Dean’s Message
Kenneth Kaushansky, M.D., Senior Vice President, Health Sciences
Dean, School of Medicine

Stony Brook Medicine: Rising

It is a very exciting time for Stony Brook Medicine. Despite the economic downturn that affects our nation, our state and our region, and the angst that permeates all of academic medicine as the nation approaches healthcare reform, the School is thriving. Over the past two years, we have successfully been re-accredited as a medical school, a truly heroic effort by a myriad of great Stony Brook Medicine citizens. We have increased our full time faculty numbers by a net of ~100 new members, who display a broad range of medical, educational and scientific expertise. We have brought in a dozen new leaders, each of whom is simply outstanding. We have ambitious plans for remodeling old space into vital new offices and laboratories, and within the year we will break ground on two new buildings, one a 240,000 square foot Medical and Research Translation Building, and one a 150 bed, 225,000 square foot hospital expansion, the future home of Stony Brook Children’s Hospital. So let me expand on two of these topics, our new leaders and our new buildings.

A little over two years ago, three departments had interim Chairs, Medicine, Neurology and Radiology. Drs. Parker, Coyle and Ferretti had performed admirably for an incredible number of years, but with the LCME re-accreditation visit looming, we decided it was time to institute robust national searches for permanent Chairs of the three departments.

A Word From The Vice Dean for Faculty Affairs
Meenakshi Singh, MD, Vice Dean for Faculty Affairs

Upon taking the charge of Vice Dean for Faculty Affairs at the School of Medicine in September 2012, one of my first goals has been to talk to faculty and institutional leaders to get an understanding of where we are and where we need to be so as to provide our faculty the best possibility of succeeding in their goals in academic medicine. Some of the themes that emerged have provided ideas for our Office (which also includes Faculty Development) to create a broader scope of activities aimed at our faculty’s needs. Some of these include:

A. Enhancing communications amongst our faculty that includes 750 at the main campus and nearly 2000 volunteer faculty has come across as a need that most agree about.

1. One way of doing this will be via the creation of this quarterly newsletter.
Vincent Yang, MD, PhD was recruited as Chair of Medicine, having spent most of his professional career at Johns Hopkins and Emory Universities. Vince has already begun to transform the Department of Medicine, now recruiting new Chairs of Cardiology and Gastroenterology, and enhancing the research mission and the clinical prowess of the Department. Dennis Choi, MD, PhD was very recently recruited as our new Chair of Neurology. Dennis has had an impressive career, beginning with his MD/PhD studies at Harvard and MIT, rising to become Chair of Neurology at Washington University, then after creating and leading a Neurosciences Institute at Emory, and serving as Chief Scientific Officer of the Simons Foundation; Dennis began this new phase in his career in September. And the search for a permanent Chair of Radiology is underway, being lead by Dr. Iris Graneck.

As these searches progressed, we also had the opportunity to recruit new Chairs of Psychiatry and of Obstetrics, Gynecology and Reproductive Medicine, as Drs. Mark Sedler and Gerald Quirk stepped down from those roles. Our new Chair of Psychiatry is Ramin Parsey, MD, PhD, who’s career as a biological psychiatrist at Columbia has made him one of the thought leaders in the field of PET-based neuropsychiatric imaging, a biologist who cares deeply about our clinical missions. And it was a pleasure to recruit Todd Griffin, the Chief Medical Officer of Stony Brook University Hospital, to serve as our new Chair of OB. Todd brings a great energy, experience, and drive to make our Department the premier location for all of women’s care.

In addition to the Departments, the Dean’s office has undergone much change. Our new Dean for Clinical Affairs is Dr. Basil Rigas, our former Chief of Gastroenterology, who has already begun to institute clinical integration with our colleague practices in the community, and is mapping out a strategy to greatly enhance the effectiveness of our own clinical practices. Our new Dean for Faculty Affairs, Dr. Meenakshi Singh, from the Department of Pathology, along with the faculty senate has taken on defining the new criteria for promotion and tenure, instituting a goal of providing all our faculty members the tools necessary to create mature scholarship in the clinical, educational and/or research missions, so vital to our success as an academic medical center. Dr. Lina Obeid, recently recruited from the Medical University of South Carolina, and before Duke University where her work was of remarkable insight, has taken on her role as Dean for Research with gusto, assessing and re-engineering our core laboratory facilities, quarterbacking the recruitment of new research-intensive faculty members and coordinating the renovation and rational assignment of laboratory space for our faculty. And we have repopulated a number of directorships of our School of Medicine Institutions. Dr. Yusuf Hannun, having established a superlative scientific career at Duke University, and having served as Chair of Biochemistry and deputy director of the Medical University of South Carolina NCI-designated cancer center, assumed the reins of our Cancer Center earlier this year. He has begun to organize disease specific teams, an effective clinical trials office, recruit clinical and scientific deputy directors and build the research portfolio required for Stony Brook Medicine to join the ranks of NCI-designated Cancer Centers, a goal we hope to accomplish within the next 5-7 years. In addition to his role as Chair of Neurology, Dennis Choi was appointed Director of the Neurosciences Institute, working with Drs. Raph Davis, Lorna Role and Ramin Parsey to establish the Institute as the premier site for cutting edge basic, translational and clinical research into the neurological and psychiatric disorders. And with the recruitment of Dr. James Taylor, and Dr. Harold Fernandez from St. Francis Hospital, who now serve as co-Directors of the Stony Brook Heart Institute, and who have already taken our cardiac surgery expertise to an entirely new level, we very much look forward to additional clinical and research accomplishments in cardiovascular disorders in the very near future.

Within the Stony Brook University Hospital, much change, and improvement is afoot. Our new hospital CEO, Dr. Reuven Pasternak, has already begun to make a major impact in our clinical environment. Having spent most of his professional career at Johns Hopkins, providing an incredible academic experience, and more recently serving as CEO of the 900 bed flagship hospital of a well run, five hospital system in Northern Virginia, Reuven is very well positioned to help us establish our hospital and healthcare system. For example, we very recently signed a letter of intent to work diligently with Southampton Hospital, with the goal of creating a system that will greatly enhance the effectiveness of care, and the training environment we can provide our learners; Reuven’s charge is to continue this progress, towards a fully functional healthcare network that extends to all types of faculties, providers and outreach activities. In addition, Reuven is already getting to work in building up outstanding staff, recruiting a new chief nursing officer, chief information officer and chief quality officer. I very much look forward to a highly effective healthcare system emerging from our outstanding people and facilities already present at Stony Brook Medicine.

Finally, where are all of our new and well-established leaders going to expand their departments and institutes, and work their magic to establish Stony Brook Medicine as a world thought leader in academic medicine? As anyone who has spent more than just a little time on our campus is painfully aware, we are very short on highly functional space. We have submitted to the Department of Health a petition to grant Stony Brook a certificate of need for a state-of-the-art hospital expansion and a medicine and research translation building. Altogether, we will be building 465,000 square feet of new clinical, educational and research space, while we also remodel close to 100,000 square feet of current space in the Health Sciences and Basic Sciences Towers. We anticipate both sets of projects to be completed by Spring 2016, and while that seems like a long way off, it never ceases to amaze me “how time flies when you are having fun”. I hope that all members of the Stony Brook Medicine family embrace the vision of a brand new Stony Brook, one that is well positioned to deliver outstanding clinical care in the “Brave New World” that is healthcare reform, produce the next generation of compassionate and caring clinicians and academics, and make a huge impact on the science of medicine. These visions are definitely within our grasp – we simply need to rededicate ourselves to being the best we can possibly be.
2. To enhance networking amongst our faculty who have very diverse focus of practice and study, we are initiating Faculty Networking Luncheons within a few weeks. There will be a 15 minute presentation on a clinical service, the goal being to make the faculty at large aware of the expertise that exists amongst us and that may enable us to provide a more integrated care to our patients, build collaborations provide visibility and a deeper sense of connection to our faculty.

3. Bi-annual new faculty orientation. The next session is in May 2013. Each individual faculty member is introduced by their chair or chair’s designee.

4. New Chair Orientation is being planned.

5. Encourage chairs and division chiefs to have each and every new faculty member select or be assigned a faculty mentor who can help them navigate through the critical on-boarding process at our institution.

6. Each new faculty member is personally greeted by the Faculty Affairs Office within a few weeks of starting at the Stony Brook SOM.

7. Periodic visits to the affiliate institutions and to meet with their leaders.

8. Exit meetings with faculty.

B. We are working closely with the Faculty Senate and its leadership on the Appointment Promotion and Tenure criteria changes.

C. Establishment of a Faculty Diversity Advisory Council for the SOM. The goal is to create a set of guidelines and identifying best practices for enhancing faculty diversity. This has been identified by the LCME as an area where the SOM requires improvement.

D. Ensure that the SOM Faculty Development Programs benefit the maximum number of faculty and that allocated resources are effectively utilized.

E. A new mentoring program for faculty has been started (more to follow).

F. Initial discussions about starting a Mid Career Faculty Development Program.

In order for the Office of Faculty Affairs to better serve the faculty in the School of Medicine, it is important for us to hear from you. Please feel free to contact me via email at meenakshi.singh@stonybrookmedicine.edu or to set up an appointment, call Michele Canton at 444-7207.
Dr. Robyn Blair is the Program Director of Stony Brook's Pediatric Residency Training Program, a position she began in March 2010. A proud graduate of Stony Brook University's Medical School, and the Pediatrics Residency Training Program, she brings with her an unparalleled passion and commitment to creating well-trained physicians. In her role as Program Director, she has been an invaluable resource and a driving force for other program directors in the institution. Nationally, Dr. Blair has presented at the Accreditation Council for Graduate Medical Education (ACGME) conference, the Association of Pediatric Program Directors (APPD) conference and the Pediatric Academic Societies (PAS) meeting.

Dr. Blair is a motivated leader and innovator in the area of curricular development and residency education. One such example is the development of a curriculum integrating a national patient safety analysis tool - the healthcare matrix - to strengthen resident education in the area of systems error analysis and quality improvement. Through this systematic analysis of patient care, residents are trained to create action plans related to the recognition of systems errors, which may be used for quality improvement projects. The implementation of the healthcare matrix has allowed graduates of the Stony Brook Pediatrics Residency Training Program to have a broad understanding of the relationship between outstanding patient care, patient safety, and quality analysis.

As the ACGME continues to advance improvements with its Next Accreditation System (NAS), Dr. Blair has been at the forefront in implementing new graduate medical education standards, which require a focus on milestones and outcomes. Under her guidance, Stony Brook's Pediatric Residency Program was one of the first in the nation to earn a 10-year accreditation cycle with no citations. Dr. Blair continues to demonstrate her knowledge of the ACGME standards by educating pediatric faculty and residents about the NAS and has piloted several of the new pediatric milestones in her resident evaluations. In addition, she has joined a national study on the implementation of pediatric milestones to help other programs understand the implications of this new phase of evaluation.

Stony Brook’s Pediatric Residency Program has 36 categorical resident positions, and two pediatric-child neurology positions. In recruiting new residents, Dr. Blair continues to focus on enhancing the strength of Stony Brook’s Pediatric Residency Program, while complementing a tireless support staff, enthusiastic faculty, hard-working residents, and the program as a whole.

In 1987, the Bell Commission was formed to evaluate problems with graduate medical education (GME) after the fallout from the infamous Libby Zion case. This Commission and case was a watershed moment in graduate medical education, which drove reforms in resident duty hours, supervision, transition of care, and patient safety. Then in 1999, the Institute of Medicine published the landmark article “To Err is Human” which crystallized the problem of medical errors. Subsequently in 2008, the Institute of Medicine published a report further pushing for changes to address these concerns. In the past few years, the Accreditation Council for Graduate Medical Education (ACGME) was facing widespread criticism toward their current regulation and oversight of GME. In response, the ACGME established a new accreditation system known as the Clinical Learning Environment Review (CLER) process whose purpose was to provide a more effective oversight, guidelines, and mechanisms to improve patient safety, resident supervision, transition of care, and improved clinical outcomes.

The new CLER process places a heavy emphasis on resident supervision in particular. As one of the most important factors of a healthy learning environment, robust supervision practices are vital to any health care institution. Members of the faculty are expected to be more present and instrumental in residents' training, especially during their early years. A resident's level of responsibility and expectation will change according to their proficiency level. These proficiency levels are measured by milestones which provide observable developmental steps for residents to follow. Each resident could be evaluated and ranked as Novice, Advanced Beginner, Competent, Proficient, or Expert. By the end of the residency, each resident is expected to be either at the Proficient or Expert level. This ranking system represents a new focus on evidence-based outcomes as a method to improve resident education and patient outcomes. Based on the evidenced-based outcome literature, elements such as educational practices and environment are important to student learning.

For substantial learning to take place, all individuals need a safe learning environment to facilitate the transfer of knowledge. In the past few years' resident feedback surveys had demonstrated an environment that may be potentially detrimental to growth and learning. To create a safe environment for residents to learn, we must ensure that residents and students learn without fear of intimidation and repercussion. It is essential that each faculty member give instruction without subjecting residents to public humiliation, abuse, and intimidation. The presence of these elements creates a toxic learning environment where residents may be hesitant to ask for instructions or questions in times of clinical uncertainty. It is these problems that the new CLER process seeks to address.

ACGME is also having all residency programs create Clinical Competence Committees, a vital component of the clinical evaluation system demanded by the CLER process. Clinical Competence
Committees will meet regularly to discuss resident performance as well as give feedback and recommendations to the Program Director\(^4\). The rationale behind this component is to allow greater interaction and input from the department faculty regarding the resident training decision process. Input from faculty is crucial due to their knowledge and experience with specialty specific normative data and insight. As another way to elicit faculty input, an annual core faculty survey will be distributed to gauge faculty views on resident progress\(^4\). Under the new CLER process, faculty members are expected to play a more dynamic role in the resident’s education to improve quality assurance and patient safety.

With ever-shifting focus on these outcomes, the ACGME had recognized that it could no longer conduct a one size-fit-all policy. As a way of fostering greater program autonomy and faculty initiative, ACGME is lessening prescriptive program requirements and frequency of standards revision. By reducing restrictions on residency programs, the Accreditation Council wishes to promote curricular innovation as well as improving curricular and rotation design flexibility. Such reduction allows programs to create more specialty-specific criteria for evaluation of outcomes, reflecting the emphasis on important education and clinical outcomes.

In summary, the CLER process was a step taken by the ACGME to improve the quality of education provided to the residents. It had been made clear in the years since Libby Zion that there had been a serious need for reform. The question of adequate supervision that had been neglected in the past was now being brought to the forefront by this new CLER process. Elements such as milestones and Clinical Competence Committees represent an evidence-driven approach to improving patient outcomes. These elements are in many ways a guide to helping our staff attain the level of best practices. Such is the level of care we should expect from a prestigious institution such as Stony Brook Medicine. It is vital that all staff and faculty help facilitate these changes to create a better and safer learning environment for all.

If you want to learn more about the new accreditation system please visit the ACGME website explaining the CLER process at: http://www.acgme-nas.org/assets/pdf/NASFAQs.pdf.

References


\(^{\text{Input provided by Michael Yen, Senior Research Aide, Office of Graduate Medical Education}}\)

---

**DID YOU KNOW?**

**Dr. Latha Chandran, MD, Vice Dean for Undergraduate Medical Education**

The first project I would like to inform the faculty about is the **proposed curricular changes** within the School of Medicine educational program leading to the MD degree. In the past two years, we have restructured how we teach **pharmacology** in the early years. The Family Medicine experience for third year students has been modified to be a longitudinal experience to provide continuity with preceptor and patients. The entire year four curriculum was remodeled creating two brand new courses called **Transition to Residency** (TTR) to enable students to learn basic internship skills prior to graduation and the **Advanced Clinical Experience** (ACE) course in several medical specialties (medicine, surgery, pediatrics, anesthesiology, and pathology) which includes a self directed learning plan in the student’s area of interest prior to graduation. Our next major project will involve a revision in our approach to teaching components of the preclinical curriculum with a stronger emphasis on self directed and student centered learning. We plan to introduce more small group and team work into the curriculum along with increased opportunities to incorporate “translational pillars” (basic sciences applied to patient care) during the clinical components of the curriculum. Please stay tuned for further developments regarding this new curriculum which will likely be fully implemented in 2015.

Our expanded **Scholarly Concentrations Program** in the School of Medicine now offers students a certificate upon completion of a program of study in any one of the following areas of concentration: medical education, basic/clinical/translational sciences, social sciences, humanities and global health. Students complete six months of their academic program in medical school, conduct a scholarly project and present their results in early May of their fourth year of medical school. Currently, almost a third of the class participates in the Scholarly Concentrations Program.

The School of Medicine is embarking on two new projects to enhance faculty interactions with students in a positive and collegial manner. The first is the **Learning Communities Project**, where each community will have about 10 medical students from each class interacting with a similar number of their upperclassmen and three faculty leaders. This project will have its first phase completed by July 2013. We anticipate having a large faculty participation in this project. These learning communities will serve as an efficient way for small group discussion of topics that are important for the students and the school. Such topics include but are not limited to career advising, study skills, preparation and experiences in the clinical years, help with scholarly concentrations projects, and service learning activities. It is our hope that these informal small group communities will enable collaborative and productive interactions among students and faculty. We anticipate many social and cultural events as these learning communities facilitate community building within the School of Medicine.

The other really exciting project is called the **ACES project**. ACES is an acronym for the **Academy of Clinical and Educational Scholars**. ACES will be instrumental in creating enhanced visibility and recognition of all education related activities of faculty, promoting excellence and scholarship and providing faculty development, mentoring and advocacy activities. The Steering Committee has met a few times already and are now crafting the goals and plans for the ACES project.
Training the Trainers:
Teaching Medical Ethics and Professionalism using OSTEs

Wei-Hsin Lu, PhD, Senior Education Specialist, Office of Faculty Affairs

In 2010 the Institute on Medicine as a Profession (IMAP) and the Josiah Macy Jr. Foundation announced the call for applications to fund professionalism education grants as part of the new Education and Training to Professionalism Initiative (ETPI). Of the 73 proposals submitted, Stony Brook School of Medicine was one of the five institutions selected for funding and the only institution emphasizing faculty development. Dr. Elza Mylona is the principal investigator on this award.

The purpose of this two year $50,000 grant project is to use the Objective Structured Teaching Exercise (OSTE) format to train and evaluate community faculty on how to teach professionalism and medical ethics to medical students in clinical settings. The OSTE format has been found to be an effective faculty development training tool for teachers to practice their teaching skills under realistic scenarios and receive immediate feedback.

During the first year of the grant nine significant and meaningful teaching scenarios were designed and developed based on an extensive literature review and a series of needs assessment to identify significant “teachable moment” scenarios of professional and ethical dilemmas commonly encountered in medical student’s clinical training. These OSTE cases include scenarios addressing concerns about mistreatment of patients and learners, dealing with medical errors, violations of privacy issues, conflict of interest, and handling of unprofessional behavior of medical students and health care team members (e.g., attendings, nurses, residents, etc.). Performance checklist assessment tools were also created for each OSTE case that includes general and scenario-specific skill and action items.

In the second year of the grant three half-day faculty development OSTE workshops were held in the Clinical Skills Center during the Fall of 2012. A total of 20 clinical faculty who teach medical students in the Ambulatory Care, Internal Medicine and Family Medicine clerkships at Stony Brook University Hospital, Winthrop University Hospital, Northport VA Medical Center, Peconic Bay Medical Center and various community sites participated. Eleven current 2nd year medical students were also recruited and trained as standardized students to role play the OSTE cases with the faculty participants during the workshops and provide constructive feedback afterwards.

Comments from the faculty participants were overall positive stating that the scenarios were reflective of the issues they generally encounter while teaching medical students, the information and skills that they learned from the workshop are important to them as clinical educators and that these information and skills will likely have an impact on the way they teach in the future. In a self-reported survey there was a significant increase in their confidence of their ability to communicate concerns related to professionalism with medical students as well as handle professionalism issues when medical students are involved. Surprisingly an unintended outcome from the grant project was the sense of empowerment the 2nd year medical students felt from their experience of being standardized students. Although providing feedback to the attendings was a challenging task, the faculty not only valued but were also eager to hear what the students had to say, which in turn was motivating for the students.

We were recently awarded the 2012 NEGEA (Northeast Group on Educational Affairs) Collaborative Research Grant of which Dr. Wei-Hsin Lu was named principal investigator, to support continuous efforts to utilize the OSTE model to train faculty from other institutions. Eight faculty from the Commonwealth Medical College and SUNY Downstate will attend a full day OSTE training workshop in the Spring of 2013. They will take back the knowledge and skills learned from this training workshop and apply it to faculty development activities related to teaching professionalism and medical ethics at their own departments and/or institutions. For more questions or comments about these OSTE workshops please email Wei-Hsin Lu, PhD (Wei-Hsin.Lu@stonybrookmedicine.edu)

New Director of the Cancer Center

Stepping into a new era requires a new leader. Stony Brook University Cancer Center has found one in Yusuf A. Hannun, MD, a molecular biologist and physician-scientist internationally renowned for his investigations into the molecular mechanisms of cancer. Dr. Hannun is a gifted researcher who has made an indelible mark on the science of medicine through his studies of lipid mediators of cancer cell signaling. In fact, he is one of the top 100 highly cited investigators in biology and biochemistry according to the Institute for Scientific Information. In addition to his role as director, Dr. Hannun has been named the Vice Dean of Cancer Medicine and the Joel Kenny Professor of Medicine. As its Director, Dr. Hannun brings the necessary skills, vision and passion to catapult the Cancer Center into its critical next stage. He oversees a program that includes 12 site-specific, multidisciplinary disease management teams. He also leads research programs conducted within Stony Brook University School of Medicine that support these teams. As he expands on the Cancer Center’s existing strengths, Dr. Hannun plans to achieve a level of excellence that will be recognized by the National Cancer Institute — something he accomplished previously at the Hollings Cancer Center in South Carolina.

For the community, the intense focus on research brings only benefits. When scientists understand the biology and mechanisms of cancer, they can create more effective and targeted treatments, as well as prevent specific cancers. Under Dr. Hannun’s leadership, Stony Brook will broaden its entire spectrum of cancer research — from basic investigation to work that translates directly into the development of new medicines.

As a result, patient care will improve. Research hubs are known to attract the best physician-scientists as well as funding, which means the residents of Suffolk County will have access to even more advanced cancer care.

With his multilayered expertise — as a leader, an educator, a researcher and a physician committed to making a difference — Dr. Hannun is the right person at the right time to lead the Cancer Center into an exciting new era of innovation and excellence.
Bravo! We congratulate the following SOM Faculty who received awards at the SBU Faculty Achievement Dinner on 11/28/12:

**Medical**
- **Vincent W. Yang, MD, PhD**
  - Endowed Chair, Simons Chair of Medicine

**Biochemistry and Cell Biology**
- **Edward Luk, PhD**
  - National Academies Education Fellow in the Life Sciences, National Academies Education

**Biomedical Engineering**
- **Congwu Du, PhD**
  - NIH NIDA (National Institute for Drug Addiction), Cutting-Edge Basic Science Award
- **Liliane Mujica-Parodi Strey, PhD**
  - Presidential Early Career Award for Scientists and Engineers
- **Yingtian Pan, PhD**
  - NIH NIDA, Cutting-Edge Basic Science Award
- **Yi-Xian Qin, PhD**
  - Elected Corresponding Member, International Academy of Astronautics
- **Clinton Rubin, PhD**
  - Outstanding Clinical Investigator Award, Biomedical Engineering Society and the Society for Physical Regulation in Biology and Medicine
- **Balaji Sitharaman, PhD**
  - The Coulter Translational Research Award, Wallace H. Coulter Foundation

**Molecular Genetics and Microbiology**
- **Jorge Benach, PhD**
  - Awarded Training Grant for Fellows: The New York Consortium for the Advancement of Postdoctoral Scholars, National Institute of General Medical Sciences
- **James Bliska, PhD**
  - Fellow, American Academy of Microbiology
- **Eckard Wimmer, PhD**
  - Member, National Academy of Sciences, Certificate of Special Congressional Recognition

**Neurobiology and Behavior**
- **Giancarlo La Camera, PhD**
  - National Academies Education Fellow in the Life Sciences, National Academies Education
- **Lorna Role, PhD**
  - Fellow, American Association for the Advancement of Science

**Obstetrics, Gynecology and Reproductive Medicine**
- **Cecilia Avila, MD**
  - CCREOG Award
- **Paul Ogburn, MD**
  - Elected President of the New York Perinatal Society
- **Eva Swoboda, MD**
  - APGO CCREOG Award

**Pharmacology**
- **Arthur Grollman, MD**
  - Annual Award, Environmental Mutagen Society

**Physiology and Biophysics**
- **Peter Brink, PhD**
  - Patent of the Year Award, Long Island Inventors Hall of Fame
- **Ira Cohen, MD, PhD**
  - Patent of the Year Award, Long Island Inventors Hall of Fame

**Preventive Medicine**
- **Iris A. Granek, MD, MS**
  - Asclepius Award for Outstanding Teaching, Stony Brook University School of Medicine
- **Stephen Post, PhD**
  - Pioneer Medal for Outstanding Leadership in Healthcare, Healthcare Chaplaincy New York

**Psychiatry and Behavioral Science**
- **Evelyn Brochet, PhD**
  - Elected President of the America Psychopathological Association
- **Max Fink, MD**
  - Thomas W. Salmon Medal for Life Long Contributions to Psychiatry and Neurology, The New York Academy of Medicine on Psychiatry and Mental Hygiene
- **Laura Fochtmann, MD**
  - Warren Williams Award, The American Psychiatric Association APA Assembly
- **Arthur Stone, PhD**
  - Appointed Chair, Advisory Panel, National Academy of Sciences

Please notify the Office of Faculty Affairs if you would like to acknowledge anyone in your office.

---

**A WORD FROM OUR AFFILIATES**

Steven Shelov, MD, MS, Director Undergraduate Medical Education, Associate Dean, Winthrop Campus

This has been an exciting second year for the faculty, leadership and staff at the Winthrop University Hospital Clinical Campus for Stony Brook Medicine. With the arrival of the third year class of students this past July, the Clinical Campus is now privileged to be the core training site for 76 medical students for their third and fourth year of their undergraduate medical education. The clerkship directors have sharpened their leadership skills and style, and engaged additional faculty to direct the fourth year students for their sub intern and elective experiences. The feedback thus far has been very positive. The Office of Academic Affairs at Winthrop, under the leadership of Dean John Aloi, and Associate Dean and DIO Susan Guralnick, and assistant Deans Robert D’Antuono (CME) and Jack Scott (Faculty Development), has been proud to enable the various educational experiences for all the students.

This past August, Winthrop successfully recruited Dr. Steven Shelov as the Associate Dean for Undergraduate Medical education at Winthrop. Prior to arriving at Winthrop, Dr. Shelov had been Chair of Pediatrics at Maimonides Medical Center and for the past two years Associate Chief of Staff and Interim Chair of Pediatrics at Steven and Alexandra Cohen Children’s Medical Center at North Shore/Long Island Jewish Health System. He was also Professor of Pediatrics and Society Master at the new School of Medicine at Hofstra/LIJNS. In that capacity his experience with curriculum development and mentoring was invaluable to his now new role as Associate Dean. At the present time he and Dr. Guralnick have been closely involved with the Curriculum Committee of the School of Medicine at Stony Brook, working closely with Dr. Chandran and the academic leadership to begin to chart a course for meaningful curricula reform at the medical school.

At Winthrop, ground has just been broken for constructing a new state of the art Medical education and Research building on the campus. This new building, scheduled for completion in 2015, will house a simulation center for the entire Winthrop Campus, classrooms and conference center to enhance the educational environment, and state of the art laboratories to promote the basic science research programs in endocrinology and other disciplines. It is envisioned that this new building will further enhance the educational resources for our mission to educate the medical students from Stony Brook in a superb fashion. We are privileged to be partners with the medical school to move our shared mission forward.
Although my academic career path has not ended up being typical, my early education gave me a strong background in analytical methods and research. When I was in grade school (back in the days of mainframe computers and keypunch cards), my father had the foresight to make sure that I was well versed in computers and programming. I was always fascinated by medicine so the chance to combine pre-medical and electrical engineering coursework at Washington University seemed like a perfect fit. As an undergraduate, I was also fortunate to be able to work in the laboratory of Drs. David and Marilyn Kirk where I developed and tested a mathematical model of Volvox inversion, which parallels gastrulation in vertebrates. This work culminated in a Cell paper and set the stage for my acceptance into the Medical Scientist Training Program at Washington University. Although I ultimately decided not to pursue a Ph.D., I was still focused on an academic career. During residency and chief residency in psychiatry at Johns Hopkins Hospital, Dr. Paul McHugh and the other Hopkins faculty made sure that I developed strong clinical skills. In addition, we were taught not to simply ask “What do we know?” but also “How do we know it?” This approach to clinical and research questions shaped my thinking and meshed with my natural curiosity. From Hopkins, I went on to do a basic science fellowship in psychopharmacology at the National Institutes of Health, which included coursework in pharmacology and pharmacokinetics as well as substantial research experience. Upon joining the faculty at Stony Brook, I obtained young investigator funding from NIMH to do basic research on the mechanisms of action of electroconvulsive therapy. I also had substantial clinical, teaching and administrative responsibilities and assumed that I was well positioned for a traditional “triple threat” academic career trajectory.

In retrospect, the very factors that made it hard for me to flourish as a basic researcher are the same factors that have allowed me to continue to make contributions as an academic psychiatrist. My clinical skills and commitment to patients made it difficult to carve out time for research and grant writing when clinical exigencies seemingly needed to take precedence. I also enjoyed teaching and volunteered for a number of committees within the medical school and through the local and national psychiatric associations. When it became clear that I would not be able to maintain basic research funding, I became involved with the Suffolk County Mental Health Project, a longitudinal epidemiological study of individuals with a first hospitalization for psychosis that was directed by Dr. Evelyn Bromet. I shifted my focus to be more active in teaching and directed the psychiatry clerkship for several years. I was also appointed to the American Psychiatric Association’s Task Force on Electroconvulsive Therapy (ECT), which required synthesizing the evidence-based literature on ECT and working with other psychiatrists to develop national recommendations for best practices. Analyzing data, synthesizing research findings and integrating them with clinical reality were the aspects of research that I had enjoyed the most. Consequently, when the American Psychiatric Association (APA) had an opening for a medical editor with their Clinical Practice Guidelines project, I applied. I have remained in that role for over a decade, have been involved with all elements of the guideline development process and have also helped develop quality measures and performance-in-practice tools for maintenance of certification in psychiatry.

The other way in which I have shifted my career interests and my personal faculty development relates to the use of technology in medicine. Just after Y2K, when the hospital began its efforts to select and implement an electronic health record (EHR), I became involved in a number of the EHR committees. I found that my engineering background and ongoing interest in computers gave me an advantage over most clinicians in thinking about EHR design and use. Even then, it was obvious that EHRs would produce dramatic differences in the ways that clinicians care for patients, with new opportunities to improve quality, patient safety and clinical research. In my “spare” time, I embarked on additional training in biomedical informatics through the distance learning Master’s degree program at Oregon Health and Science University. While juggling my other duties, it took 7 years for me to complete the degree requirements, which included several rigorous programming courses and clinical informatics topics ranging from human-computer interaction and medical decision analysis to organizational behavior. With this additional knowledge, I am working with APA staff to integrate informatics principles into practice guideline development and have been funded to study psychiatrists’ use of information, with the aim of improving real-time delivery of knowledge to enhance patient care. I have also chaired the APA’s Committee on EHRs and continued to be involved with EHR development and implementation at Stony Brook. Thus, I think the latter portion of my career exemplifies a number of ways that individuals who are primarily clinician educators can take a scholarly approach to clinical issues that furthers knowledge, research, education, patient care and their own development as faculty.
Achievements in Diversity

Glenda Trujillo, PhD, Research Assistant Professor of Pathology

In August 2007, the State University of New York (SUNY) established the Office of Diversity, Equity and Inclusion (ODEI). The office provides leadership and strategic direction to all of SUNY’s campuses for developing and implementing a portfolio of affirmative action and diversity programs and is headed by Mr. Carlos N. Medina, Associate Provost and Associate Vice Chancellor for Diversity, Equity and Inclusion who reports to the Executive Vice Chancellor and Provost. The Faculty Diversity Program is designed to assist campuses with the recruitment, retention, and promotion of outstanding scholars from different backgrounds, including individuals from groups that have been historically underrepresented in higher education. Under this highly competitive program, state-operated campuses compete for salary support and start-up packages to recruit outstanding scholars who have attained a record of distinction.

As an American-born citizen of Ecuadorian parents, Dr. Glenda Trujillo’s first-language is Spanish, the first person in her entire family to pursue a career in science, and most importantly, the first to earn a doctoral degree. Dr. Glenda Trujillo’s earned a B.S. in Biochemistry from Lehigh University with high honors, followed by a Ph.D. in Molecular and Cellular Pathology from Stony Brook in 2004. While at Stony Brook, Glenda’s training was enhanced by the The National Science Foundation(NSF)-funded SUNY Alliances for Graduate Education and the Professoriate (AGEP) Program and later, the New York State funded W. Burghardt Turner Fellowship Program. These programs intricately engaged her in expanding academic resources for students of underrepresented ethnic groups, which she continues today as a non-tenure track Research Faculty at Stony Brook. Her scientific and professional accomplishments led to a highly competitive postdoctoral fellowship program in Pulmonary and Critical Care Medicine at the University of Michigan in Ann Arbor in 2006, where she focused her research investigation on the fatal pulmonary disease, idiopathic pulmonary fibrosis (IPF). During her training at U of M, Glenda also had a unique visiting scientist experience at Novartis Institutes for Biomedical Research in the United Kingdom, where she further developed her research investigation with clinical application. Currently, Glenda’s research is funded by Novartis and is aimed at characterizing the mechanism(s) that alter the expression and function of innate immune molecules, and their effect on the cellular and molecular systems that drive acute exacerbations IPF. As a recipient of the competitive Faculty Diversity Grant, Glenda now has the opportunity at Stony Brook School of Medicine to springboard her career as a highly productive biomedical research investigator, a science educator, and a mentor to young scientists.

“As tenure-track faculty, I will continue my efforts to reach out to disadvantaged and underrepresented minority Americans like myself, that may be the first in their families to graduate from college or pursue science careers. My deep-seated roots in Stony Brook burrow through a foundation comprised of a solid education in molecular biology, as well as numerous student-mentor relationships with faculty and staff that I have cultivated beyond my graduation. The Department of Pathology at Stony Brook University School of Medicine is where it began, and this is where I would like to take it further; to give back what I have learned to the next generation of underrepresented minority students. The role models and support system that developed at Stony Brook throughout my entire career here have molded my confidence and vision as an independent biomedical researcher in academia. I am eager to become part of a new generation of roles model to underrepresented minorities in the biomedical sciences at Stony Brook”.

Current Hot Topic

Edward P. Nord, MD, Professor of Medicine, President, Faculty Senate of the School of Medicine

The Faculty Senate of the School of Medicine is an elected body that oversees the academic interests of the faculty at large, and is also advisory to the Dean of the School of Medicine. The executive committee of the Faculty Senate meets on a monthly basis and reports back to the faculty also on a monthly basis. There are 7 sub-committees that report to the Faculty Senate that deal with various aspects affecting the faculty.

- Committee on Academic Standing (CAS)
- Committee on Student Admissions
- Committee on Appointments, Promotions and Tenure (APT)
- Committee on Curriculum
- Committee on Resource Allocation and Academic Planning (RAAP)
- Committee on Student Affairs
- Faculty Assistance Committee

Two major issues are currently being addressed by the Faculty Senate of the SOM. The first addresses an important initiative by the Dean, where the criteria for academic promotion will change come July 2013. The central issue of this initiative is that all non-tenured clinical faculty will be required henceforth to provide evidence of ongoing scholarship in order to be promoted to the next rank. The Faculty Senate has reached out to the faculty at large to ensure that all faculty are informed and knowledgeable of this upcoming change. More important, input has been sought from the faculty at large regarding their views on this momentous change. A final document has now been drafted and forwarded to the Dean’s office summarizing the broad views of the faculty. In this manner the Executive Committee is confident that faculty input has been obtained for an important issue involving all current and incoming non-tenured faculty.

The second major issue being addressed is that of faculty mentoring. A general sentiment exists among the faculty that the structure for mentoring of faculty in the various Departments of the School of Medicine is patchy at best. Programs have recently been established by the Dean’s office to address this critical issue of academic life. In the next six months, the Executive Committee will explore in further depth what is being done at the departmental level. The overall objective is to ensure that each and every new faculty member and all junior faculty, at a minimum, find themselves in a structured environment for career mentoring. This initiative will be the major focus of the Faculty Senate over the next six months.

On behalf of the Faculty Senate of the SOM, I would like to welcome each and every new faculty member. I urge you to become involved at any level with the Faculty Senate. Your contributions will be valued, no matter how junior you may be. Your sense of fulfillment will be enriched by becoming involved in academic life.
Appointments, Promotions and Tenure

Professor

September 2012
Ramin Parsey MD, PhD (Psychiatry)
Professor with Tenure

Peggy Seidman MD (Anesthesiology)
Clinical Professor

October 2012
Stephen Kottmeier MD (Orthopaedics)
Clinical Professor

Syed Shah MD (Anesthesiology)
Clinical Professor

Apostolos Tassiopoulos MD (Surgery)
Clinical Professor

November 2012
Dennis Choi, MD, PhD (Neurology)
Associate Professor with Tenure

Robert Perone MD (Radiology)
Clinical Associate Professor

October 2012
Rebecca Spiegel MD (Neurology)
Clinical Associate Professor

November 2012
Chiara Luberto, PhD (Physiology)
Research Associate Professor

December 2012
Mark Bowen, PhD (Physiology)
Associate Professor with Tenure

Evonne Kaplan-Liss, MD, MPH (Preventive Medicine)
Clinical Associate Professor

Susan Schuval, MD (Pediatrics)
Clinical Associate Professor

Associate Professor

July 2012
Cungui Mao, PhD (Medicine)
Associate Professor with Tenure

Syed Azim MD (Anesthesiology)
Clinical Associate Professor

September 2012
William Moore MD (Radiology)
Associate Professor with Tenure

October 2012
Rebecca Spiegel MD (Neurology)
Clinical Associate Professor

November 2012
Chiara Luberto, PhD (Physiology)
Research Associate Professor

Voluntary Appointments

July 2012
Eddy Barasch MD, FACC, FAHA, FASE (Medicine)
Clinical Professor

October 2012
Patrick Vetere MD (Ob/Gyn)
Clinical Professor

November 2012
Jeannine Villella, DO (Ob/Gyn)
Clinical Associate Professor

Su-Yuh Wu, MA (Preventive Medicine)
Research Associate Professor

UPCOMING EVENTS

Faculty Development Workshops:

02/21/13 - Creating a Competency-Based Curriculum, Gregory Garra, MD
02/28/13 - Building Productive Research Collaborations, Lina Obeid, MD
03/07/13 - Characteristics of Successful Clinician Faculty, Elza Mylona, PhD
03/14/13 - Teaching in a Clinical Setting, Feroza Daroowalla, MD
04/11/13 - Educator’s Portfolio, Cathy Kier, MD
04/18/13 - How to Have the Best Difficult Conversation, and Other Basic Leadership Skills, Heidi Roppelt, MD

Of Additional Interest to SOM Faculty:

2/27/13 - 2nd Annual Partners in Quality and Patient Safety Day in the HSC Galleria from 8:30 AM to 2:30 PM. Deadline for Abstract submission for posters is 1/30/13. Please submit electronically to: Dr. Meenakshi Singh’s office at Natasha.Hope@stonybrookmedicine.edu.
5/20/13 - Spring 2013 SOM New Faculty Orientation

Women in Medicine - webinar

1/16/13, 1/31/13, 2/1/13 - Women’s Leadership: Gaining Power and Credibility With Emotional Intelligence
4/24/12 - Women in Medicine Research Day

AAMC MERC Workshops at Stony Brook

3/6/13 - Introduction to Qualitative Data Collection Methods & Questionnaire Design and Survey Research, Dr. Janet Hafler, Professor of Pediatrics (General Pediatrics); Assistant Dean for Educational Scholarship; Associate Director for Educator Development, Teaching and Learning Center, Yale School of Medicine
5/1/13 - Scholarly Writing: Publishing Medical Education Research & Program Evaluation and Evaluation Research, Dr. Brian Mavis, Associate Professor Director, Michigan State University

AAMC Conferences and Seminars*

7/13/13 – 7/16/13 - 2013 Early Career Women Faculty Professional Development Seminar, in Englewood, Colorado.
9/20/13 – 9/23/13 - Minority Faculty Career Development Seminar, in New Orleans, Louisiana
12/14/13 – 12/17/13 2013 Mid-career Women Faculty Professional Development Seminar, in Austin, Texas

* The Office of Faculty Affairs is pleased to provide support for up to three (3) faculty to attend these conferences. Please contact our office for more details.

If you wish to contribute to one of our future issues please contact the Office of Faculty Affairs.

Office of Faculty Affairs • HSC Level 4, SOM Dean’s suite, Room 184 • (631) 444-7207; Fax (631) 638-1370