

VIDYA



Renaissance
School of Medicine
Stony Brook University

UNDERGRADUATE MEDICAL EDUCATION NEWSLETTER

AUGUST 2023

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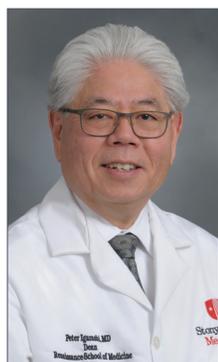
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2023

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DEAN'S MESSAGE

Peter Igarashi, MD

Dean, Renaissance School of Medicine at Stony Brook University
Professor of Medicine



I am delighted to welcome you to this edition of VIDYA, my first as Dean of the Renaissance School of Medicine at Stony Brook University. Since my arrival in September 2022, I have thoroughly enjoyed getting to know the superb faculty, staff and learners at the medical school and university. I am more excited than ever about the enormous opportunities we have to co-create one of the most outstanding public medical schools in the country. Our vision is to convert all of that potential energy into kinetic energy to benefit our patients, learners

and communities. Over the last year there have been some extraordinary developments that will help drive that vision including the designation of Stony Brook University as a flagship in the SUNY system, our selection as the lead institution for the New York Climate Exchange and the receipt of a \$500 million endowment from the Simons Foundation, the largest unrestricted philanthropic gift in this country's history. Within Stony Brook Medicine, we are launching new initiatives such as the Center for Healthy Aging and the Center for

(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 our School of Medicine.

First, there is our LEARN curriculum. LEARN stands for Learning Centered, 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), which 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 teaching and learning spaces create an environment that is very conducive to learning. This includes our beautiful auditorium

(continued on page 2)

Dean's Message *(continued from cover)*

Interprofessional Innovation, both of which will take advantage of the five Health Sciences schools and the Program in Public Health that we have on our campus. We recently opened a new multispecialty clinic in a former Sears building in the Smith Haven Mall. When fully built, this facility will provide convenient one-stop shopping for our patients where they can receive care from multiple specialists and enroll in clinical trials, all in one visit. I hope you share my excitement for the steep upward trajectory that we are on.

One of the joys of my position as Dean is the opportunity to engage with our medical students both directly and through their representatives on the Student Senate. Whether in small groups, individual one-on-one meetings or larger events, it has been

heartwarming to learn about the wonderful things our students are doing ranging from presenting research at the Medical Scientist Training Program symposium, volunteering in the Stony Brook Health Outreach and Medical Education free clinic, starting our local chapter of Black Men in White Coats, helping with outreach to disadvantaged communities or receiving national recognition. We are so proud of you and your accomplishments. We have a terrific group of faculty and staff in the dean's office who are invested in your success. Of course, we want to continuously improve, so this fall and in response to your feedback, we will be tweaking the curriculum, improving the feedback and evaluation system and opening new quiet space in the library that will be available 24/7.

Finally, I would like to welcome the 136 entering students of the Class of 2027 who will join us this month. By many measures, yours is the most diverse entering class in the history of the medical school and academically, you are highly accomplished. We are proud and honored that you are joining us, and we look forward to watching as you grow into becoming physicians. •

Update from the Office of Undergraduate Medical Education *(continued from cover)*

with seats colored in "Stony Brook Red," a team-based learning facility, multiple small group rooms, ample study space in multiple settings 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 Concentrations Program (SCP) provides a funded opportunity for our students to conduct research. Students can elect to conduct an SCP 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 the opportunity to obtain the following dual degrees: MD/PhD, MD/MBA, MD/MPH, MD-Masters in Epidemiology and Clinical Research and MD-Masters 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 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 received the Alpha Omega Alpha Honor Society Award for this endeavor.

Fifth, our curriculum includes the study of the systemic racism that exists in our society and the role it plays in promoting healthcare disparities. 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 understand the significant role that interprofessional teams play in the care of our patients. With this in mind, we have created the Stony Brook Center for Interprofessional Innovation. The Renaissance School of Medicine exists among the Stony Brook University Schools of Nursing, Dental Medicine, Social Welfare, Health Professions

and the Program in Public Health. This environment, which also includes the presence of the university at large, provides unique opportunities for interprofessional learning and the development of team building and leadership skills. Future physicians will need to learn to be the leaders of healthcare teams.

Of utmost importance, 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 United States, and they continue 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 United States and beyond, a real attestation to the quality of the physicians we graduate.

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

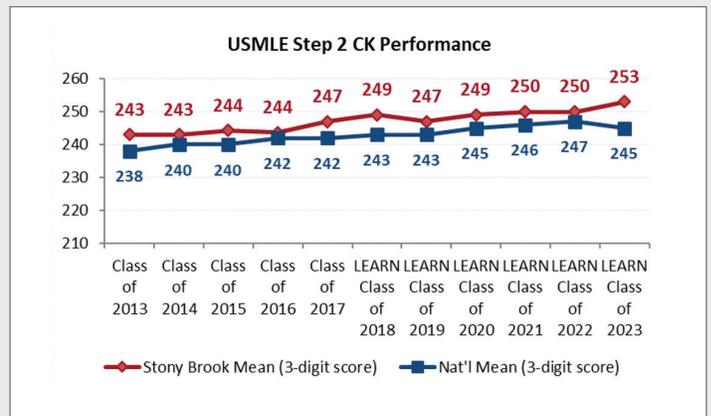
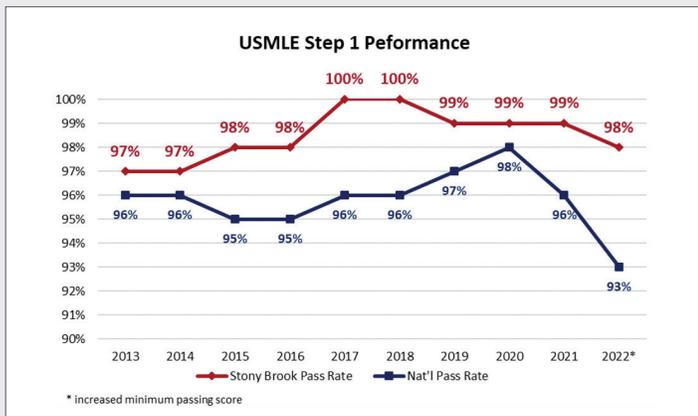
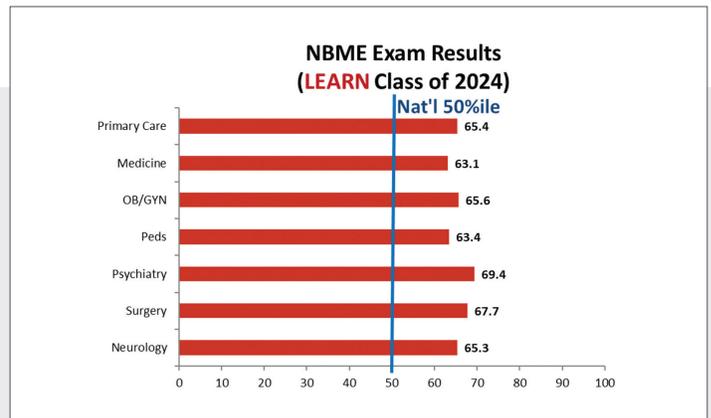
STONY BROOK MEDICINE ACADEMIC OUTCOMES IN A NUTSHELL



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

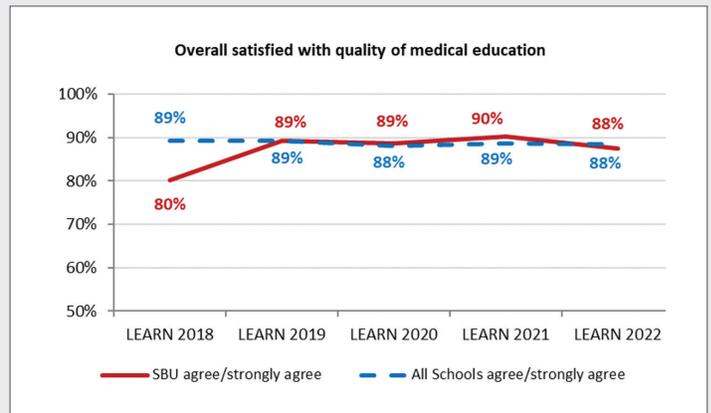
NATIONAL STANDARDIZED EXAMS

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 2023

Renaissance School of Medicine at Stony Brook University
Committee on Admissions



Jack Fuhrer, MD

Associate Dean for Admissions
Associate Professor of Medicine

The Committee on Admissions is proud to introduce the Renaissance School of Medicine's 2023 entering class. We received 5,470 applications for this entering class, from which we interviewed 849 applicants. To fill our class of 136, we made 468 offers. Fifty-four percent of the entering class are women, 20 percent are from historically underrepresented minority communities in medicine, 17 percent are the first generation to earn a college degree. Seventy-six percent of the entering class are New Yorkers, 28 students are from out of state

(11 states) and four are international students. Thirteen students have advanced degrees, including one who has earned a PhD.

Students performed extremely well on the MCAT (the median score is 515, which is in the 90th percentile). The median science GPA and total GPA for this entering class are very competitive at 3.86 and 3.89, respectively. Students attended 64 different undergraduate colleges (see below). •

UNDERGRADUATE SCHOOL BREAKDOWN

SUNY-Stony Brook University	20	SUNY-Binghamton	3	St. John's University	2
Cornell University	17	University of California-Berkeley.....	3	SUNY Buffalo	2
CUNY-Hunter College	5	Brandeis University.....	2	Union College	2
Duke University.....	5	CUNY Brooklyn College.....	2	University of California-Davis.....	2
University of California-Los Angeles.....	5	Fordham University	2	University of Massachusetts-Amherst	2
Columbia University	4	Johns Hopkins University	2	University of Rochester.....	2
New York University.....	4	Northeastern University	2	University of Southern California	2

The following schools have one acceptance:

Adelphi University	Northwestern University	University of Florida
CUNY-Baruch College	Oregon State University	University of Guelph-Humber
Brown University	Princeton University	University of Maryland
Canisius College	Rensselaer Polytechnic University	University of Michigan
Case Western Reserve University	Rice University	University of Nebraska
Colgate University	St. John Fisher University	University of North Carolina
Dalhousie University	SUNY-Geneseo	University of Pittsburgh
Denison University	SUNY-Plattsburg	University of Southern Mississippi
Emmanuel College	Ohio State University	University of Texas-Austin
Emory University	Tufts University	University of the Pacific
Georgetown University	Tulane University	University of Virginia
Georgia Institute of Technology	University of Arizona	University of Washington
Middlebury College	University of California-Irvine	Wesleyan University
New York Institute of Technology-	University of California-San Diego	Williams College
Old Westbury	University of California-Santa Barbara	

TOTAL SCHOOLS REPRESENTED: 64

WHAT TO LOOK FOR IN 2023-24

Read your TGIF emails

from the Office of Undergraduate Medical Education

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 9-18, 2023

White Coat Ceremony
August 11, 2023

International Opportunities in Global Medicine Info Session
August 15, 2023

Scholarly Concentrations Program (SCP) - Post-Summer Follow-Up Presentations
August 16, 2023

Introduction to the Scholarly Concentrations Program (SCP)
Fall 2023

Careers in Medicine
Fall 2023

Asian Extravaganza
TBD

Diaspora of Color
TBD

Evening of the Arts
TBD

Holi
TBD

Hispanic Heritage Event
TBD

Jeopardy Event
TBD

Match Day
March 15, 2024

Scholarly Concentrations Program (SCP) - Research Day Presentations
April 25, 2024

Commencement
May 2024

Donor Remembrance Day
May 2024

Scholarly Concentrations Program (SCP) - Kickoff
June 3, 2024

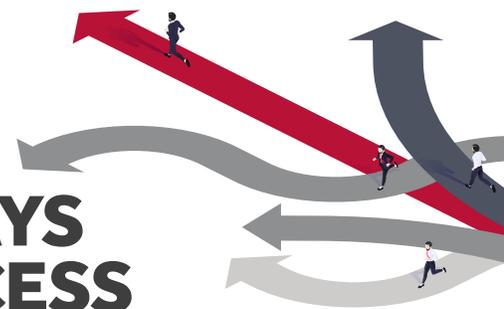
ALSO CHECK OUT THE SCHOOL'S ACADEMIC CALENDAR AT

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 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.

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

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 Admissions



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, 3YMD Pathway



Jennie Williams, PhD
Assistant Dean for Student Diversity

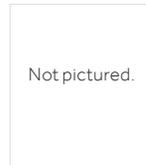
PROFESSIONAL STAFF



Caroline R. Lazzaruolo
Registrar



Candace Chabza, MA
Learning Specialist



Linda DeMotta, MA
Learning Specialist



Salema Mahajan
Senior Research Support Specialist



Gina Robinson
Instructional Design/Technology Specialist

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

ADMINISTRATIVE SUPPORT STAFF



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Administrative Assistant to
Andrew Wackett, MD
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Marc Soevyn
Assistant Director of
Alumni Engagement
Stony Brook University

THE STONY BROOK ALUMNI ASSOCIATION IS DELIGHTED TO WELCOME THE INCOMING CLASS OF 2024.

On behalf of more than 6,154 alumni who have paved the way over the past 50 years, we extend our congratulations and warm welcome as you embark on your most fulfilling and rewarding journey at the Renaissance School of Medicine at Stony Brook University. Throughout your path to becoming an exceptional physician, you will discover unwavering support from faculty, staff, peers, friends and family, as well as a dedicated alumni community.

Our alumni are here to support you in your journey through medical school and beyond. The stethoscope presented to you at the White Coat Ceremony symbolizes just the beginning of this community's support. During your years at Stony Brook University, alumni will provide scholarships, awards, mentorship and career guidance. Our Renaissance School of Medicine Black and LatinX Alumni/Student Network provides a welcoming space for underrepresented minority students. Furthermore, students are always welcome to interact with alumni during class reunions and to participate in virtual and in-person events, such as Careers in Medicine, where you can meet alumni mentors and gain valuable advice about the profession. •



Here, Soumya Mandava, MD, received the stethoscope at the White Coat Ceremony.



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**

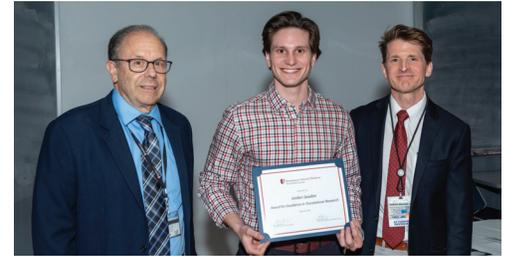
The program aims to align the areas of interest of students with the academic mission of the Renaissance School of Medicine at Stony Brook University, providing a longitudinal area of work to the student experience at the Renaissance School of Medicine. For many students, this experience has been extremely 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 16 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. •

Award recipients with Dr. Fleit and Dr. Wackett.



(First) Samantha Novotny, Excellence in Clinical Science Research
(Second) Jordan Saadon, Excellence in Translational Science Research
(Third) Austin Hake and Shafkat Salam, Excellence for Research in Humanistic Studies
(Fourth) Christina Melian, Excellence for Global Health Research

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.



Lisa Strano-Paul, MD, FACP
Assistant Dean for Clinical Education
Clinical Professor of Medicine
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.



SB HOME RELIES ON ITS MED STUDENT VOLUNTEERS

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

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

The benefits of volunteering at SB HOME 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.

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 "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.

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.



ENHANCING DIVERSITY IN THE MEDICAL PROFESSION

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

Medical Students, Residents and Faculty Go Back to High School to Inspire the Next Generation of Underrepresented Minority Physicians

Racial and ethnic health disparities have been widely acknowledged and minority populations have been disproportionately impacted by the COVID-19 pandemic. In order to begin to reduce the disparities, it is vital to increase the number of professionals from populations that are currently underrepresented in medicine.

Since 2017, the Renaissance School of Medicine's students, residents and faculty have participated in Doctors Back to School Day (DBTS), which is a program promoted by the American Medical Association, to encourage young people from underrepresented communities to consider medicine as an attainable profession. This community service tradition has been conducted at Brentwood, Longwood and Wyandanch high schools, which are all located in Suffolk County, where most of the students are from groups underrepresented in medicine. The program was held in person in 2017, 2018, 2019 and 2022, and virtually in 2021. Also in 2022, the DBTS program added a series of virtual programs for the pre-med clubs at Benjamin Banneker Academy and Bedford Academy in Brooklyn, New York.

The medical students, residents and attending physicians share with the high school students why they chose medicine as their career and the joys of practicing

medicine. The medical students speak about their own journeys and their experiences in medical school and they expressed their appreciation for the opportunity to engage high school students. In 2022, one of the sessions at Brentwood High School was conducted in Spanish, while two other sessions were conducted in English.

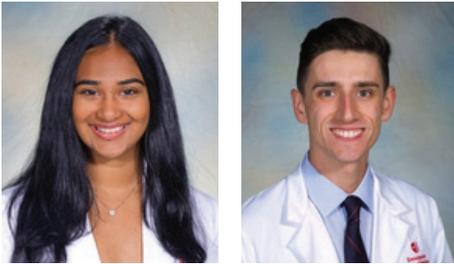
The high school students asked a variety of questions about areas of study in college, the medical school admissions process and how to balance school requirements and one's personal life.

Ms. Maria Baidan, a teacher and advisor to Benjamin Banneker Academy's Pre-Med Club, wrote:

"Witnessing successful professionals who share the same cultural heritage has instilled a sense of pride and confidence in our students, empowering them to dream big and pursue their aspirations knowing that they too can make a meaningful impact in the healthcare field. This collaboration has been instrumental in fostering a sense of belonging and providing our students with role models who have paved the way for their own future success. We are appreciative of all the support, and we are looking forward to future collaborations with Stony Brook University."

In October 2023, the DBTS program will continue our in-person tradition at Brentwood, Longwood and Wyandanch high schools in Suffolk County and virtually at Benjamin Banneker Academy and Bedford Academy in Brooklyn. We look forward to continued medical student participation. •





Class of 2026 Senators
(Left) Anisha Javvaji
(Right) Anthony Sochan

DONOR REMEMBRANCE DAY



During the initial days of medical school, a pivotal and transformative experience awaits most aspiring doctors as they step into the anatomy lab. Many students vividly recall the moment they unveiled the white sheet and beheld an actual human being lying on the dissection table. It took us a few moments to process what was happening, but together, we proceeded with curiosity and admiration. Within a few weeks, our pace quickened, and we found ourselves elbow-deep into the anterior chest wall. Our generous donors became our invaluable mentors. Studying the heart through rote memorization and books is one thing, but an entirely different experience to feel the muscular tissue and trace the vast array of coronary vasculature with our fingertips. Gradually, we learned to detach ourselves from the human aspect of the body, enabling us to move more efficiently. Yet, we frequently noticed recurring humanistic qualities — chipped nail polish, wrinkled tattoos or the presence of prosthetic valves and joints, all poignant reminders that this once vibrant being had lived a life of their own. Senators Anisha Javvaji and Anthony Sochan, RSOM MS1, and Dental School President Nina Aranbaev directed efforts to continue the yearly Donor Remembrance Ceremony to remember our anatomy donors and show our gratitude to their families.

This year's Donor Remembrance Ceremony occurred on May 13, 2023, in Ballroom A at the Stony Brook Student Activities Center. Families trickled in, mingled with one another, enjoyed food and took pictures with their loved ones at a decorated photo backdrop. The program started when Dr. Susan Larson delivered a profoundly moving speech to the families and students. Our emcee, Bikash Rahat, RSOM MS1, welcomed everyone and facilitated the event by introducing student speakers and performers throughout the day. Our classmates performed beautiful musical arrangements of "Tears in Heaven," "The Prayer," "The Water Is Wide," "Après un Rêve," "Going Home," "Here Comes the Sun," "Visiting Hours," "Ghost" and "You Raise Me Up." Catherine Siu, RSOM MS1, spoke about her experience in anatomy and

(continued on page 12)



(Middle Left) Emcee, Bikash Rahat, RSOM MS1, facilitating the event.

(Bottom Left) Dr. Susan Larson giving her opening remarks.

(Bottom Middle) Michael Sova performing "The Water Is Wide" by Ed Gerhard.

(Bottom Right) Kelly Wang (left) and Brigitte Maczaj (right) performing "Visiting Hours" by Ed Sheeran.

DONOR REMEMBRANCE DAY *continued from page 11*

recited poems titled “Not My Mother” and “What the Living Do.” Numerous students volunteered to meticulously plan every detail of the ceremony. We fostered a sorrowful yet uplifting atmosphere reminiscent of a memorial, from the flickering LED candles casting a gentle glow upon each table to the handmade floral arrangements filling the room with color. Every table had handwritten notes with thank you messages from the students to the families. We also sought to provide the families with tokens of remembrance. We carefully chose gifts to serve as lasting symbols of their cherished ones and an enduring connection to our institution. Among these gifts were delicate succulent plants, signifying resilience and longevity, and decorative magnets inscribed with “SBU Donor Remembrance Ceremony 5.13.23.”

The most memorable moment of the ceremony was listening to the donor families’ heartfelt speeches. At this moment, the true significance of hosting the Donor Remembrance Ceremony unfolded before us. It became clear that many family members were still grieving their loss. For some families, the donor ceremony was a substitute for a traditional funeral. Many donors selflessly contributed their bodies because of the exorbitant costs of a formal farewell, representing a meaningful act and ultimate sacrifice within their means. Countless family members stepped forward, their voices trembling with emotion, to share their departed spouse, parent or child’s profound impact on the world. Together with the families, we shared tears, laughter and closure. It was truly an honor to have learned from these people who once spread such joy to the world when they were alive and continued to share benevolence in their passing. Their altruism has enabled advancements in medical research, education and the pursuit of knowledge that can transform lives. As a class, our experience in medical school would not have been the same without them, and we will be forever grateful to the best teachers we ever had.

**Special thanks to Justin Leu, RSOMMS1, for capturing memories throughout the Donor Remembrance Ceremony. •*



(Top) Donor families listen to student reflections and performances.

(Middle) RSOM Class of 2026.

(Bottom) Stony Brook Dental School Class of 2026.

MATCH DAY CELEBRATION – MARCH 17, 2023

We had another successful Match this year, held in Benedict Hall, with 96 percent of the class matching to a residency program.

Twenty-one percent of students matched to primary care residencies (medicine, pediatrics, family medicine, med/peds).

Seventy-nine percent matched in New York State, and we are proud to report thirty percent of these students will continue their education here at Stony Brook Medicine.

Twenty-one percent will take their talents out of state to 20 different states. •



(more photos on page 16)

WHAT A MATCH

The Class of 2023 matched to the following residency specialties and programs:

TOP Residency Specialties

21
STUDENTS

ANESTHESIOLOGY

16
STUDENTS

INTERNAL MEDICINE

12
STUDENTS

PSYCHIATRY

11
STUDENTS

EMERGENCY MEDICINE

10
STUDENTS

RADIOLOGY-DIAGNOSTIC

ALL RESIDENCY PROGRAMS

Anesthesiology	21
Child Neurology	2
Dermatology	1
Emergency Medicine	11
General Surgery	7
Internal Medicine	16
Interventional Radiology (Integrated)	1
Neurological Surgery	2
Neurology	3
Obstetrics/Gynecology	2
Ophthalmology	4
Orthopaedic Surgery	3
Pathology	2
Pediatrics	8
Physical Medicine and Rehabilitation	3
Plastic Surgery (Integrated)	1
Psychiatry	12
Radiation Oncology	2
Radiology-Diagnostic	10
Urology	5
Vascular Surgery	1



MATCH DAY EXPERIENCE

Erin Lavin, MD
Renaissance School of Medicine at Stony Brook University, Class of 2023

Heading toward the Match Day reception, I anticipated that the event might feel a bit different for me. As I pushed my double stroller (which was groaning under the weight of my lanky four-year-old daughter and hearty two-year-old son), my third-trimester baby bump obscuring the view of my own two feet, it finally sunk in. Match Day was definitely going to feel different for me. My husband and I exchanged nervous glances. Although surrounded by peers I had come to know well over the last four years, we were the fish out of water. Decked out in St. Paddy's Day gear (didn't get the dress up memo), saddled with two hungry ragamuffin kids (who devoured at least three pastries each at the buffet), I reminded myself that I belonged here, too. That we belonged here, together.

In August of 2019, I kissed my one-year-old daughter goodbye, marking the end of my time as a stay-at-home mother, and headed to my first day of medical school. I remember the challenges and sacrifices of those early preclinical years to be present for her: waking up at 3 am to study, saying no to every social event, etc. But I also remember the incredible drive, determination and sense of professional purpose I began to develop as a result of my coursework at Stony Brook. I couldn't help but feel that, as I grew into a future physician, I was also growing into the best possible version of myself. Someone who nurtured their own gifts in service of others.

As the years progressed, my personal and professional goals expanded. Another baby joined us. I pursued a Master of Public Health degree. You might imagine that as a fourth-year dual-degree MD/MPH student and pregnant mother of two, I've been privy to an array of shocked facial expressions and some pretty amazing commentary: "Who's watching your kids?" "Are you serious, I can barely take care of myself?!" Despite how long I've had to prepare my response, I still get caught off guard. How does one justify their life or sense of normal?

So I wanted to take this opportunity to give the real answer. My family — my husband, my daughter, my son, my unborn child, my parents, my siblings — and my extended community of friends have been my single greatest asset on this incredibly long and arduous journey of medical and graduate school that I was most privileged



to have been able to pursue. Middle-of-the-night cuddles after toddler nightmares, morning baby giggles, small hands holding mine, a supportive husband by my side and a mother with an unshakable confidence in my ability to succeed are how I made it through. This wasn't harder for me. I'm not your inspiration. I am the luckiest one among us.

I couldn't face the envelope in my hands as the countdown ended. Like my STEP 1 and 2 scores of the past, my husband played announcer. "Stony Brook! Emergency Medicine!" I sobbed a small, quiet cry of relief and joy to be staying at the institution that has formed me into the person I am today. Then I promptly strolled my kiddos to the car and left to celebrate St. Paddy's Day and eat way too much corned beef and cabbage at my own mother's home. •



COMMENCEMENT 2023

(Above) Members of the Class of 2023 recite the Hippocratic Oath. (Below) Graduating Class of 2023.

The Class of 2023 will be heading off to the following residency programs:

SITES

Albany Medical Center	ISMMS Mount Sinai Beth Israel – New York	Memorial Sloan-Kettering	New York University Long Island School of Medicine	University of Colorado School of Medicine	University of Wisconsin
Beth Israel Deaconess Medical Center	ISMMS Mount Sinai Hospital – New York	Montefiore Medical Center/Einstein	OBH Brookdale University Hospital Medical Center	University of Kentucky Medical Center	UPMC Medical Education
Boston University Medical Center	ISMMS Mount Sinai Morningside – West	New York – Presbyterian/Queens	Ohio State University Medical Center	University of Maryland Medical Center	Vanderbilt University Medical Center
Brigham and Women's Hospital	ISMMS Mount Sinai South Nassau – New York	Northwell Health/ Zucker School of Medicine Hofstra	Orlando Health	University of Rochester/Strong Memorial	Westchester Medical Center
Brown University – Rhode Island Hospital	Johns Hopkins Hospital	Northwestern McGaw/Lurie Children's	Rush University Medical Center	University of Southern Florida Morsani COM	Yale New Haven Hospital
Case Western Reserve University/University Hospitals Cleveland Medical Center	Kaiser Foundation Hospital	NYMC at Jamaica Hospital	Rutgers – Robert Wood Johnson Medical School	University of Texas HSC – San Antonio	Zucker SOM- Northwell Cohen Children's
Children's National Medical Center	Kaiser Permanente – Los Angeles	NYP Hospital- Columbia and Cornell	Stanford Health Care	University of Washington Affiliate Hospitals	Zucker SOM- Northwell Lenox Hill Hospital
CMSRU/Cooper University Hospital	Maimonides Medical Center	NYP Hospital- Columbia University Medical Center	Stony Brook Medicine	University of California Davis Medical Center	Zucker SOM- Northwell NS/LIJ
Dartmouth-Hitchcock Medical Center	Mayo Clinic School of Graduate Medical Education	New York University Grossman School of Medicine	Temple University Hospital	University of California San Francisco	Zucker SOM- Northwell Staten Island University
Hospital of the University of Pennsylvania	MedStar National Rehabilitation Hospital		Temple University School of Medicine	University of Chicago Medical Center	
			Tufts Medical Center	University of Virginia	
			Tulane University School of Medicine		



MATCH DAY CELEBRATION – MARCH 17, 2023 (continued from page 13)



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 or to donate, please contact Samantha Nobile, Director of Advancement, at samantha.nobile@stonybrookmedicine.edu.

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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