

**ART +  
SCIENCE** 2016



The past academic year presented an interesting dichotomy. We witnessed and celebrated the continuing successes of our faculty, students and staff, many of which are detailed in the pages that follow. We are proud of the high quality of our education program, which puts the University of Vermont among the nation's leaders in student satisfaction, residency placement and perception of quality of our graduates. However, recognizing that we could not afford to be complacent, we looked forward as well. The forces that drove this introspection were manifold, among them the changing health care environment, advances in the science of learning and the relentless progress of biomedical science. Perhaps the most important driver is the commitment to excellence that we have made to the UVM community of patients, students, faculty and staff. This commitment is best summed up

by the challenge issued by UVM's largest benefactor, Dr. Robert Larner, that the medical education provided by the University of Vermont College of Medicine will be recognized as "second to none."

I am particularly proud of the strategic planning process we've recently completed, and I'm excited about the promise its results hold for the future. It was truly a College-wide initiative: Dean Rick Morin challenged the faculty and staff to help chart our educational and research course for the future. Sixty faculty and staff served on the four committees that laid the foundation for the plan. After months of hard work by these groups, in late August of 2015, more than 100 faculty came together for a day-long retreat that helped to further focus our efforts, with publication of the final strategic plan in January of 2016.

The plan for medical education is based on two important questions: What does the practitioner of the future look like, and how do we educate students to fill that role? Physicians will increasingly work in interprofessional teams, and will be more responsible for managing population health. They will be constantly challenged to think critically about how they practice medicine to keep up with a changing health care landscape. We want to ensure that we produce graduates who excel in this new world. To that end, we are broadening the array of clinical settings and experiences and we're using the science of learning to evolve our curriculum and increasingly focus on "active learning."

The efficacy of active learning is well-established in the educational literature. In the years ahead, we will be transitioning our remaining lecture-based courses to a model built entirely on active learning. This transition to active learning is not without challenge — it requires a commitment to changes in the curriculum and the physical environment as well as faculty development. Our faculty are busy working on introducing a wide array of active learning exercises. We have already opened the Larner active learning classroom and will soon open another. We are also now planning the Larner Learning Commons, which will create a faculty development incubator by co-locating our education technology resources with the Dana Medical Library and provide a new home for the College of Medicine Teaching Academy. This will create a culture of "educational innovation" with new grants and incentives, and further development of our already robust Teaching Academy. As the practice of healthcare changes, and the needs of the region and the nation change, we are intent on not just keeping pace but being **second to none** in educating the physicians of tomorrow.

I am confident we have the talented team necessary to tackle the challenges ahead, and I'm excited to see what the future brings. Congratulations to our faculty, students and staff on a successful academic year.

**William B. Jeffries, Ph.D.**

*Senior Associate Dean for Medical Education*



Class of 2019 White Coat Ceremony, October 2015.

# ART + SCIENCE <sup>20</sup><sub>16</sub>

Medical Student Education at the University of Vermont

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# 2016 ANNUAL Highlights

## Adapting to Our Changing Environment: A New Model for Medical Education

The power and promise of active learning is well established: Over 200 studies have shown that students engaged with each other and with faculty retain information better and develop the problem solving and communication skills necessary to thrive in today's health care environment. Supported by a recently completed strategic planning process spearheaded by College leadership, and a generous gift from alumnus **Robert Larner, M.D. '42**, the College is poised to further align our infrastructure and resources to support the integration of active learning into the curriculum. This transition accomplishes several important goals: It supports the development of leadership skills in future physicians who will be working in close collaboration with a healthcare team, and it lays the foundation for the critical thinking skills our students need to be able to adapt to a rapidly changing patient care landscape. Now under development, the Larner Learning Commons is envisioned as a physical space where the power of information science is leveraged for faculty and students to transform the medical curriculum from lecture-based to active learning. Up to 7,000 square feet in the existing Larner Medical Education Center will be renovated to include a home for the Teaching Academy

### The Larner Learning Commons will include:

- The Dana Medical Library
- Student study space
- Teaching Academy offices
- Offices for the College's Technology Services team
- Learning studios for the preparation of online audiovisuals
- Learning laboratories for advanced anatomical and medical imaging

and the Technology Services team, quiet study space for students, and production and learning studios for faculty to prepare online audiovisuals and asynchronous learning objects to replace lectures. By co-locating the personnel for IT management, library services and faculty development, UVM will create an environment unique among medical schools. The project builds on existing active learning space at the College. Completed in November of 2014, the 2,820-square-foot Larner Classroom puts student teams at the center of the learning environment, allowing students to develop — and faculty to evaluate — communication skills and professionalism. The space, which features state of the art technology, accommodates 120 students with flexibility for both small- and large-group functions.



Associate Professor of Medicine Chi Chi Lau, M.D., leads an active learning session with medical students in the Larner Classroom.

## UVM College of Medicine Is a National Leader for Student Satisfaction



**99<sup>th</sup>** PERCENTILE FOR  
**OVERALL  
SATISFACTION**

When responding to the Association of American Medical College's annual Graduate Questionnaire, UVM medical students in the Class of 2015 reported satisfaction with their medical education at rates well above the national responses for several key metrics.

In terms of "Overall Satisfaction," 98 percent of the class said they were satisfied or very satisfied with their medical education, compared with 91 percent of medical students nationally.

This puts the UVM College of Medicine in the very highest percentile of student satisfaction among medical schools nationwide.

## UVM Applies for Branch Campus at Western Connecticut Health Network

The College has notified the Liaison Committee on Medical Education (LCME) that it intends to establish a clinical branch campus at the Western Connecticut Health Network (WCHN). The agreement would increase the availability of clinical rotations at WCHN to 35 clerkship students, and 35 Acting Internships and electives for those students, bringing the total number of students in Connecticut at any one time up to 70. Incoming students will choose a preferred location for completing their clinical education, and then spend the bulk of their final two years at either UVM or WCHN.

Plans also call for the establishment of a UVM Medical Student Education infrastructure in Connecticut, including an associate dean of medical education, an assistant dean for students and two clinical coordinators, in addition to the faculty clerkship directors.

A partner in the education of UVM medical students since 2009, WCHN includes Danbury, Norwalk, and New Milford hospitals.

**“Greater Danbury contains many cultures and socio-economic backgrounds. As a result, it is an extraordinary place to live, work and learn medicine. Our relationship with the University of Vermont promotes a prolific learning environment for students and clinical staff that will continue to serve the diverse needs of our community in important and innovative ways.”**

JOHN M. MURPHY, M.D.,  
*President and CEO of Western Connecticut Health Network*



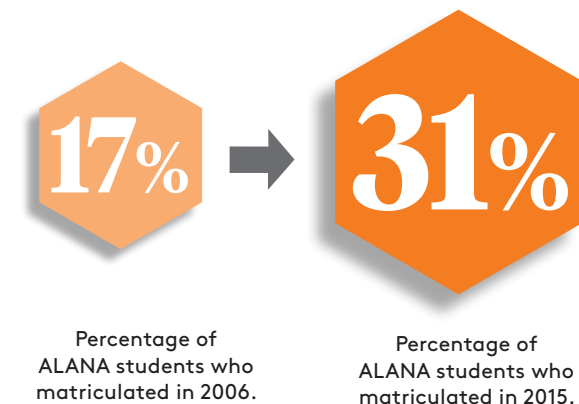
Students gain clinical experience at a variety of inpatient and outpatient settings at clinical sites in Connecticut, Maine, Florida, and Vermont.



## Class of 2019 Snapshot

6,054	Applicants
579	Interviews
114	Enrolled
3.67	Median GPA
3.63	Median BCPM
10	Median MCAT Verbal
11	Median MCAT Biological Science
10	Median MCAT Physical Science
37	In-State Students
77	Out-of-State Students
100%	Medically Related Experience
31%	ALANA students (African Americans, Latino/a, Asian Americans, Native Americans)

### Diversifying the Physician Workforce



### College to Host International Medical Science Educators Meeting

In June of 2017, the College is slated to host the International Association of Medical Science Educators (IAMSE) annual meeting, bringing hundreds of health professions educators from across the globe to Burlington for four days of workshops and events. IAMSE is a non-profit professional development society focused on "promoting excellence and innovation in teaching, student assessment, program evaluation, instructional technology, human simulation, and learner-centered education."



### Renovation of Reardon Classroom Underway

With the help of a \$19.7 million gift from **Robert Larner, M.D.'42**, the College is transforming the Reardon Classroom into an active learning center similar to the Larner Classroom. The space will accommodate 120 students, and will include technology support for both large group instruction and small group interaction. Construction is expected to be complete by the fall of 2016.

### Grads Earn High Marks from Residency Directors

The College annually surveys our most recent class of graduates and their residency program directors to assess our former students' performance related to the Accreditation Council for Graduate Medical Education (ACGME) competencies during their first year of residency.

#### CLASS OF 2015 SELECTED RESULTS

##### Sensitivity and responsiveness to diversity:

Nearly **97 percent** of the residency program directors surveyed said UVM College of Medicine graduates are as prepared as their peers or are more prepared than their peers.

##### Practice-based learning and improvement:

**98 percent** of residency program directors said UVM College of Medicine grads are as prepared or more prepared than their peers.

##### Interpersonal/communication skills: 100 percent

of Class of 2015 respondents said they felt as prepared or more prepared than their peers.

##### Professionalism: 100 percent

of Class of 2015 respondents said they felt as prepared or more prepared than their peers.

## INVESTING IN Medical Education

UVM has launched its largest and most ambitious fundraising campaign ever, a \$500 million initiative set to transform the university. **Move Mountains: The Campaign for The University of Vermont** makes leading edge scholarship and top-notch education a priority: Nearly 60 percent of the \$500 million goal is focused on faculty and students, with investments in endowed faculty positions, as well as new scholarships and graduate fellowships.



### College of Medicine Goals

**\$56**  
MILLION

#### FOR STUDENTS

Raise \$35 million in medical student aid and \$21 million in endowed fellowships to enroll the best students and minimize graduates' educational debt.

**\$53**  
MILLION

#### FOR FACULTY

Create endowed professorships, chairs, and director positions to attract and retain the best faculty and fuel their innovative work without limitation.

**\$9**  
MILLION

#### FOR RESEARCH & INNOVATION

Advance interdisciplinary education and research programs across the biomedical sciences, and expand research and education on health care delivery.

### College Celebrates Gift from Larners as Part of Campaign Start

As part of the kick-off to the Move Mountains Campaign in October of 2015, the College of Medicine celebrated a \$9 million gift from **Robert Larner, M.D.'42** and his wife, Helen Larner, of Woodland Hills, Calif. The Larners' gift, which will be directed to the existing Larner Endowed Medical Education Fund, will support initiatives to expand the use of technology and innovative teaching methods at the College. The gift announcement was followed by the Investiture ceremony for Teaching Academy Director **Kathryn Huggett, Ph.D.**, as the inaugural Robert Larner, M.D.'42 Endowed Professor in Medical Education.

Gary Hahn holds the medallion honoring the creation of the Larner Professor of Medical Education endowed by his father, Robert Larner, M.D.'42.



### Supporting the Next Generation

Alumni support is vital to the success of current medical students in many ways. The College is fortunate to have an outstanding network of alumni who generously give back through funding scholarships, ensuring the next generation of physicians graduate with a top notch education as well as less of a debt load as they embark on residency training and the rest of their careers.

- Celeste and Arthur DiMambro, M.D.'55 Endowed Scholarship
- Harry Howe, M.D.'52 Endowment
- Little Family Scholarship
- Bruce R. MacKay, M.D.'57 and Phyllis Davis MacKay Endowed Scholarship Fund
- Ruth Andrea Seeler, M.D.'62 Scholarship
- Michael Upton, M.D.'94 Family Scholarship



# THE TEACHING Academy

**The mission of the Teaching Academy is to create and sustain an interdisciplinary community of educators, and promote an academic environment that values the scholarship of teaching and learning. The voluntary organization facilitates educator development across the career continuum and across the spectrum of educational programs, and offers support for scholarship related to medical education.**



## Huggett Appointed Teaching Academy Director

**Kathryn Huggett, Ph.D.**, has been appointed the inaugural Teaching Academy Director. In a ceremony in October of 2015, she was also inaugurated as the first Larner Endowed Professor of Medical Education. A principal or co-investigator on more than a dozen grants in medical education research, scholarship and faculty development, Huggett has published over 40 peer-reviewed articles, book chapters and educational materials. She is the co-editor of the first and second editions of *An Introduction to Medical Teaching*, a well-known faculty development manual. Huggett came to UVM from the Creighton University School of Medicine in Omaha, Neb., where she was assistant dean for medical education. She holds a Ph.D. in educational administration from the University of Wisconsin-Madison, where she also earned her bachelor's degree in political science and master's degree in public policy and administration.

## Annual Highlights

- Launch of five mentoring groups (Teaching, Leadership, Educational Scholarship, Wellness and Resiliency, Reappointment, Promotion and Tenure)
- Monthly Writers Workshops offer support for faculty working on a range of scholarly projects, including posters, manuscripts, or curriculum at any degree of completion.
- Working groups composed of students, staff, and faculty who are working to improve our course and clerkship evaluation process
- Introduction of a new Teaching Academy membership category, Protégé, for residents, fellows and post-doctoral students

## Workshops & Events

- **September, 2015:** "Infusing Lesbian, Gay, Bisexual and Transgender Topics into a Packed Medical School Curriculum," **Gary L. Beck, Ph.D.**, Director, Office of Medical Education, Nebraska Medical Center
- **February, 2016:** "An Interprofessional Humanistic Mentoring Project-Funded by the Arnold P. Gold Foundation," **Alice Fornari, Ed.D., R.D.**, Hofstra NS-LIJ SOM
- **February, 2016:** "Purposeful Mentoring: Why Sponsors Can Help More than Mentors," panel discussion with former Vermont Governor **Madeleine Kunin** and Department of Medicine Chair **Polly Parsons, M.D.**
- **March, 2016:** "NRMP – 'the Match' – Myth Busting, and Getting to the Truth," **Ann Guillot, M.D.**, **Christa Zehle, M.D.**, **Mark Levine, M.D.**
- **April, 2016:** "Active Learning 2.0: The Flipped Course," **John Szarek, Ph.D.**, **CHSE**, Professor of Pharmacology at The Commonwealth Medical College (TCMC)
- **June, 2016:** "The Educational Benefits of Longitudinal Integrated Clerkships," **Kathleen Brooks, M.D., M.B.A., M.P.A.**, Director, Rural Physician Associate Program, Associate Professor of Family Medicine and Community Health, University of Minnesota Medical School



## Teaching Academy Retreats

The Teaching Academy hosts two annual retreats for its members: The Mud Season Retreat in the spring, and the Stick Season Retreat in the fall. The events feature workshops on topics related to medical education, poster presentations on topics of interest to members, opportunities to network with colleagues, and an induction ceremony for new members.



## 2015-16 Teaching Academy Inductees

### DISTINGUISHED EDUCATOR

Kathryn Huggett, Ph.D., *Professor, Medicine*  
 Ted James, M.D., *Professor, Surgery*  
 John King, M.D., *Professor, Family Medicine*

### MASTER TEACHER

Elizabeth Ames, M.D., *Associate Professor, Orthopaedics and Rehabilitation*  
 Erica Gibson, M.D., *Assistant Professor, Pediatrics*  
 Felix Hernandez, M.D., *Associate Professor, Surgery*  
 Jerry Larrabee, M.D., *Professor, Pediatrics*  
 Stephanie Mann, M.D., *Associate Professor, Obstetrics, Gynecology and Reproductive Sciences*  
 Bridget Marroquin, M.D., *Assistant Professor Anesthesiology*  
 Christopher Morris, M.D., *Professor, Medicine*  
 Richard Pinckney, M.D., *Associate Professor Medicine*  
 Christa Zehle, M.D., *Associate Professor, Pediatrics*

### MEMBER

Erik Anderson, M.D., *Assistant Professor, Anesthesiology*  
 Lynn Blevins, M.D., *Assistant Professor, Medicine*  
 Whitney Calkins, M.D., *Assistant Professor, Family Medicine*  
 Kelly Cowan, M.D., *Assistant Professor, Pediatrics*

### MEMBER (continued)

Thomas Delaney, Ph.D., *Research Associate, Pediatrics*  
 Jeremiah Dickerson, M.D., *Assistant Professor, Psychiatry*  
 Lydia Grondin, M.D., *Associate Professor, Anesthesiology*  
 Elise Hotaling, M.D., *Assistant Professor, Radiology*  
 Isaura Menzies, M.D., *Assistant Professor, Primary Care Internal Medicine*  
 Molly Moore, M.D., *Assistant Professor, Pediatrics*  
 Nicholas Nacca, M.D., *Assistant Professor, Surgery*  
 Pamela Puthoor, M.D., *Assistant Professor, Pediatrics*  
 Halle Sobel, M.D., *Associate Professor, Primary Care Internal Medicine*  
 Emily Stebbins, M.D., *Assistant Professor, Anesthesiology*  
 Kevan Sternberg, M.D., *Assistant Professor, Surgery*  
 Suzanne Tucker, M.D., *Assistant Professor, Pathology*  
 Michael Upton, M.D., *Assistant Professor, Psychiatry*

### PROTÉGÉ

Jacquelyn Grev, M.D., *Fellow, Neonatology*  
 Patrick Hohl, M.D., *Fellow, Medicine*  
 Sherrie Khadanga, M.D., *Resident, Internal Medicine*  
 Rachel McEntee, M.D., *Resident, Medicine*  
 Jill Miller, M.D., *Resident, Pathology*  
 Charmaine Patel, M.D., *Resident, Psychiatry*  
 Thomas Rogers, D.O., *Resident, Pathology and Laboratory Medicine*



◀ Teaching Academy inductees at the December, 2015, Stick Season Retreat.



# Promoting LGBTQ Health

A PROGRESSIVE APPROACH TO EDUCATION AND ADVOCACY



## THROUGH BOTH EDUCATIONAL OPPORTUNITIES

built into the curriculum and student-led initiatives, the UVM College of Medicine stands apart in its progressive approach to handling LGBTQ health topics — those related to the lesbian, gay, bisexual, transgender, queer, questioning, gender-neutral and gender-nonconforming communities.

“Creating an inclusive environment where we all can excel regardless of race, gender, ethnicity, sexual orientation, religion, ability, etc. is the goal of the Office of Diversity

and Inclusion here at the College,” says **Margaret Tandoh, M.D.**, associate dean for diversity and inclusion. “Diversity and inclusion are not niceties, they are necessities for excellence. Without them, we cannot have ‘an education second to none.’”

In a survey of curriculum last year, the Association of American Medical Colleges (AAMC) recognized UVM as exemplary in its incorporation of LGBTQ health issues into curriculum. UVM has distinguished itself by building the institutional support and cultural climate to emphasize the importance of LGBTQ health. “It has a unique combination of very dedicated students and very dedicated faculty members, which is a catalyst for change in this area,” says Kristen Eckstrand, M.D., Ph.D., founding chair of the AAMC Advisory Committee on Sexual Orientation, Gender Identity and Sex Development and a psychiatrist at the University of Pittsburgh Medical Center.

The focus is three-fold: increasing LGBTQ representation among students and faculty; weaving LGBTQ subject matter into every category of content and teaching; and developing students’ communication skills and compassion in working with LGBTQ patients.



The Pride Parade in Burlington, Vt., September, 2015.

## Frymoyer Scholar Grant to Fund Creation of LGBT Curriculum

Assistant Professor of Psychiatry **Michael Upton, M.D.’94**, has received a 2016 Frymoyer Scholars grant to develop a curriculum focused on cultural competence in providing care for LGBT patients. The goal is to create educational modules on LGBT health that will include multimedia and live workshops, as well as train medical professionals to use them as teaching tools. Upton plans for close collaboration with students and community partners, including the Vermont Pride Center, Vermont Cares, and Outright Vermont, in creating the modules. They will also be informed by the 2014 AAMC guidelines on creating cultural competence around LGBT and gender nonconforming health. “The creation of a dynamic, accessible and lasting series of trainings would signal to all members of the UVM Colleges of Medicine, and Nursing and Health Sciences an institutional commitment to diversity and inclusion leading to excellence,” Upton states in his project proposal.



## Imbasciani Lecture

The Office of Diversity and Inclusion presented the 2nd Annual Vito Imbasciani, Ph.D., M.D.’85 and George Di Salvo LGBTQ Health Equity Lecture on December 9, 2015. Featured speaker **A. Evan Eyler, M.D., M.P.H.**, UVM professor of psychiatry and family medicine, discussed “Halfway Home: LGBT Health in 2015.” In addition to his academic role at the UVM College of Medicine, Eyler serves as a consultation psychiatrist at the UVM Medical Center. Active in transgender medical care since 1995, he is a co-editor of the books *Principles of Transgender Medicine and Surgery* (Haworth Press, 2007) and *Gay, Lesbian, Bisexual and Transgender Aging: Challenges in Research, Practice and Policy* (Johns Hopkins University Press, 2012). In 2014, alumnus **Vito Imbasciani, Ph.D., M.D.’85**, and his spouse, George DiSalvo, made a generous gift to establish the Imbasciani-DiSalvo Lectureship Endowed Fund. The Lectureship aims to ensure the preparation of culturally-competent physicians who can provide medical care and prevention services that are specific to LGBTQ populations. Imbasciani presented the inaugural LGBTQ Health Equity Lecture, titled “It’s a Rainbow World: Caring for a Diverse Population.”



## Northeast Medical Student Queer Alliance Continues to Grow

Medical students from ten schools across the northeast have come together — with leadership from UVM — to form the Northeast Medical Student Queer Alliance. The alliance members — from Boston University, Brown University, Dartmouth College, Harvard University, Quinnipiac University, Tufts University, University of Connecticut, University of Massachusetts, UVM and Yale University — hope to address the quantity and quality of LGBTQ health education. Their top priority is mapping each schools’ curriculum for content that addresses lesbian, gay, bisexual, transgender, intersex and gender-nonconforming health issues. Spreadsheets compare courses over each of the four years at each school against the 36 LGBTQ health competencies from the Association of American Medical Colleges. Another project aims to gauge whether those lessons are likely to stick with students when they become doctors, and a third project is to develop a list of “out” students and faculty members among the alliance’s members and provide it to those at other medical schools who might have trouble finding mentors or peers to discuss LGBTQ concerns.

## Admissions Process

To ensure that LGBTQ candidates are well represented in the admissions pool, the College includes a voluntary process of self-identification as LGBTQ, making it one of the first two medical schools in the country to take this step, says Senior Associate Dean for Medical Education

**William Jeffries, Ph.D.**

“We’re giving students the assurance that we believe this is important,” he says. “We’re not asking this to be discriminatory. We’re asking to ensure that an integral portion of our community is represented.” In the most recent admissions cycle, the College saw the number of LGBTQ-identified students increase — along with those of all African Americans, Latino/a, Asian Americans, Native Americans (ALANA), which grew from 17 percent of the entering class in 2006 to 31 percent in 2015.







# Making a Difference

GLOBAL HEALTH PROGRAM PROMOTES EXCHANGE AND UNDERSTANDING

**STUDENTS ARE FANNING OUT ACROSS THE GLOBE** to learn about the practice of medicine in a variety of countries, including Vietnam, Uganda, Zimbabwe, Dominican Republic, and Russia, via the UVM College of Medicine/ Western Connecticut Health Network Global Health Program. They're coming back with a new perspective on global health care issues, and a more nuanced understanding of their purpose as physicians. Not only do they gain a deeper understanding of medicine across cultures, they give back to hospitals, clinics, health care professionals, and families along the way.

"For the last three years, our original focus on enhancement of patient care through improvement of medical education has become highly successful, with the establishment of numerous comprehensive exchange programs around the world," says **Majid Sadigh, M.D.**, UVM associate professor of medicine and director of the UVM/ WCHN Global Health Program.

In 2015-16, the program sent 24 students to five partner sites. A sixth clinical site is under development in China. Rising second-year students have the opportunity for an elective the summer after their first year, with a focus on research and clinical observation. Electives during the fourth year focus more specifically on a specialty of interest. Each global health rotation also includes socio-cultural immersion and language instruction.

U.S.-based faculty mentors accompany medical students and residents for one to two weeks of their elective. Their participation creates continuity and the medical supervision needed to enrich the student and resident experience. Sending faculty also helps to provide a key element in the global health partnerships at the sites: capacity building and education. Each faculty member who travels with the global health program teaches classes to the local doctors, nurses and other clinical staff at partner sites, as well as in the community at locations like the Dominican Republic with a strong focus on community health.

▲ [From L to R]: Brian Beesiga, M.D., Sohi Ashraf, M.D., Mary Kate LoPiccolo '18 and Majid Sadigh, M.D., examine a patient during clinical rounds at Mulago Hospital.

Another key component of the UVM/WCHN Global Health Program is bi-lateral exchange: Not only do U.S. students, residents and faculty spend time overseas, health professionals from the partner sites come to the United States as Scholars in Global Health at Danbury Hospital, learning about the U.S. health care system and training.

The program is gaining recognition at the national level. Since being accepted into the Consortium of Universities for Global Health (CUGH), a worldwide organization of 130 academic institutions and other groups working to address global health challenges, students and faculty have had a strong presence at the annual conference. At the 2016 meeting in San Francisco, students and faculty presented four posters, and five were presented the year before at the annual meeting in Boston.

As College of Medicine students continue to complete electives at the different affiliate sites, they bring home a new appreciation for the complexity of their work, and a broader understanding of the role physicians and other professionals can play in fostering a truly global health care community.



**Audree Frey** has been appointed as the College's new Global Health Coordinator. Working out of the Office of Medical Student Education, she will be an on-site point of contact for students applying to and participating in electives through the UVM College of Medicine/Western Connecticut Health Network Global Health Program.

## "A Connecticut Doctor in Africa:" Hearst Multimedia Series

In November of 2015, the Hearst Connecticut Media Group profiled Sohi Ashraf, M.D., a third-year resident at Norwalk Hospital, for a five-part series on his journey to Uganda. The series also featured **Majid Sadigh, M.D.**, director of the Global Health Program, and Class of 2018 students **Mary Kate LoPiccolo** and **Alexandra Miller**. Journalist Mackenzie Rigg visited UVM in December for a presentation on her experiences.



Majid Sadigh, M.D., with Hearst Connecticut Media Group journalist Mackenzie Rigg, during her visit to UVM.

## Women's Health the Focus of New Project

**Anne Dougherty, M.D.'09**, assistant professor of obstetrics and gynecology, is spearheading the Global Women's Health Medical Education Project at partner institution Makerere University in Uganda. The program is "based on a bi-directional approach and seeks to increase knowledge and practical skills for host staff and trainees in tangible ways," according to an abstract published in the *Annals of Public Health*. Dougherty received funding from UVM's Frymoyer Scholars Program, and has strong support from the UVM/ WCHN Global Health Program.



## Global Health Celebration at UVM

In honor of World Health Day, the College hosted nine distinguished international guests from Russia, Dominican Republic, Vietnam and Uganda on April 4 and 5, 2016, for a "Celebration of Global Health Day." Designed to showcase the global health education, scholarship, and service partnerships accomplished through the Global Health Program at Western Connecticut Health Network and UVM, highlights included a Dean's Distinguished Lecture on Global Health delivered by Alexey Sozinov, M.D., Ph.D., D.Sc., of Kazan, Russia, a special Family Medicine Grand Rounds and Community Medical School presentation by Uganda's Robert Kalyesubula, M.D., and a photography exhibit and academic poster session showcasing the work of medical students, nursing students and residents.

### KAZAN STATE MEDICAL UNIVERSITY, RUSSIA

Alexey Sozinov, M.D., *Rector*  
Marat Mukhamedyarov, M.D., Ph.D., *Head of International Affairs*  
Arina Ziganshina, M.D., *Coordinator of Global Health*

### UNIVERSIDAD IBEROAMERICANA (UNIBE), DOMINICAN REPUBLIC

Marcos Nunez, M.D., *Medical School Dean*  
Loraine Amell, Ph.D., *Dean of International Affairs*  
Jomar Florenzan, M.D., *Global Health Site Director*

### CHO RAY HOSPITAL, VIETNAM

Phuong Kim Huynh, M.D., *Chair of the International Office*

### MAKERERE UNIVERSITY, UGANDA

Robert Kalyesubula, M.D., *President and Founder, ACCESS-Uganda*  
Estherloy Katali, *Coordinator, Global Health Partnership, ACCESS-Uganda*



Alexey Sozinov, M.D., receives a welcome gift from Dean Rick Morin, M.D., during his visit to Vermont.



The College hosted a dinner to welcome guests from Russia, Uganda, Vietnam and Dominican Republic as part of the Global Health Celebration in April, 2016.



Robert Kalyesubula, M.D., founder and president of ACCESS-Uganda, hosts a Community Medical School lecture on April 5, 2016.



# Transforming Admissions

## MINI-INTERVIEWS OFFER UNBIASED ASSESSMENT OF CANDIDATES' SKILLS

**MOST ASPIRING PHYSICIANS** are well-aware that characteristics such as a capacity for improvement, an ability to empathize, and a sense of ethical responsibility, are key to success in their chosen field. A new format for admissions interviews that the College adopted in 2014, called the Multiple Mini-Interview, is proving to be useful when it comes to giving applicants the opportunity to showcase their readiness for medical school as related to these and other key competencies.

The MMI format includes a series of six-minute interviews with nine different people drawn from the ranks of the faculty, residents, community, and current students. Applicants rotate through the stations, which each focus on a different scenario. Interviewers score applicants, and those results are compiled — along with other data from the day — and submitted to the Admissions Committee for

**“Being an admissions ambassador is an absolutely amazing experience. It is exciting to be able to share my experiences and get to know applicants from across the country. I feel I provide a unique perspective to the applicants, since as a medical student I can give them insight into what the UVM College of Medicine is all about.”**

ERIC SCHMIDT  
Class of 2018

▲ Admissions student ambassador Eric Schmidt '18 answers questions from applicants during a recent interview day.

consideration as they make their final decisions at the end of the interview season.

The goal is to decrease bias and gain a better, deeper appraisal of the “core competencies” of applicants — areas of personal and professional aptitude that have been identified by extensive research by the Association of American Medical Colleges (AAMC), says Associate Dean for Admissions **Janice Gallant, M.D.'85**. Along with the MMI, Gallant and her staff revamped its admissions committee and procedures, and also instituted an interview day teamwork exercise that is unique among medical schools.

The core competencies encompass “soft” skills such as ethics, empathy and adaptability. Not only are those qualities difficult to measure in general, but research indicates that they are not always detected by a traditional lengthy single interview.

“The personal interview has not been found to predict performance,” Gallant says. Studies have shown, however, that the MMI does correspond with a medical student's likelihood of success in personal and professional areas.

“It's a reliable, validated tool that we are using because it's very compelling,” Gallant says. “The early assessment is that everyone is quite pleased by the results we're seeing.”

Early reports from students who went through the process have been positive. **Callie Linehan** of the College's Class of 2019 is among the first medical students who went through the MMIs and says she loved the experience.

“I just felt it gave everybody the fairest shot, because everybody has a chance to connect with somebody,” she says now.

The fast interviews posed a challenge, she admits, but she approached them as a sort of mental game of spontaneous problem-solving.

**Gregory Gause '19** also touted the benefits of connecting with multiple people about different topics. “It's easier to tackle a problem than to talk about why I'm great for 45 minutes,” he says. “It felt more natural to me: Here's a problem I might encounter and here's how I'd solve it. I can see how you'd get a better view of the individual.”

Also new to the admissions process and the interview day experience: A teamwork simulation where students are assessed on their ability to work in groups to accomplish a goal. This means communication, teamwork and social skills — again all AAMC core competencies — are important for success, says Director of Medical Student Admissions **Cary Jewkes**. While half of the applicants complete their mini-interviews, the other half is broken into small groups for the teamwork exercise. “Raters” assess how the individuals in a team interact with each other to accomplish the task.

“We're looking at how they communicate with each other,” Jewkes says.

With the new MMI format, students have an expanded role to play in many aspects of the admissions process. A team of about 20 student ambassadors take turns serving as hosts for small groups of about eight or nine applicants on interview days. The medical students lead a tour, meet their group for lunch, and answer questions throughout the day. Students have always been involved, Gallant says, and now with a larger group visiting on any given day, the ambassadors are key to creating a sense of community. They also spend more time with applicants than in years past, and as such serve as vitally important frontline representatives of the College. In addition to the ambassadors, students also interview applicants, review applications, and sit on the admissions committee that makes final decisions.

The overall goal for Admissions is to provide many interactions and touchpoints throughout the day so that applicants can allow their true selves and best qualities to shine.

“Adopting this new interview format was never about getting ‘better’ students, because we've always had great students,” Jewkes explains. “It was about providing an opportunity for prospective students to show us something we couldn't see on paper.”



▲ Applicants get prepared for their next mini-interview. The day includes a series of six-minute interviews with nine different people.

## Multiple Mini-Interviews Double in 2 Years\*

15

AAMC MEMBERS USED MMI IN 2012

30

AAMC MEMBERS USED MMI IN 2014

\* according to information from the AAMC

## Academic Presentations

Poster Presentation, UVM College of Medicine Teaching Academy, Stick Season Retreat, Burlington, Vt. **“Multiple Independent Sampling (MIS) Methodology Reduces Rater Bias and Enhances Fairness in the Medical School Admissions Process,”** December 3, 2015.

Short Communication, AAMC Northeast Group on Educational Affairs (NEGEA) Education Retreat 2016, Warren Alpert Medical School of Brown University, Providence, Rhode Island. **“Multiple Independent Sampling (MIS) Methodology Reduces Rater Bias Thereby Enhancing Fairness in the Medical School Admissions Process,”** April 8, 2016.

Workshop, AAMC Northeast Group on Educational Affairs (NEGEA) Education Retreat 2016, Warren Alpert Medical School of Brown University, Providence, Rhode Island. **“The Vermont Strength Assessment: Collaborative Integration of Competency Based Multiple Mini Interviews (MMI),”** April 9, 2016.

Workshop, UVM College of Medicine Teaching Academy, Mud Season Retreat, Burlington, Vt. **“The New UVM Medical School Interview—the why and the how of the Multiple Mini Interview (MMI),”** April 15, 2016.

Workshop, AAMC Graduate Student Affairs, Organization of Student Representatives and Careers in Medicine 2016 National Professional Development Conference, St. Louis, Missouri. **“Plays Well With Others: The challenges of assessing teamwork on interview days,”** June 24, 2016.



# THE VERMONT INTEGRATED CURRICULUM

## Foundations Level

In the Foundations Level of the Vermont Integrated Curriculum, students develop fundamental science knowledge and clinical skills. From their first days at the College, they have opportunities to engage with patients and practice physical exam skills in a supervised environment, as well as cultivate their leadership potential and apply the principles of public health in the community.



Students engage in a team-based learning exercise in the Larner Classroom.

### Annual Highlights

- Eleven of the 16 groups in the Class of 2017 who completed Public Health Projects had the opportunity to present their work at the American Public Health Association annual meeting in Chicago in November of 2015.
- Course directors continue to integrate team-based learning and flipped classroom techniques into the curriculum, allowing students to hone their communication and problem-solving skills as they tackle complex clinical problems.
- Professor of Pathology **Deborah Cook, M.D.**, has assumed leadership of Connections. She succeeds Associate Professor of Neurological Sciences **Carson Cornbrooks, Ph.D.** Associate Professor of Pathology **Rebecca Wilcox, M.D.**, is now course director for the eight week Nutrition, Metabolism, Gastrointestinal System in Health and Disease course (NMGI), taking over for Foundations Level Director and Professor of Biochemistry **Paula Tracy, Ph.D.**

### Class of 2017 Public Health Project Helps VT CARES Earn Grant

Reinforced by findings from a University of Vermont medical student public health project, Vermont CARES received a \$40,000 grant from Janssen Therapeutics to start a Vermont Hepatitis C (HCV) case management pilot project. The organization was one of only eight programs nationwide to receive this funding. The grant application was based on a needs assessment survey conducted by seven Class of 2017 students. UVM Professor of Pediatrics **Jerry Larrabee, M.D.**, was the faculty advisor. "This new grant, made possible by the students' research, allows us to expand care and support options for those with hepatitis C, and this is a huge next step for Vermont," said Peter Jacobsen, executive director of Vermont CARES.



### Interprofessional Education: An Early Foundation for Leadership of Health Care Teams

Early in their medical education, students begin to interact with nurses and other health professionals, laying the foundation for an understanding of patient care that takes full advantage of the strengths of every member of the health care team. During the ten month-long Professionalism, Communication and Reflection (PCR) course, students meet with groups such as patient families, medical interpreters and nursing students to help foster a deep understanding of how a health care team functions. Students learn more about physical therapy and rehabilitation through a disability practicum in the Generations course, and the Doctoring in Vermont course integrates students into a clinical care team over ten months. Also in PCR, interprofessional activities with spiritual care givers, alternative medicine practitioners, and nurses, give a broad perspective on how patients' needs may be met. Here, **Andrea Blood '18** (left) learns from a nurse at UVM Medical Center.



LEVEL 1 FOUNDATIONS: YEAR 1										
AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Orienta- tion		Human Structure & Function (12 weeks)			Vacation (3 weeks)	Attacks & Defenses (6 weeks)	Nutrition, Metabolism, & Gastrointestinal System (8 weeks)		Neural Science (9 weeks)	
Foundations of Medicine (6 weeks)							Vacation (1 week)			
Professionalism, Communication, & Reflection (10 months)										
*Runs for one week							Doctoring in Vermont (10 months)			

LEVEL 1 FOUNDATIONS: YEAR 2							
AUG	SEP	OCT	NOV	DEC	JAN	FEB	
Connections (2 weeks)	Cardiovascular, Respiratory, & Renal Systems (9 weeks)			Generations (8 weeks)		Convergence (4 weeks)	USMLE Step 1 Exam Preparation & Completion
Public Health Projects (5 months)							
Doctoring in Vermont (10 months)							

The UVM medical education program is composed of three levels. Level One Foundations features the development of fundamental science knowledge in a clinically relevant context and the acquisition of clinical skills. Initial courses in the fundamentals of medical science are followed by a series of organ system-based

courses. Three longitudinal courses support the development of professionalism skills, clinical practice, community engagement and public health awareness. Clinical correlations are prominent in the curriculum at all levels, beginning with meeting a patient on the first day of medical school.

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courses. Three longitudinal courses support the development of professionalism skills, clinical practice, community engagement and public health awareness. Clinical correlations are prominent in the curriculum at all levels, beginning with meeting a patient on the first day of medical school.



### Academic Achievement: Foundations Awards

Members of the Class of 2018 celebrated a major milestone in their medical student career — completion of the Foundations Level of the Vermont Integrated Curriculum — with a reception and awards ceremony celebrating outstanding faculty and support staff. **Laurie Leclair, M.D.**, (above), won the Foundations Course Director Award for her leadership of the Cardiovascular, Renal, and Respiratory Systems course.

87%

Of the students in the Class of 2015 agreed or strongly agreed that the basic science curriculum has clinical relevance, compared to 78% of their peers.

SOURCE: AAMC 2015 GRADUATION QUESTIONNAIRE

### Community Engagement: Aging and Elder Care in Generations

Students in the Generations course have the opportunity to learn first-hand about elder care and senior living facilities, and the patients who call them home. Every year, students fan out to multiple locations in the Burlington area to tour facilities, learn more about the care provided, and meet residents. Facilities range from skilled nursing centers to assisted living facilities and Visiting Nurse Association adult day care programs. Students also talk to a resident one-on-one, followed by small group meetings later where students share their experiences. The event is designed to introduce students — prior to clerkships — to this growing patient population, says Course Director and Associate Professor of Family Medicine **Charlotte Reback, M.D.**, as well as get them thinking about the varying needs of this group and the different levels of care available.





# THE VERMONT INTEGRATED CURRICULUM

## Clerkship Level

During clerkships, students learn the basic principles of clinical medicine, including primary and preventive care while building clinical skills through daily care of patients within different medical specialties.



### Annual Highlights

- With the recent creation of the UVM Health Network, which now includes three sites in northern New York and two in Vermont, the College continues to develop additional clerkship options for students at these locations as well as identify and support teachers throughout the network.
- The College's partnership with Western Connecticut Health Network continues to expand, with all seven of the clerkship rotations now offered through the network's hospitals in Danbury and Norwalk. Plans to create a branch campus at the WCHN have been vetted by the Liaison Committee on Medical Education, which would allow a cohort of 35 students to progress through their clinical education in Connecticut.
- The College is exploring the creation of a longitudinal integrated curriculum (LIC) with Hudson Headwaters Health Network in New York State, and clinical affiliate Eastern Maine Medical Center. Through an LIC, students gain robust experience in the different specialties by following a panel of patients over time, under close supervision by a faculty preceptor. Data shows that students who participate in an LIC gain a deep understanding of health care systems, as well as develop close relationships with patients and faculty that translates into important learning opportunities.

### Surgery Clerkship Earns National Recognition

The surgery clerkship clinical skills exam garnered a "best practice" designation from the American College of Surgeons - Accredited Education Institutes (ACS-AEI). The College is recognized for the "well designed and developed surgery clerkship clinical skills exam incorporating professional activities and targeting skills and knowledge deemed important by both surgeons and primary care physicians" in the ACS-AEI site survey report. Assistant Professor **Jesse Moore, M.D.**, directs the surgery clerkship.



### Clinical Simulation Laboratory Receives Prestigious Accreditation

The Clinical Simulation Laboratory has been accredited by two prestigious simulation societies: a three-year accreditation as a Comprehensive Accredited Education Institute (AEI) from the American College of Surgeons (ACS), and a five-year accreditation from the Society of Simulation in Healthcare (SSH). As a Comprehensive ACS-AEI, the simulation lab joins an international network of 81 distinguished institutes and is only one of nine SSH accredited simulation institutes recognized at the highest level.

LEVEL 2 CLINICAL CLERKSHIP: YEAR 2							
MAR	APR		MAY	JUN		JUL	
Surgery			Inpatient Internal Medicine	Bridge	Neurology/Outpatient Internal Medicine		Vacation
LEVEL 2 CLERKSHIP: YEAR 3							
AUG	SEP	OCT	NOV	DEC	JAN	FEB	
Psychiatry	Bridge	Family Medicine	Bridge	Pediatrics	Vacation	Obstetrics & Gynecology	Bridge
BRIDGES INCLUDE CONTENT SUCH AS:							
■ Patient Safety		■ Global Health		■ Genetics			
■ Evidence-based Medicine		■ Complementary & Alternative Medicine		■ Professionalism			
■ Simulation		■ Pharmacology		■ Communication & Reflection II			
■ Palliative Care		■ Nutrition		■ Health Care Finance			

The Clerkship Year is designed to build on competencies acquired in Foundations to develop the knowledge, skills, and attitudes needed for clinical care and decision-making in a variety of medical settings. The year is composed of seven clerkships which are departmentally-based and provide clinical

experiences supported by structured educational programs, and a four-week longitudinal Bridge Clerkship. All clerkships are completed under the supervision of UVM College of Medicine faculty at an approved clinical site. Upon completion of this level students complete a summative clinical skills exam.

### Leadership at Western Connecticut Health Network

**Jonathan Rosen, M.D.**, associate dean for medical education and associate professor of medicine at Albany Medical College, has been appointed dean of undergraduate medical education at Western Connecticut Health Network (WCHN). A faculty member of the Alpha Omega Alpha Honor Medical Society, Rosen joined the Albany Medical College faculty in 1986 and has held a number of medical education-related positions, including medical director of the Clinical Competency Center for the past 18 years, and co-theme leader of the Clinical Skills course for the past 16 years.



**Aparna Oltikar, M.D.**, an internal medicine hospitalist at Danbury Hospital, has been named chair of the Department of Medicine at Danbury Hospital and New Milford. Oltikar graduated first in her class from Weill Cornell Medical College and completed residency training in internal medicine at New York-Presbyterian/Weill Cornell Medical Center, and served as chief medical resident at Memorial Sloan Kettering Cancer Center. Prior to joining Danbury Hospital in 2009, Oltikar worked in hospital medicine in Torrington, Conn., and ran a Litchfield County, Conn.-based primary care practice for nearly 10 years.



Gatha Nair, M.D., second from left, a resident in medicine at UVM Medical Center, received the Arnold P. Gold Foundation Humanism and Excellence in Teaching Award. With her are Mark Levine, M.D., far left; William Jeffries, Ph.D., and Christa Zehle, M.D.

### Honoring Outstanding Teachers

Residents who make outstanding contributions to the education of students in the Clerkship Year are recognized as Arnold P. Gold Foundation Humanism and Excellence in Teaching Award winners. More than 175 residents across the UVM College of Medicine's four clinical training sites were nominated for this prestigious recognition, and eight were honored by the Class of 2017. The non-profit Arnold P. Gold Foundation, established in 1988, works with healthcare professionals to "instill a culture of respect, dignity and compassion for patients and professionals."



# THE VERMONT INTEGRATED CURRICULUM

## Advanced Integration Level

As students enter the third level of the Vermont Integrated Curriculum, the focus turns towards preparing for residency and enhancing clinical skills and knowledge of basic and clinical science. Students have opportunities to complete a research project in an area of interest, hone their teaching skills, and experience clinical medicine at other institutions and abroad.



Students practice their clinical skills in the UVM Clinical Simulation Laboratory during their acting internship in pediatrics with Molly Rideout, M.D., associate professor of pediatrics, at right.

### LEVEL 3 ADVANCED INTEGRATION: YEAR 3

MAR	APR	MAY	JUN
Selective	Acting Internship in Internal Medicine	Surgical Subspecialties	Selective

### LEVEL 3 ADVANCED INTEGRATION: YEAR 4

JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
USMLE Step 2 Exams Preparation & Completion	Selective	Vacation	Teaching Practicum or Scholarly Project	Acting Internship	Interview & Vacation	Selective	Selective	Selective	Selective	Transitions & Presentations Graduation

Advanced Integration provides students with additional responsibilities for patient care and preparation for choosing a residency program. All students are required to complete

two acting internships including one in Internal Medicine, one month of surgical specialty training, and scholarly work in teaching or research.



Honors Night celebrates the fourth year class as they head off to residency, and honors their teachers and support staff. The event features the presentation of 30 student awards, eleven faculty awards, one staff award, one department award, as well as recognition for 17 newly-elected Arnold P. Gold Humanism Honor Society members and 15 newly-elected Alpha Omega Alpha Honor Medical Society members. Cordelia Ross, M.D.'16, at right, received the Mildred A. Reardon, M.D.'67 Award for Service to the UVM College of Medicine, from Dr. Reardon, at center, and William Jeffries, Ph.D.

100%

Of students in the UVM College of Medicine Class of 2016 were successfully placed in a residency training program.

### Match Specialties

7

Anesthesiology

1

Combined Adult/Child Psychiatry

3

Dermatology

3

Diagnostic Radiology

13

Emergency Medicine

8

Family Medicine

2

General Surgery

16

Internal Medicine

1

Neurological Surgery

2

Neurology

10

Obstetrics & Gynecology

1

Ophthalmology

2

Orthopaedic Surgery

2

Otolaryngology

1

Pathology

14

Pediatrics

1

Peds/Psych/Child Psychiatry

1

Plastic Surgery

4

Primary Medicine

7

Psychiatry

2

Radiation Oncology

1

Urology



# ADVISING, SUCCESS, WELLNESS

## Medical Student Life

Medical students rely on a system of mentors and advisors to succeed, and results from the 2015 AAMC Graduate Questionnaire show the strength of those mentoring relationships at UVM. Eighty-seven percent of students reported satisfaction with faculty mentoring, well above the national average of 78 percent. This support network, combined with opportunities for community engagement, help students excel.



### College Welcomes President-Elect of American Public Health Association for 2016 Health Equity Lecture

On January 20, 2016, **Camara Jones, M.D., M.P.H., Ph.D.**, president-elect of the American Public Health Association, presented the College's 2016 Health Equity Lecture titled "Achieving Health Equity: Tools for a National Campaign Against Racism." Jones is an epidemiologist and the director of Social Determinants of Health and Equity at the National Center for Chronic Disease Prevention and Health Promotion. Featured in the award-winning documentary series, "Unnatural Causes: Is Inequality Making Us Sick?", she seeks to broaden the national health debate to include not only universal access to high-quality health care, but also attention to the social determinants of health (including poverty) and the social determinants of equity (including racism). The lecture was part of the College's Martin Luther King, Jr. Day celebration.

### Celebrating Student Success

The College recognizes outstanding achievement through participation in several national organizations. Members of the Gold Humanism Honor Society are chosen as role models and mentors for humanism in medicine. The Alpha Omega Alpha National Medical Society celebrates excellence in leadership, research, and professionalism. In addition to these prestigious national honors, the College celebrates achievement through more than 30 awards to medical students, as well as awards to outstanding faculty and staff in support of superb teaching and mentoring.



### Med Mentors Inspire High School Students

The Med Mentors Student Interest Group wants to get high school students excited about careers in health care and medicine, and help give them the support they need to make their dreams a reality. To that end, in 2016 the group hosted the second annual Health Career Exploration Day — which more than 80 students attended — and created a mentoring program that pairs a medical student with a senior at Essex High School's STEM Academy. For the career day, hands-on activities engaged students in the work of physicians. Students ran a suturing clinic, helped attendees practice vital sign exams, and guided attendees through rotations in the Pathology Lab and Clinical Simulation Lab. The six medical students who served as mentors guided their mentees through a semester-long research project, culminating in a presentation at Essex High School.

### Making an Impact

**Christina Cahill '18** was among a select group of 18 students nationwide to receive a 2015 Honors Award from The American Society of Hematology, which supports hematology research projects for medical students and residents who are interested in hematology but have not yet entered a hematology-related training program. Cahill was selected for the quality and relevance of her research project, with **Mary Cushman, M.D., M.Sc.**, professor of medicine, serving as her mentor. Cahill's work stands to contribute new knowledge to an important public health issue: racial disparities related to risk factors for stroke.



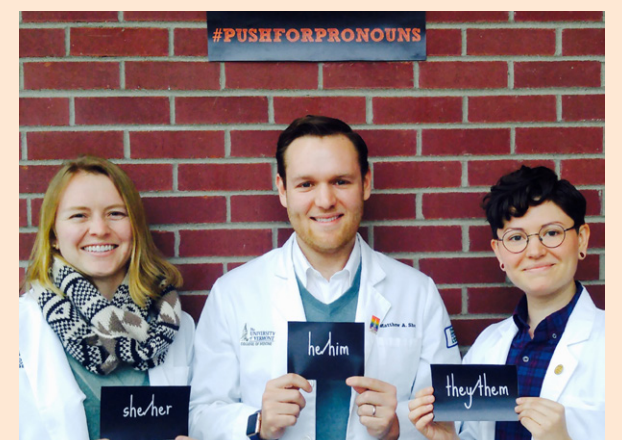
**Priyanka Chilakamarri '16** served as an associate author on the 2016 edition of *First Aid for the USMLE Step 1* — considered "the Bible" for the United States Medical Licensing Examination Step 1 preparation. "I was on the IT innovation task force and aided in the design of new medical student learning platforms for USMLE First Aid Step 1," says Chilakamarri. She worked with Tao Le, M.D., M.H.S., assistant professor of pediatrics in the Division of Allergy and Immunology at the University of Louisville (Ky.) and co-author and editor of *First Aid*, and a team of programmers. The text was published by McGraw-Hill Education/Medical.



Home washers and dryers can come in handy for an unlikely task: Killing blacklegged ticks, a carrier of Lyme Disease. **Molly Markowitz '18** was recognized at the national Family Medicine Education Consortium Annual Meeting in Danvers, Mass., for her poster on the topic — she was in the top ten percent for poster presentations. Her poster explored the minimum amount of time necessary to kill ticks in residential clothing dryers. She's been an active member of LymeCorps, a CDC-sponsored interdisciplinary program consisting of medical students, public health students, and residents from the University of Vermont and several other locations on the East Coast. The goal is to educate the public about Lyme Disease symptoms and prevention.



The UVM student-led Northeast Medical Student Queer Alliance (NMSQA) sent out a #PushForPronouns on social media as part of National LGBT Health Awareness Week. To help raise awareness of gender non-conformity, students from the UVM Gender Sexuality Alliance asked community members to add their pronoun to their email signature. "This not only helps promote a culture of respect for patients, but also for colleagues and trainees within medicine," says medical student **Matthew Shear '17**. The effort was spearheaded by **Charlotte Hastings '18**, **Matthew Shear '17** and **Al York '19** (pictured here left to right). Founded in 2014 and led by medical students at UVM, NMSQA has grown to include members from more than ten schools in New England.





# SCHOLARSHIP OF Teaching

College of Medicine faculty are frequently recognized for their scholarly work in medical education, and regularly publish and present their work.

## CichoskiKelly Garners Grant Focused on Mentorship

**Eileen CichoskiKelly, Ph.D.**, director of educational instruction and scholarship and an associate professor of family medicine, has received a two-year grant from the Northeast Group on Educational Affairs (NeGEA) to build a model for mentorship in medical education research. With an eye on elevating research on education and curricular topics, as well as supporting researchers, goals include convening a panel of experts to discuss mentorship and partnering with several institutions to create a mentorship model. NeGEA is one of four regional groups in the Association of American Medical Colleges (AAMC) that focuses on professional development of medical educators.



## Faculty Garner UVM Medical Group Teaching Awards

The UVM Medical Group honored **Rebecca Wilcox, M.D.**, as 2015 Graduate Medical Education Teacher of the Year, and **Glenn Goldman, M.D.**, as 2015 Continuing Medical Education Teacher of the Year. Wilcox, who is an associate professor of pathology and laboratory medicine, was praised for challenging residents to “see beyond the gross pathology and glass slide to what the disease really means to patients.” Goldman, who is professor of medicine, chief of dermatology, and director of the Dermatology Residency Program, has served as course director of the Winter Dermatology Course since 2011, and is heavily involved in planning the Advanced Dermatology Conference. In receiving the award he was praised for the clarity and usefulness of his presentations.



## Raszka Receives Distinguished Service Award

Professor of Pediatrics **William Raszka, M.D.**, received the Distinguished Service Award from the Vermont Medical Society. Raszka was recognized for his meritorious service in the science and art of medicine and outstanding contributions to the medical profession, its organizations, and the welfare of the public. Specifically, he was honored based on his work in both clinical medicine and medical education, as well as his profound influence on a generation of UVM medical students. The Vermont Medical Society boasts thousands of members, including retired and practicing physicians, as well as students and residents, from across the state. The organization seeks to further research in medicine and surgery, promote public health in Vermont, and encourage cooperation among physicians statewide.

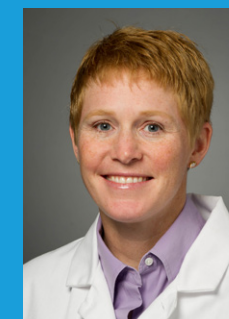


## NATIONAL RECOGNITION & SERVICE

**Maria Mercedes Avila, M.Ed., Ph.D.**, program co-director of Vermont Leadership Education in Neurodevelopmental Disabilities (VT LEND) and assistant professor of pediatrics, received the 2016 Local Hero Award from the Child Mind Institute. Avila was selected out of four finalists from across the U.S. via a crowdsourcing process as the winner of the Local Hero Award, one of five National Change Maker awards the organization gives out. She was honored for her work eliminating inequality in access to resources for children and youth at the margins. Closer to home, Avila was named one of four 2015 UVM Kroepsch-Maurice Excellence in Teaching Award recipients for her teaching in the graduate level “Racism: Health Disparities & Cultural Competence” course.



Associate Professor of Obstetrics, Gynecology and Reproductive Sciences **Elise Everett, M.D.**, has been selected to serve on the Association of Professors of Gynecology and Obstetrics (APGO) Undergraduate Medical Education Committee (UMEC) following a competitive selection process. In order to ensure a well-balanced committee, APGO considers geographic location, subspecialty, areas of special interest, diversity issues, experience, and, most importantly, the candidate’s commitment to undergraduate education and participation and support of APGO activities.



The Association of American Medical Colleges (AAMC) invited **Eileen CichoskiKelly, Ph.D.**, director of educational instruction and scholarship and associate professor of Family Medicine, to join its Advisory Committee on Sexual Orientation, Gender Identity and Sex Development for a two-year term. The goal is to ensure medical students and practicing physicians master the knowledge, skills and attitudes necessary to provide high-quality care for people who are lesbian, gay, bisexual, transgender, gender nonconforming and/or born with differences of sex development.



**Ted James, M.D.**, professor of surgery and director of clinical simulation for the UVM Clinical Simulation Laboratory, was invited to present a workshop for the Harvard Macy Institute, which offers professional development programs for academic leaders in health care. Titled “Designing Interprofessional Education to Transform Health Care,” James’ workshop led to his appointment as a recurring faculty member for the institute’s health educators course. The institute is funded through a grant from the Josiah Macy Jr. Foundation, in collaboration with Harvard Medical School, Harvard Graduate School of Education and Harvard Business School.



## 2016 Frymoyer Scholars

The John W. and Nan P. Frymoyer Fund for Medical Education supports physicians and nurses who are actively engaged in teaching UVM medical and nursing students, and who embody the best qualities of the physician teacher. The 2016 Scholars with appointments in the College of Medicine are:

- **Karen Leonard, M.D.**  
“Family Centered Rounds Multidisciplinary Curriculum”



Karen Leonard, M.D.



Felix Hernandez, M.D.



Martha Seagrave, PA-C, BSN



Renee Stapleton, M.D., Ph.D.



Michael Upton, M.D.

- **Martha Seagrave, PA-C, BSN, Felix Hernandez, M.D.**  
“University of Vermont College of Medicine Rural Health Track”
- **Renee Stapleton, M.D., Ph.D., Amy O’Meara, DrNP**  
“Enhancing Education, Resources and Opportunities in Biomedical Research for Doctor of Medicine and Doctor of Nursing Practice Students: Creation of a Research Track”
- **Michael Upton, M.D.**  
“Development of a Curriculum to Create Cultural Competence in Providing Care to LGBT Patients”



# Faculty Publications & Presentations

## Selected Publications

Benson N, Stickle T, Raszka W. Going "Fourth" from Medical School: Student Perspectives on Their Final Year of Undergraduate Medical Education. *Acad Med* 2015; 90 (10):1386-93

Huggett KN, Jeffries WB. Overview of Active Learning Research and Rationale for Active Learning, in *How-to Guide for Active Learning*, Fornari A and Poznanski A, eds. IAMSE Manuals, 2015.

Nicholas C. *HealthCare Simulation Dictionary™* 1st Edition. Served on the Terminology and Concepts Working Group. [www.ssih.org/dictionary](http://www.ssih.org/dictionary)

Rideout, M. Raszka, WV. Fever and Seizure in a Young Infant: A Simulation Case. MedEdPORTAL Publications [under review]

## Selected Presentations

Bolyard B. Are You Ready for the AAMC LGBT-DSD Guidelines? Association of Standardized Patient Educators Conference, Tampa, Fla. June 2016.

Bolyard B. Turning SPs with Specific Challenges into Professionals. Association of Standardized Patient Educators Conference, Tampa, Fla. June 2016.

Everett E, Poljak D. Improving the Learning Environment on Labor and Delivery. Association of Professors in Gynecology and Obstetrics Faculty Development Seminar, Bonita Springs, Fla. January 2016.

Everett E, Yu H, Ruhotina M, Evans K. Regional Resident Readiness Course, Collaborative Bootcamp between Brown, UVM, and Tufts. Association of Professors in Gynecology and Obstetrics Faculty Development Seminar, Bonita Springs, Fla. January 2016.

Huggett KN, Szarek JL, Richard B, Jeffries WB. IAMSE Symposium - Flipping the Classroom: Imperative or Passing Fad? Invited Symposium at the Association for Medical Education in Europe Annual Meeting, Glasgow, Scotland. September 2015.

Kim S, Raszka WV. What Does that Mean? Writing Letters of Recommendation for Residency Applicants. Council on Medical Student Education in Pediatrics Annual Meeting, St. Louis, Missouri. April 2016.

Miller V. Brownian Motion to Purposeful Action: Opportunities in Perioperative Simulation and Team Training. Co-faculty member, International Meeting on Simulation in Healthcare, January, 2016. San Diego, Calif.

Moore J. Troubleshooting Your Clerkship Course: Use of Oral Exams & OSCEs for Student Assessment. Association for Surgical Education Annual Meeting, Boston, Mass. April 2016.

Nicholas C. Invited as faculty on Standardized Patient case development to teach and assess residents' communication skills in surgery. Consortium of American College of Surgeons - Accredited Education Institutes, Chicago, Ill. March 2016.

Nicholas C. How to establish an effective local coalition on Anti-Human Trafficking. Freedom Network U.S.A. Anti-Human Trafficking Conference, Chicago, Ill. April 2016.

Nicholas C. Tabletop Simulation to Assess Teamwork in Resident Candidates. Association for Surgical Education Annual Meeting, Boston, Mass. April 2016.

Nicholas C. Turn your Everyday Work into Research and have fun doing it! Pre-Conference Workshop, Grants and Research Scholars Series. Association of Standardized Patient Educators (ASPE) Conference, Tampa, Fla. June 2016.

Nicholas C. Introduction to Action Research Methods: Grants & Research Scholars Series. Association of Standardized Patient Educators (ASPE) Conference, Tampa, Fla. June 2016.

Raszka WV. Resident as Teachers. Nemours/Alfred I. duPont Hospital for Children, Wilmington, Del. May 2016.

Rideout M, Raszka WV. Designing Simulation Exercises for Sub-Interns. Council on Medical Student Education in Pediatrics Annual Meeting, St. Louis, Mo. April 2016.

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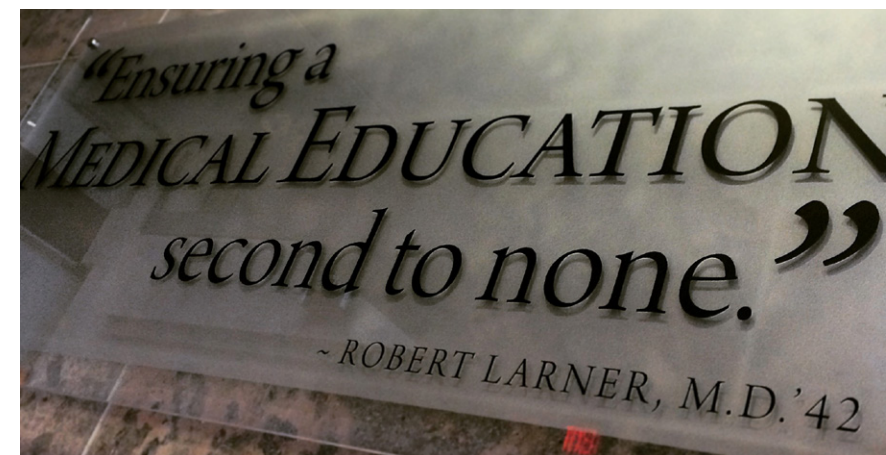
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## Medical Education Leadership

### William B. Jeffries, Ph.D.

Senior Associate Dean for Medical Education  
Associate Professor of Pharmacology

### Tania F. Bertsch, M.D.

Associate Dean for Clinical Education  
Associate Professor of Medicine

### Janice Gallant, M.D.'85

Associate Dean for Admissions  
Associate Professor of Radiology

### Christa Zehle, M.D.

Associate Dean for Students  
Associate Professor of Pediatrics

### Kathryn Huggett, Ph.D.,

Assistant Dean and  
Robert Larnar Professor of Medical Education  
Director, Teaching Academy

### Paula Tracy, Ph.D.

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Professor of Biochemistry

### Eileen CichoskiKelly, Ph.D.

Director of Educational Instruction and Scholarship  
Associate Professor of Family Medicine

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Assistant Professor of Obstetrics and Gynecology

### Lee Rosen, Ph.D.

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Assistant Professor of Psychiatry  
Clinical Assistant Professor of Psychological Science

### Sheri Youngberg

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Professionalism, Communication  
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#### Christa Zehle, M.D.

Orientation

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#### William Raszka, M.D.

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Family Medicine

### ADVANCED INTEGRATION

#### Garth Garrison, M.D.

Acting Internship in Medicine





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