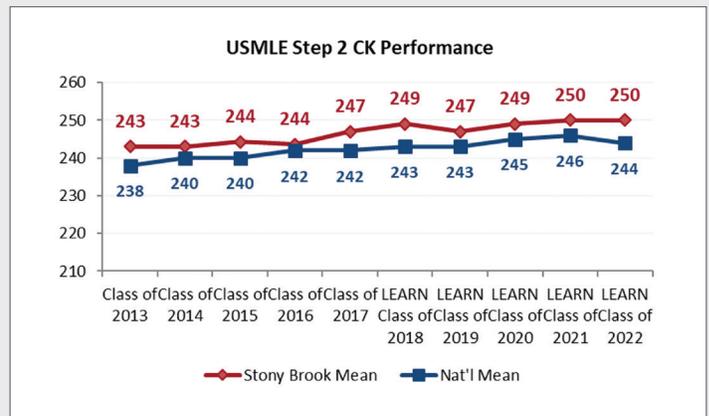
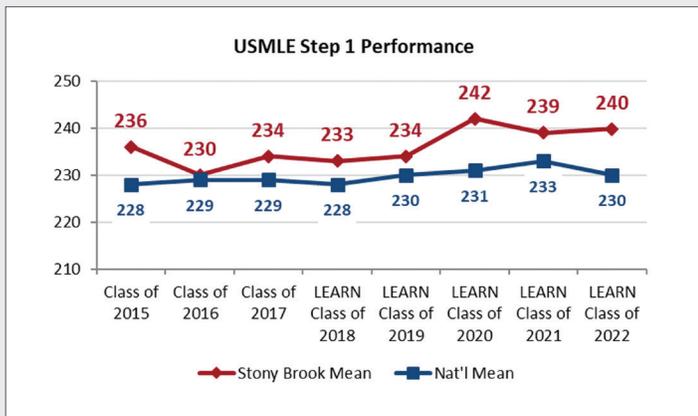
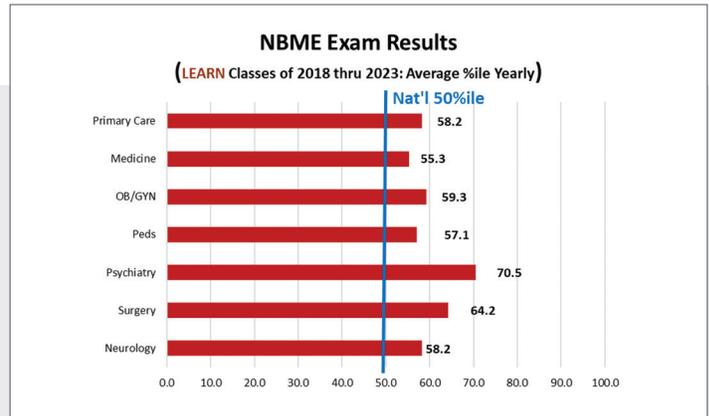
# STONY BROOK MEDICINE ACADEMIC OUTCOMES IN A NUTSHELL



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

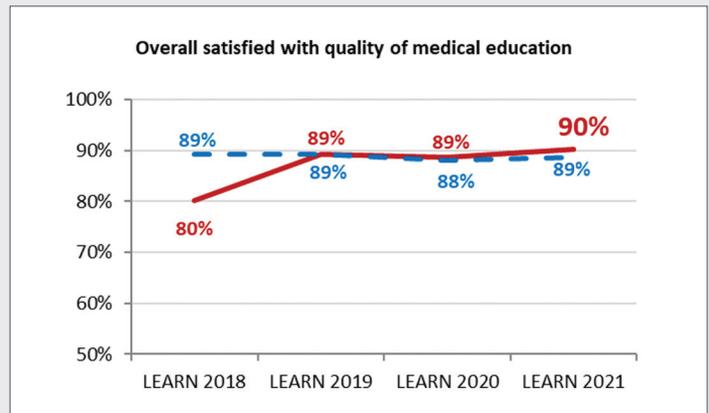
## NATIONAL STANDARDIZED EXAMS

Our students 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 2022

Renaissance School of Medicine at Stony Brook University  
Office of Undergraduate Medical Education

## THE OFFICE OF UNDERGRADUATE MEDICAL EDUCATION IS PLEASED TO INTRODUCE THE RENAISSANCE SCHOOL OF MEDICINE'S 2022 ENTERING CLASS.

We received 5,712 applications — 841 applicants were interviewed, and we made 461 offers to fill our class. Of the 137 spots in the class, 53 percent are women, 18 percent are historically underrepresented minorities in medicine, 74 percent are New York State residents, 24 percent are out-of-state residents (13 states represented) and 2 percent are international students. There are a total of 14 students with advanced degrees, including 12 with a master's degree and 1 with an MPH degree. Students performed extremely well on

the MCAT (median score of 515). Their median science and total GPAs are very competitive at 3.83 and 3.86, respectively. Students majored in many fields of study (84 percent focused in the sciences) at 68 of the finest universities in this country, which are listed below.

Although the year 2021 – 2022 has certainly posed challenges, we are encouraged to know that the interest in the field of medicine remains high and that we continue to attract outstanding students to our school.

We look forward to welcoming our newest class of students to the Renaissance School of Medicine on August 10, 2022. •

## UNDERGRADUATE SCHOOL BREAKDOWN

<b>SUNY-Stony Brook University</b> .....	<b>25</b>	Brandeis University.....	3	Harvard University.....	2
SUNY-Binghamton.....	10	CUNY-Hunter College.....	3	Hofstra University.....	2
Cornell University.....	7	University of Pennsylvania.....	3	Indiana University-Bloomington.....	2
Johns Hopkins University.....	6	Duke University.....	2	New York University.....	2
Columbia University.....	4	Emory University.....	2	Tulane University.....	2
University of California-Los Angeles.....	4	Fordham University.....	2	University of California-Berkeley.....	2
Boston University.....	3	George Washington University.....	2	University of Massachusetts-Amherst.....	2

### The following schools have one acceptance:

Bard College	Rice University	University of Colorado-Boulder
Barnard College	Rutgers University	University of Illinois at Urbana-Champaign
Boston College	St. John's University	University of Michigan-Ann Arbor
Brown University	Stanford University	University of North Carolina-Chapel Hill
Case Western Reserve University	SUNY-Buffalo	University of North Carolina-Charlotte
CUNY-Baruch College	SUNY-College at Buffalo	University of Pittsburgh
CUNY-Lehman College	SUNY-New Paltz	University of Rochester
Colgate University	Swarthmore College	University of Southern California
Dartmouth College	Syracuse University	University of Toronto
Davidson College	The College of New Jersey	University of Virginia
Georgetown University	Tufts University	University of Wisconsin-Madison
Loyola University-Chicago	Union College	Vanderbilt University
Macalester College	University of California-Davis	Vassar College
McGill University	University of California-Irvine	Washington University
Montclair State University	University of California-San Diego	Yale University
Muhlenberg College	University of Chicago	

**TOTAL SCHOOLS REPRESENTED: 68**

## WHAT TO LOOK FOR IN 2022-23

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 10-19, 2022

White Coat Ceremony  
August 14, 2022

International Opportunities in Global Medicine Info Session  
August 16, 2022

Scholarly Concentrations Program (SCP) - Summer Follow-up Presentations  
August 17, 2022

Introduction to the Scholarly Concentrations Program (SCP)  
October 2022

Careers in Medicine  
Fall 2022

Asian Extravaganza  
TBD

Diaspora of Color  
TBD

Evening of the Arts  
TBD

Holi  
TBD

Hispanic Heritage Event  
TBD

Jeopardy Event  
TBD

Match Day  
March 17, 2023

Scholarly Concentrations Program (SCP) - Research Day Presentations  
April 27, 2023

Commencement  
May 2023

Scholarly Concentrations Program (SCP) - Kickoff  
June 2023

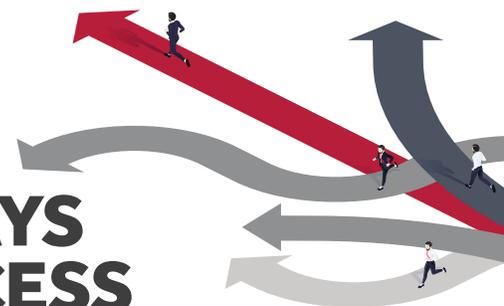
### ALSO CHECK OUT THE SCHOOL'S ACADEMIC CALENDAR AT

medicine.stonybrookmedicine.edu/  
AcademicCalendar



## PATHWAYS TO SUCCESS

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



### Welcome new students and welcome back returning students!

What does it take to succeed in medical school? Renato Guerrieri, Vice Chair of the American College of Physicians Council of Student Members and an MD/PhD candidate at the University of Texas, offers these keys to success:<sup>1</sup>

1. Admit early on that you aren't going to become an expert in everything. The breadth of medical knowledge is immense, and it continues to grow each day. The pathway to learning this medical knowledge is one that you will be on for a lifetime.
2. Avoid comparing yourself to your classmates. Every medical student will, at some time in their training, feel unworthy to be in medical school. Anticipate this imposter syndrome, and when it strikes, seek out peers, role models and preceptors who will share with you their own battles with imposter syndrome. Our Admissions Committee did not make a mistake in selecting you to join our school and our profession.
3. Choose the academic resources that work for you and stick to them. Fortunately and unfortunately, there is no shortage of advice on how to succeed in medical school. You will be inundated with advice on which study strategies, question banks, flashcards, review books, videos, apps, kombucha, coffee, microbreweries, beaches, car mechanics, etc., are best. But you need to figure out what works for you.
4. Cultivate your support system inside and outside of medical school. Form a core group of friends inside of medical school who are encouraging, empathetic and supportive of one another. Maintain a connection with family, friends and community members outside of medical school to keep you grounded. Don't become insulated to the larger world around you.
5. Check in with yourself and ask for help when you need it. Block off time every day for reflection. You might meditate or write in a journal. Ask yourself, what brought me joy and what drained me emotionally? When the negatives start outweighing the positives, ask for help — from a classmate, friend, mentor, family member, dean's office staff or therapist. Seeking help is a strength, not a weakness.

<sup>1</sup>Guerrieri, R. (2022). Five keys to succeeding in medical school. American College of Physicians. <https://www.acponline.org/about-acp/about-internal-medicine/career-paths/medical-student-career-path/five-keys-to-succeeding-in-medical-school>.

### 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 successes, personal well-being, formation of professional identity, and success on national standardized exams.

**Pathways to Success** comprises four 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 academic difficulties in Phase I in order to minimize the risk for NBME Subject Exam (aka Shelf Exam) and USMLE Step Exam failures.
- **CAREERS** provides medical students with large- and small-group and individualized career advising through curricular,

(continued on page 7)

# WHO'S WHO IN THE OFFICE OF UNDERGRADUATE MEDICAL EDUCATION

The Office of Undergraduate Medical Education is responsible for all aspects of undergraduate medical education (including curricular affairs, student affairs and admissions).

## DEANS



**Andrew Wackett, MD**  
Vice Dean, Undergraduate Medical Education  
Director, Clinical Simulation Center  
Clinical Associate Professor of Emergency Medicine



**David Cohen, MD**  
Associate Dean for Student Affairs  
Associate Professor of Emergency Medicine



**Jack Fuhrer, MD**  
Associate Dean for Admissions  
Associate Professor of Medicine



**Jedan Phillips, MD**  
Associate Dean for Minority Student Affairs  
Associate Professor of Family, Population and Preventive Medicine



**Grace Agnetti, MS, Ed**  
Assistant Dean for Student Affairs and Financial Aid



**Mary Jean Allen, MS**  
Assistant Dean for Student Affairs



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



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



**Jennie Williams, PhD**  
Assistant Dean for Student Diversity

## PROFESSIONAL STAFF



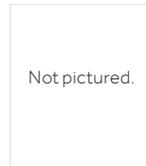
**Caroline R. Lazzaruolo**  
School of Medicine Registrar and Office Manager



**Jeffrey Swain, PhD**  
Faculty Development Specialist



**Candace Chabza, MA**  
Learning Specialist



**Linda DeMotta, MA**  
Learning Specialist

Not pictured.

## DIRECTORS



**Richard J. (Rick) Iuli, PhD**  
Medical Education Specialist  
Director, Pathways to Success Program



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



**Mark Sedler, MD**  
Founding Director, Office of Global Medical Education  
Professor of Psychiatry and Public Health

# WELCOME FROM ALUMNI

**THE STONY BROOK ALUMNI ASSOCIATION IS DELIGHTED TO WELCOME THE INCOMING CLASS OF 2022.**

## ADMINISTRATIVE SUPPORT STAFF



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**Rhonda Kearns**  
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**Dianne Tokar**  
Administrative Assistant to  
Andrew Wackett, MD  
(631) 638-1258

After all your hard work and determination, your dream of entering medical school has been realized, and we are here to help you with your journey through medical school and beyond.

During your years at Stony Brook, the alumni community will provide mentorships, scholarships, help with career guidance and offer places to stay when students do their away rotations or travel for residency interviews. Students are always welcome, invited and encouraged to participate in virtual and in-person *Careers in Medicine* events. •

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**Pathways to Success** *continued from page 5*

cocurricular and extracurricular programs, events, information and resources. Check out our new **CAREERS** tab on CBase!

- **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 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.

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



# 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
- Global Health
- Medical Humanities and Ethics
- 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.

**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.

*On August 17 at 3 pm, the current second-year students will present the results of their research performed over the summer. Information on titles of projects and location of presentations will be made available to the first-year students.*



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

# 3YMD PROGRAM

The Three-Year MD Program at the 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:

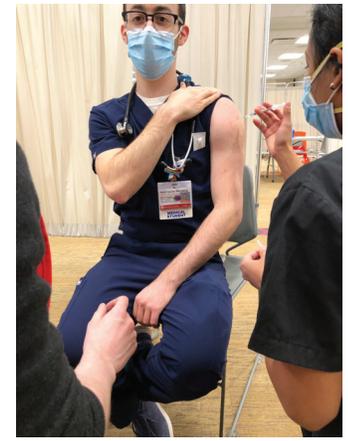
- Save time and tuition costs by completing your MD requirements in three years.
- Develop a long-term mentoring relationship in your Renaissance School of Medicine residency program.
- Direct pathway for entry into a Renaissance School of Medicine residency program.
- Enter the physician workforce a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

For more information, visit [renaissance.stonybrookmedicine.edu/3YMD](http://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](http://renaissance.stonybrookmedicine.edu/mstp).



(Left) SB Home Gynecological Services Day: 1st row: Camille Chan and Ryan Williams, Class of 2024; 2nd row: Dr. Jedan Phillips and Undergraduate Spanish Translators. (Center) Dr. Jedan Phillips, Associate Dean for Minority Student Affairs, gets his COVID vaccination. (Right) Mark Levine-Weinberg, Class of 2021, gets his COVID vaccination.

# STONY BROOK HOME RELIES ON ITS MEDICAL STUDENT VOLUNTEERS

## MISSION STATEMENT

**Stony Brook Health Outreach and Medical Education (SB 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 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 SB HOME's mission during clinic hours and/or outside of clinic hours.

For more information about participating in **SB Home**, visit [renaissance.stonybrookmedicine.edu/stonybrookhome](https://renaissance.stonybrookmedicine.edu/stonybrookhome).

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

### PLEASE SUPPORT US: DONATIONS ARE TAX-DEDUCTIBLE.

**Please make checks payable to "FSA 703 SUNY at Stony Brook" and mail to:**

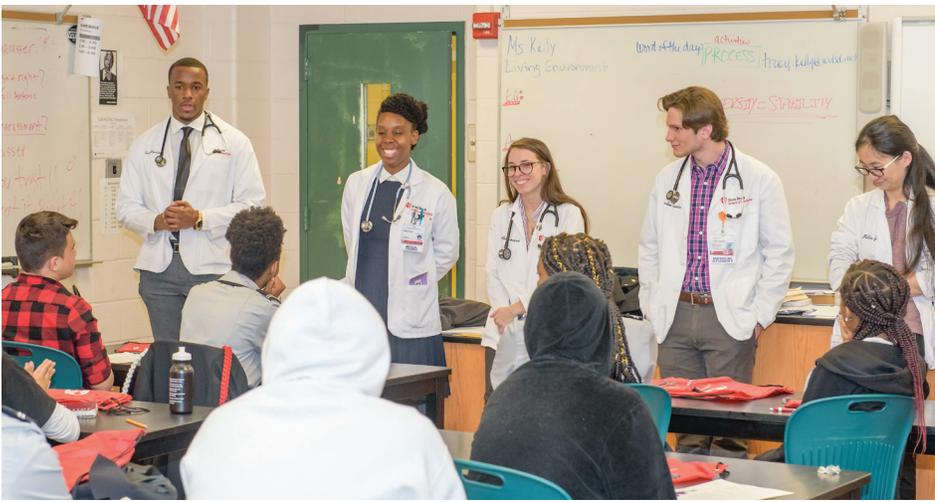
Renaissance School of Medicine  
 Attn: Anita Henninger  
 Health Sciences Tower, Level 4, Room 147  
 Stony Brook, NY 11794-8432 •



**MD/MBA** The College of Business and the Renaissance School of Medicine have created 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/commcms/business/graduates/\\_combined-masters/mdmba.php](https://stonybrook.edu/commcms/business/graduates/_combined-masters/mdmba.php).

**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](https://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/](https://stonybrook.edu/bioethics/education/).



(Left) Renaissance School of Medicine medical students interact with students from Wyandanch Memorial High School. (Right) Stony Brook medical students at Longwood High School.



# MEDICAL STUDENTS CONTINUE A TRADITION OF COMMUNITY SERVICE

By Cordia Beverley, MD, Assistant Dean for Community Health Policy; Clinical Associate Professor Family, Population and Preventive Medicine

## The World Health Organization (WHO) identifies education as a major social determinant of health.

Doctors Back to School (DBTS) Day, the Renaissance School of Medicine’s volunteer educational program, completed its fifth annual event on May 17. Launched in 2017, DBTS Day was developed in collaboration with three Suffolk County high schools where the majority of students are from groups underrepresented in medicine. The program was promoted by the American Medical Association (AMA) to encourage young people from underrepresented communities to realize that medicine is an attainable profession.

A steadily growing program, Doctors Back to School Day has been conducted in person at Brentwood, Longwood and Wyandanch high schools in 2017, 2018 and 2019, and virtually in 2021. The schools were closed in 2020 due to the COVID-19 Pandemic. This year, medical students, residents and a PhD medical researcher from the Renaissance School of Medicine resumed visits to the schools, and were joined by attending physicians Dr. Cordia Beverley, Dr. Carly Gomes, Dr. Alexandra Guillaume and Dr. Yuri Jadotte. Speaking to more than 500 high school students, they shared their unique perspectives on the experience of pursuing careers in medicine. At Brentwood, one of the sessions was conducted in Spanish while two other sessions were conducted in English.

The medical students enjoyed their discussions with the high school students who asked questions across a variety of topics, including applying to medical school, balancing school and personal life, and which classes were the most fun.

**A medical student wrote:** “I am one of the students who participated at Doctors Back to School Day program at Brentwood High School. I have never shared my journey before in front of a big audience. It was extremely challenging but rewarding to tell the students about my struggles as a foreigner and the barriers I faced to get into medical school. My message really resonated with most underrepresented students whom I share the same background and challenges.”

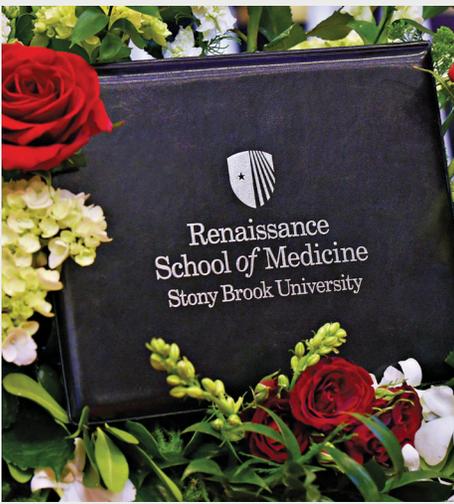
**A chemistry teacher at Wyandanch High School wrote:** “Thank you for sending the medical students and physicians to Wyandanch. They were all so wonderful! They interacted with the students on such a real level that it was awesome to witness.”

We plan to continue this program in 2023 and would like to thank the teachers and staff at Brentwood, Longwood and Wyandanch high schools for their collaboration and hospitality, especially during the COVID-19 pandemic. •



Renaissance School of Medicine medical students interact with students from Brentwood High School.





*(Above) Members of the Class of 2022 recite the Hippocratic Oath.*

*(Below) Graduating Class of 2022.*

# COMMENCEMENT 2022

The Class of 2022 will be heading off to the following residency programs:

## SITES

Albany Medical Center	Einstein/Montefiore Hospital	Memorial Healthcare System	Scripps Clinic/Green Hospital	University of Texas Medical School – Houston	UPMC Medical Education
Albert Einstein Medical Center	Geisinger Health System	Montefiore Medical Center/Einstein	Stamford Hospital/Columbia	University of Washington Affiliate Hospitals	VA Greater LA Health System
Beth Israel Deaconess Medical Center	Houston Methodist Hospital	New York-Presbyterian/Queens	Stony Brook Medicine	University of Wisconsin Hospital and Clinics	Virginia Commonwealth University Health System
Brigham & Women's Hospital	ISMMS Mount Sinai Hospital	Nuvance Health	SUNY HSC Brooklyn	University of California Irvine Medical Center	Wake Forest Baptist Medical Center
Brown University – Kent Hospital	ISMMS Mount Sinai Morningside – West	New York-Presbyterian Hospital – Weill Cornell Medical Center	Temple University Hospital	University of California San Diego Medical Center	Westchester Medical Center
Brown University – Rhode Island Hospital	Jamaica Hospital Medical Center	New York University Grossman School of Medicine	Thomas Jefferson University	University of California San Diego Medical Center	Yale – New Haven Hospital
Case Western/University Hospitals Cleveland Medical Center	Johns Hopkins Hospital	New York University Long Island School of Medicine	University of Miami/Jackson Health System	UHS – Wilson Medical Center	Zucker SOM – Northwell Cohen Children's
Cedars-Sinai Medical Center	Kaiser Permanente – San Jose	Ohio State University Medical Center	University of Nevada Reno SOM	University of Massachusetts Chan Medical School	Zucker SOM – Northwell Glen Cove Hospital
Children's Hospital – Los Angeles	Kaiser Permanente – San Francisco	Riverside Community Hospital	University of North Carolina Hospitals	University of California San Francisco	Zucker SOM – Northwell NS/LIJ
Children's National Medical Center	Lahey Clinic	Rush University Medical Center	University of Rochester/Strong Memorial	University of Chicago Medical Center	Zucker SOM – Northwell Staten Island University
Cleveland Clinic Foundation – OH	Loma Linda University Medical Center	Rutgers – R W Johnson Medical School	University of Southern California	University of Vermont Medical Center	
CMSRU/Cooper University Hospital	Loyola University Medical Center		University of Texas at Austin Dell Medical School		
	Massachusetts General Hospital				





Members of the Class of 2022 celebrate Match Day with family and friends!

# WHAT A MATCH

The Class of 2022 matched to the following residency specialties and programs:



## TOP Residency Specialties



### ALL RESIDENCY PROGRAMS

- Anesthesiology
- Dermatology
- Emergency Medicine
- Family Medicine
- General Surgery
- Internal Medicine
- Internal Medicine/ Pediatrics Combined
- Neurology
- Neurology Surgery
- Obstetrics/Gynecology
- Ophthalmology
- Orthopaedic Surgery
- Otolaryngology
- Pediatrics
- Physical Medicine & Rehabilitation
- Plastic Surgery
- Psychiatry
- Radiology
- Urology



# GIVE BACK

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

For further information about the Alumni Association, please visit [stonybrook.edu/SOM-AlumniSupport](http://stonybrook.edu/SOM-AlumniSupport) or to donate, please contact Samantha Nobile, Director of Advancement, at [Samantha.Nobile@stonybrookmedicine.edu](mailto:Samantha.Nobile@stonybrookmedicine.edu)

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