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DEAN'S MESSAGE

Kenneth Kaushansky, MD, MACP

Senior Vice President, Health Sciences
Dean, Stony Brook University School of Medicine



It's mid-August and the start of a new academic year. The 2018-19 academic year ushers in a number of exciting enhancements to our curriculum and especially our teaching and learning spaces. The year kicks off with the arrival of our newest students, members of the Class of 2022, and enhancements of our mobile Medicine Education (mMedEd) initiative. mMedEd uses an iPad platform to deliver course materials and learning resources directly to a student's iPad Home screen; it supports interactive teaching and learning activities; provides on-the-go

access to learning tools, reference materials and productivity apps; allows access and interactions with the electronic medical record; supports a campus-wide sustainability initiative to reduce copy and paper costs; and provides a platform for innovation in medical education. Members of the Class of 2022 are the third class of students to receive iPads upon entering Stony Brook University School of Medicine.

This year we are offering new electives to augment the LEARN curriculum, which is designed to help prepare our students for

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UPDATE FROM THE OFFICE OF ACADEMIC AND FACULTY AFFAIRS

Latha Chandran, MD, MPH

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



It gives me great pleasure to welcome yet another class of bright medical students into our school. This is the fourth year of our fully revamped **LEARN** curriculum. And the very first year of our accelerated Three-Year MD Program (3YMD), which allows for completion of the MD degree in three years and offers a conditional acceptance into one of our residency programs at Stony Brook. Our curriculum allows students to start their clinical experiences early and provides ample opportunities for exploration of career choices. We are excited to continue meaningful training in the use of ultrasound

in clinical care, using mobile medical education technology with iPads, as well as interprofessional learning experiences.

The **opening of new teaching and learning spaces**, including the Medical and Research Translation (MART) building with a very large auditorium and facility for team-based learning activities, the new Hospital Pavilion and Children's Hospital, the expanded Clinical Skills Center and new classrooms in the Health Sciences Tower, allow for our school to further refine our "**flipped classroom**" approach to enhance self-direction and lifelong learning

(continued on page 2)

Dean's Message *continued from cover*

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

We are especially proud that this academic year will see the launch of our new educational facilities as the Medical and Research Translation (MART) building opens, which contains 240,000 square feet of educational, research and clinical space on

the Stony Brook campus that will be second to none. The educational space includes a 305-seat, acoustically designed auditorium; a multipurpose classroom that can house 160 students or be divided into spaces for 80 and two rooms of 40 students; and nine new, small-group classrooms. Other exciting enhancements include continuing construction of the expansion of our Clinical and Surgical Skills Centers, a new Medical Student Lounge and planning for a new teaching operating room, directly adjacent to our suite of new hospital main operating rooms. Not to mention the new clinical teaching space located throughout our new, 225,000-square-foot, 150-bed Hospital Pavilion and Children's Hospital, poised to admit its first patients in early December.

It's also a pleasure to report on the outstanding outcome of our 2018 graduating class residency match and how we expect even greater things from the Class of 2019. Recently, we devised a new way to evaluate how well our graduating class is doing in matching into outstanding residencies. Using

data from our clinical department chairs, we have been following what fraction of our graduates match into the top 20 programs (for each specialty) in the nation. Keeping in mind that for many residencies, there are more than 400 different programs throughout the United States, a top 20 program match indicates training at one of the top fifth percentile programs nationwide. Over the past seven years, the percentage of our students who match into these programs has grown nearly every year, with 26 percent of the Class of 2018 matching into such programs. And by all accounts, the matriculating class of 2018 looks to be every bit as academically skilled and passionate about their upcoming careers in medicine as our recent graduates.

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

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

skills among our students. As our healthcare systems continue to evolve in the future, such skills, we believe, are highly essential for successful careers as physician leaders.

Professionalism is a key pillar in our curriculum. How we think about others, care for our patients and communicate with each other is vitally important in how successful a career we develop as physicians. In the evolution of our students from lay people to caring physicians, we cannot overstate the role of self-reflection and humility – humility to learn from our mistakes and to wonder at the awesome miracles of science. Faculty from the **Center for Medical Humanities, Compassionate Care, and Bioethics** have worked closely with us to create a very robust program within our curriculum to deliberately enhance the development of professional identity among our students.

The quality of our curriculum, our students, our faculty and our educational processes are evaluated and accredited every eight years by the **Liaison Committee on Medical Education (LCME)**. Our next LCME site visit is April 2019 when our students will get to interact with the site visitors as they visit our learning spaces.

And we just received our national **Y2Q Survey** results from the **Association of American Medical Colleges (AAMC)**. I am happy to report that our students are less stressed and more engaged and joyful than the average medical student in the country while continuing to maintain above-average performance in national standardized exams. We have recently enhanced our focus on **student and faculty wellness**. The school provides a variety of options for our students to participate in diverse, meaningful extracurricular activities, student clubs, research opportunities and more. Our students are engaged in all aspects of our school as members of our community. One of our recent graduates, Lisa Bevilacqua, who helped create a surgical skills course at Stony Brook, just won the Association of Women Surgeons' Patricia Numann Medical Student Award in recognition of her leadership qualities and her work with us.

Our graduates remain our biggest ambassadors. Many have served as chief residents – a real attestation to the quality of the people we graduate as physicians. And

many of them end up in academic leadership roles throughout the U.S. and beyond.

Welcome to Stony Brook University School of Medicine! •



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

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

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

STONY BROOK MEDICINE ACADEMIC OUTCOMES IN A NUTSHELL

By Wei-Hsin Lu, PhD

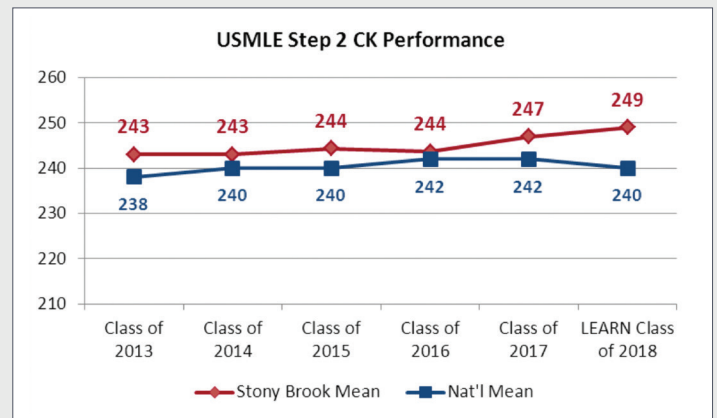
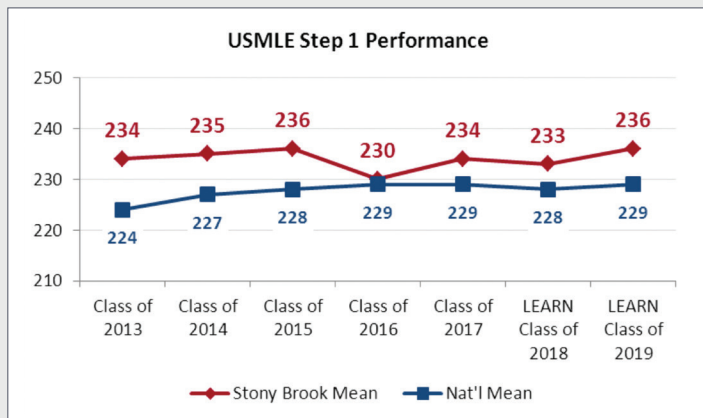
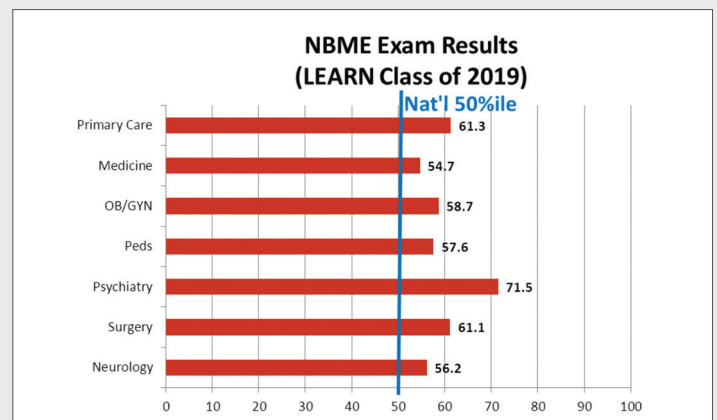
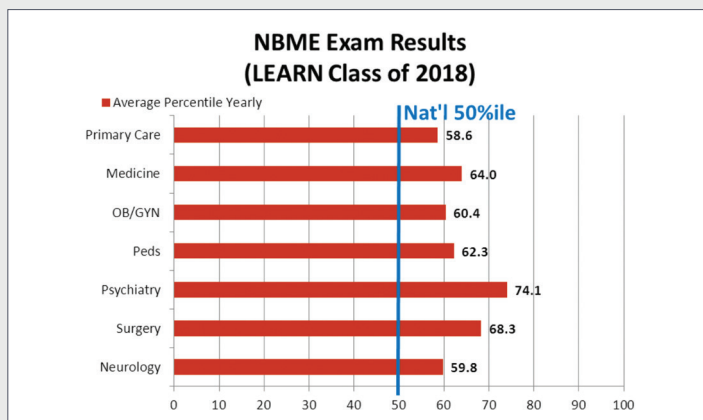
Director of Evaluation and Assessment

Research Assistant Professor of Family, Population and Preventive Medicine

Stony Brook University School of Medicine

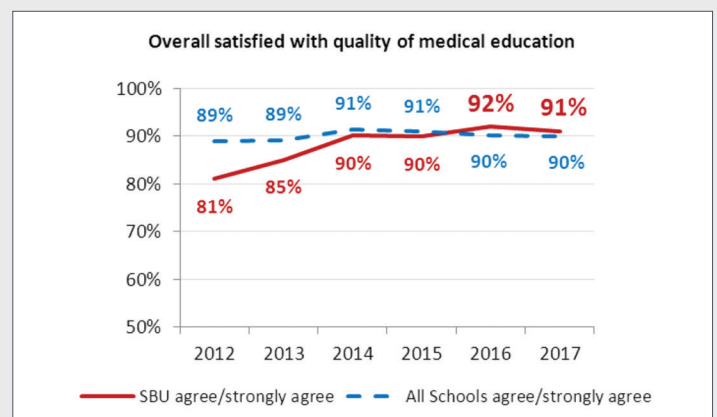
NATIONAL STANDARDIZED EXAMS

Stony Brook University School of Medicine students consistently perform at or above the national average.



AAMC MEDICAL SCHOOL GRADUATION QUESTIONNAIRE

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



WELCOME — CLASS ENTERING 2018

Stony Brook University School of Medicine Committee on Admissions



Jack Fuhrer, MD

Associate Dean for Admissions
Stony Brook University School of Medicine

The Committee on Admissions is proud to introduce the 2018 entering class, our 48th entering class. We received 4,816 applications – 757 applicants were interviewed, and we made 443 offers to fill our class of 136. Sixty percent of the class are New York State residents, 30 percent are out-of-state residents (16 states represented) and 10 percent are international students.

A total of 15 students have advanced degrees, including two with PhDs and 13 with master's degrees. Students performed extremely well on the MCAT, and on average scored within the top 10 percent of all test takers. The average science and total GPAs for this entering class is our most competitive to date at 3.80 for both, respectively. Students majored in many fields of study, 84 percent in the sciences. They also attended 70 different schools (listed below) and include many of the finest universities in this country.

We all look forward to welcoming the 2018 entering class to Stony Brook and wish everyone all the best in medical school. •

UNDERGRADUATE SCHOOL BREAKDOWN

Stony Brook University	13	CUNY Hunter College	3	Fordham University	2
Cornell University	9	Northeastern University	3	Harvard University	2
Johns Hopkins University	8	University of California-Los Angeles.....	3	New York University.....	2
SUNY Binghamton	6	University of California-San Diego.....	3	University of California-Berkeley.....	2
University of Rochester.....	4	University of Michigan.....	3	University of California-Santa Barbara	2
Boston College.....	3	Boston University.....	2	University of Maryland.....	2
Brandeis University.....	3	Case Western Reserve University.....	2	University of Massachusetts-Amherst	2
Brown University.....	3	Colgate University.....	2	Vassar College.....	2
Columbia University	3	Duke University.....	2	Yeshiva University	2

The following schools have one acceptance:

Brock University	Peking University	University of California-Riverside
Bucknell University	Pensacola Christian College	University of Central Florida
California University of Pennsylvania	Rutgers University	University of Miami
Carnegie Mellon University	Seton Hall University	University of Richmond
Colby College	Skidmore College	University of Toronto
CUNY College of Staten Island	Smith College	University of Virginia
Dartmouth College	St. John Fisher College	University of Western Ontario
Emory University	SUNY College at Old Westbury	Ursinus College
Georgetown University	Swarthmore College	Vanderbilt University
Gettysburg College	Syracuse University	Virginia Commonwealth University
High Point University	The College of New Jersey	Wesleyan University
Hofstra University	The Ohio State University	Westmont College
Indiana University	The University of Utah	Yale University
McMaster University	Tufts University	
MCPHS University	University of California-Irvine	

TOTAL SCHOOLS REPRESENTED: 70



THE INCLUSION OF SEX- AND GENDER-BASED MEDICINE IN MEDICAL EDUCATION

By Christine Cahaney, Gabriela Chateau, Kevin Fujita and Sara Yang
Class of 2019

We are taught at an early age that males and females are anatomically different. Beyond this, just how different are we?

As future physicians, it is essential that we recognize the scope of these differences and how they affect patients' health and disease. Men and women have diverse hormones, which affect gene expression and the metabolism of drugs; they have different immune responses; and they vary in the risk factors, presentations, treatments and consequence of disease.

Did you know that it was not until 2014 that different dosing patterns were recognized for medication between men and women? Or that women with cardiovascular disease present less frequently with the "typical" symptoms of chest pain, tightness and angina compared to men? As these examples demonstrate, failing to take gender and sex differences into account can affect the quality of healthcare and endanger patient lives. Unfortunately, many physicians are unaware that much of their medical knowledge is based on models of the male body prototype. We therefore hope that by incorporating sex and gender studies into medical school curricula, we can improve our medical education and begin eliminating medical biases.

The involvement of Sex- and Gender-Based Medicine (SGBM) topics in curricula is a relatively current idea. Although some institutions began to implement SGBM topics in the early 2000s, a study by the American Association of Medical Colleges (AAMC) in 2015 demonstrated that many

of these schools do not do an adequate job implementing the curricula. The study surveyed roughly 1,000 medical students representing 154 schools across the country and asked questions covering how effectively medical schools integrated SGBM curricula into their programs and how medical students perceived this integration.

The study showed that although the large majority of students (94.2 percent) thought these topics should be integrated, only one-third actually could identify a formal SGBM curriculum in their education and two-thirds reported that they would not feel comfortable managing sex/gender differences in healthcare. The study further found large inconsistencies among the inclusion of known topics in the curricula where sex and gender-based differences exist (for example, it was well covered in endocrinology but not in infectious disease or pharmacology).

In taking a look at our own curriculum here at Stony Brook, a course that covers SGBM topics is a "selective" called "Issues in Women's Health and Gender Based Medicine." This month-long elective is held twice a year and has about 20 fourth-year medical students per class. For many of us, it was our first time having in-depth conversations about the significant medical differences that exist secondary to sex and gender.

We talked about issues such as the effects of gender and sex hormones on disease etiology and presentation, as well as the disparate female representation in meaningful clinical trials that have come to inform our current standards of care. We explored topics such as sex/gender differences in drug metabolism and the variations in immune responses to

infections such as Zika and HIV. Though brief, the course has expanded our appreciation of gender-based medicine and its implications for patient safety and care. Being in the class was a valuable experience, and our hope is that more students will become exposed to gender-based medicine.

Today, women make up about half of the total medical student population and about 30 percent of practicing physicians in the United States. However, the percentage of female physicians who hold higher positions, such as department chairs or chief medical officers, in academic medicine is far lower than their male counterparts. In addition, disparities in specialties preferred by genders are still prevalent.

While top specialties of female physicians include internal medicine, family medicine and pediatrics, popular specialties of the opposite gender are surgery, radiology and pathology. Thus, even in present day, changes are still needed to eradicate the disparity within the field of physicians.

We hope that this curriculum will eliminate the biases that incoming students may have about gender in the medical field. We hope that students of Stony Brook will have an open mind about any specialty or future career in medicine, regardless of the gender, and educate their family, friends and colleagues that gender disparities in medicine still exist and work must be done to eliminate these differences. Moving forward, we hope to see a greater presence of SGBM topics throughout all four years of Stony Brook's curriculum as integration of these topics will enhance not only our education, but also our future practice of medicine. •

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

The Office of Academic and Faculty Affairs is responsible for all aspects of undergraduate medical education (including curricular affairs, student affairs and admissions), as well as faculty affairs and faculty development.

DEANS



Latha Chandran MD, MPH

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



Jack Fuhrer, MD

Associate Dean for Admissions
Associate Professor of Medicine



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Clinical Associate Professor
Director, Center for Public Health and Health Policy Research



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Assistant Dean for Admissions



Mary Jean Allen

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Howard B. Fleit, PhD

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Associate Professor and Vice Chair for Education,
Department of Pathology



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Caroline R. Lazzaruolo

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Registrar and Office Manager



Wei-Hsin Lu, PhD

Senior Education Specialist
Director of Assessment and Evaluation



Jeffrey Swain, PhD

Faculty Development Specialist

Not Pictured

Linda DeMotta, MA

Learning Specialist

WELCOME FROM ALUMNI

By Mary Hoffmann, MA

Assistant Director, Alumni Relations

The School of Medicine Alumni Board welcomes the incoming class of 2018.

As the current students will attest, your fellow classmates, faculty and the staff of the school will all become your second family. Historically, this camaraderie with your cohort is a unique yet steadfast experience that goes back to the first graduating class of 1974 and has continued every year since. We have more than 4,600 alumni worldwide. Over the years, these alumni have supported our students through scholarship donations, participated in Careers in Medicine events and welcomed the newest students by sponsoring their first stethoscope. And throughout the four years of medical school, many students have experienced alumni-sponsored international medical missions and mentorships.

We are particularly proud of this year's Outstanding Recent Graduate, Lauren Ferrante, MD '07, who is an Assistant Professor of Pulmonary & Critical Care Medicine at the Yale School of Medicine in New Haven, CT, where she conducts clinical outcomes research at the interface of critical care medicine and geriatrics.

We are also honored to present Ramon Parsons, MD/PhD '92, as this year's recipient of the Distinguished Alumnus award. He is the Director of the Tisch Cancer Institute, Icahn School of Medicine at Mount Sinai, and Director of Mount Sinai Cancer, Mount Sinai Health System. He is also a recipient of the 2011 American Association for Cancer Research Outstanding Investigator Award for Breast Cancer Research, and was inducted into the Johns Hopkins University Society of Scholars in 2015, elected to the National Academy of Medicine in 2017 and selected as a recipient of an NCI Outstanding Investigator Award in 2017.

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

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THE SCHOLARLY CONCENTRATIONS PROGRAM (SCP)

The Scholarly Concentrations Program (SCP) is a four-year track opportunity for medical students to engage in and attain recognition for scholarly pursuits in related areas of medicine.

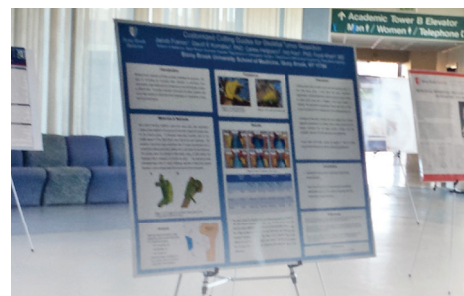
Under this program, students have the opportunity to do academic exploration in:

- Basic, Translational and Clinical Research
- Medical Humanities and Ethics
- Global Health
- Medical Education

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

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

You can learn more about this program online at medicine.stonybrookmedicine.edu/ugme/education/scholarly.



A poster presentation by a student in the Scholarly Concentrations Program

The current second-year students will give brief presentations on the results of their summer research on

Wednesday, August 15
3 to 6 pm
Lecture Hall 6

to coincide with the Transition to Medical and Dental School activities.

A RESEARCH DAY

is held every year in the spring to give graduating students an opportunity to present the results of their research in an oral and/or poster presentation. A research award is given to an outstanding student chosen by the SCP Committee as part of the graduation festivities.

JOINT DEGREE PROGRAMS

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

MD/PhD (MSTP) Stony Brook University, in conjunction with Cold Spring Harbor Laboratory and Brookhaven National Laboratory, sponsors a medical scientist training program (MSTP) leading to both the MD and PhD degrees. The purpose of the MSTP, partially funded by a competitive grant from the National Institutes of Health, is to train academic medical scientists for both research and teaching in medical schools and research institutions. Graduates of this program are equipped to study major medical problems at the basic level, and at the same time, recognize the clinical significance of their discoveries. For more information, visit pharm.stonybrook.edu/mstp.



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

STONY BROOK HOME RELIES ON ITS MEDICAL STUDENT VOLUNTEERS

MISSION STATEMENT

Stony Brook Health Outreach and Medical Education (HOME) is dedicated to improving the health and well-being of the underserved community in Suffolk County by:

- Increasing access to free, dependable and comprehensive health services
- Empowering individuals and families through education and social services
- Training future clinicians in culturally competent and compassionate care

Benefits of volunteering at SB HOME for medical students include:

- Giving back to the local community
- Early clinical exposure
- Interacting with upperclassmen
- Learning clinical skills early
- Working directly alongside attendings
- Learning how to run a clinic
- Satisfaction of helping those in need

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

For more information about participating in SB Home, visit medicine.stonybrookmedicine.edu/HOMEvolunteer.

To inquire about any of the positions available or committees to get involved in, please email stonybrookhome@gmail.com.

PLEASE SUPPORT US: DONATIONS ARE TAX-DEDUCTIBLE.

Please make checks payable to "Stony Brook HOME" and mail to:
 Stony Brook HOME- FSA Account #703, Office of Student Affairs
 Health Sciences Tower, Level 4, Room 151
 Stony Brook University School of Medicine, Stony Brook, NY 11794-8436

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

MD/MPH The Program in Public Health at Stony Brook offers a Master of Public Health (MPH) degree, which can be obtained with the MD degree. The combined program requires the completion of all School of Medicine requirements for the MD degree program and all 54 credits of the MPH program. When applying to the combined program, students will be able to select one of the three MPH concentrations – Health Analytics, Community Health, or Health Policy and Management. For more information, visit publichealth.stonybrookmedicine.edu/academics/degreeoptions/grad/md.

MD/MA The Center for Medical Humanities, Compassionate Care, and Bioethics offers, on a selective basis, the opportunity for up to five medical students a year to participate in a joint MD/MA program. In addition to their coursework, these students enroll in the Scholarly Concentrations Program and take 18 credits from the MA program in Medical Humanities, Compassionate Care, and Bioethics to receive a joint MD/MA upon graduation. For more information, visit stonybrook.edu/bioethics/education.

WHAT TO LOOK FOR IN 2018-19

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

STUDENT ACTIVITIES

First-Year Orientation/Transition to Medical and Dental School
August 8-17

White Coat Ceremony
August 12

Second-Year Welcome Back
August 13

Global Medicine Info Session
September/October

Careers in Medicine
November 1

Scholarly Concentrations Info Session
November 29

Jeopardy Event
Fall 2018

Hispanic Heritage Event
Fall 2018

Potluck Dinner – Golden Paddle
Fall 2018

Transition to Clinical Care (Phase II)
January 2-11

International Research Fellowship Info Session
January 2019

Diaspora of Color
February 2019

Match Day
March 15

Research Day – SCP Presentations
May 2

Asian Extravaganza
TBD

Evening of the Arts
TBD

Commencement
May 23

ALSO CHECK OUT THE SCHOOL'S ACADEMIC CALENDAR AT

medicine.stonybrookmedicine.edu/AcademicCalendar



Course Development Team (from left): Timothy Friedmann, Christine Cahaney, Kevin Zacharoff, Richard Rosenthal, Candice Smith and Patricia Tsui

ADDRESSING PAIN AND ADDICTION IN A NEW COURSE OFFERING

By Kevin Zacharoff, MD

Pain and Addiction, a new selective course that will be offered to Phase III students in April 2019, will focus on an increasingly prevalent and important issue in healthcare today – the intersection of addiction, pain and the opioid overdose epidemic.

Students will learn about the neurobiology and pathophysiology of addiction and pain, in addition to developing an understanding of the complex relationship between the clinical, regulatory and legal challenges these conditions and their treatment present to clinicians today. Presented with an interprofessional clinical perspective, this course will be devoted to helping students understand the value and importance of a team-based approach involving various disciplines, such as psychiatry, pain medicine, physical medicine and rehabilitation, and social work. Students will be more knowledgeable about different treatment modalities for people with co-morbid pain and addiction disorders and develop greater sensitivity to those who suffer from both.

Course Directors:

Kevin Zacharoff, MD, a faculty member in the Department of Family, Population and Preventive Medicine, has taught Medicine in Contemporary Society and Themes in Medical Education for the past 12 years and also teaches the selective Pain, Drugs and Ethics at the School of Medicine. With more than 25 years of clinical and education experience in anesthesiology and pain medicine, he has co-authored numerous texts, including "The PainEDU.org Manual: A Pocket Guide to Pain Management," and is a sitting member of the Anesthetic and Analgesic Drug Products Advisory Committee to the U.S. Food and Drug Administration.

Richard Rosenthal, MD, recently joined Stony Brook University as the Inaugural Director of the Division of Addiction Psychiatry. He has been a leader in addiction science, treatment and policy for more than three decades and has advocated as long for increasing standard training of physicians about addictive disease.

Patricia Tsui, PhD, is a Clinical Psychologist at Stony Brook Medicine's Center for Pain Management and Clinical Assistant Professor in the Department of Anesthesiology. •



CONNECTING TO THE COMMUNITIES WE SERVE

By Cordia Beverley, MD, and Yvonne Spreckels, MPA

Stony Brook Doctors and Public Health Professionals Go “Back to School”

On May 3, Stony Brook University School of Medicine’s medical students, residents and faculty joined students from Brentwood and Longwood High Schools for the second annual Doctors Back to School Day. This year’s program was also expanded to include a session on March 12, where Stony Brook University medical students hosted a group of fourth-grade students from the LaFrancis Hardiman/Martin L. King Jr. Elementary School in Wyandanch at the Stony Brook Medicine Clinical Skills Center.

Doctors Back to School Day was developed by the American Medical Association to help students from underrepresented communities realize that medicine is an attainable profession. This community outreach program is also an important learning opportunity, since studies indicate that medical students and residents participating in community service are more likely to specialize in family medicine or primary care. This year, participants in Doctors Back to School Day included pre-clinical medical students, residents and faculty from Family Medicine, General Internal Medicine, Medicine-Pediatrics, Obstetrics-Gynecology, Pediatrics and the Program in Public Health.

Doctors Back to School Day was well received by approximately 500 high school students and their teachers. Throughout the morning, medical students and residents spoke of their personal journeys and the challenges they overcame to attend medical school and become physicians. One student, himself an alumnus of Brentwood High School, shared his experience of not having role models

and mentors and the obstacles he faced coming from an underserved community. Many students identified with his story and were inspired by his perseverance. Another student spoke of the difficulties she faced as a child immigrating to the U.S., where she had to learn a new language and culture. She told the high schoolers how her observations of healthcare disparities motivated her to become a physician so that she could make a difference in her community.

The medical students saw the noticeable impact that their words and interactions had on the high school students. One high school student shared, “This is an awesome program,” and another student wrote, “Thanks for doing what you do.” The high school faculty praised the event’s success in teaching students about medical careers and emphasized the need for continuing this program and expanding it to include other healthcare professionals. The School of Medicine faculty who participated felt it was a unique interdisciplinary experience for both medical students and residents.

The fourth-grade students from LaFrancis Hardiman/Martin L. King Jr. Elementary School in Wyandanch who visited the Stony Brook Medicine Clinical Skills Center had the opportunity to view a mannequin simulation for asthma. Medical students also gave an interactive presentation for them on “What Do Medical Doctors Do?” Susan Owens, Simulation Coordinator, reported that the students were very engaged and had a wonderful time at Stony Brook. The principal commented that several students returned

to school sharing their new career and college goals. They have requested to return next year.

Doctors Back to School Day was truly inspiring for Stony Brook medical students, residents and faculty. We would like to thank Brentwood and Longwood High Schools for their collaboration and hospitality. The event was coordinated by Cordia Beverley, MD, Assistant Dean for Community Health Policy at the Stony Brook University School of Medicine, and Yvonne Spreckels, MPA, Director of Community Relations at Stony Brook University Hospital. •



(Top Right and Above) Stony Brook School of Medicine faculty, residents and medical students interact with Brentwood and Longwood High School students to inspire them to consider pursuing a career in medicine.



(Left) Saumya Bhutani celebrates Match Day with her family. (Right) Members of the Class of 2018 share their matches.

WHAT A MATCH

The Class of 2018 matched to the following residency specialties and programs:

SPECIALTIES

Anesthesiology
Dermatology
Emergency Medicine
Family Medicine
General Surgery
Internal Medicine
Neurological Surgery
Neurology
OB/Gyn
Ophthalmology
Orthopaedics
Otolaryngology
Pediatrics
Plastic Surgery
Psychiatry
Radiology – Diagnostic and Interventional
Urology
Vascular Surgery

Case Western
Cedars-Sinai
Children’s Hospital
Children’s National Medical Center
Christiana Care
Cleveland Clinic
Dartmouth-Hitchcock Medical Center
Detroit Medical Center
Drexel University
Family Health Centers of San Diego
Hofstra Northwell School of Medicine
Icahn School of Medicine-Beth Israel/Mt. Sinai/St. Luke’s-Roosevelt
Jackson Memorial Hospital
Jacobi Medical Center/Einstein
Jefferson Medical College
Johns Hopkins Hospital
Kaiser Permanente
Maimonides Medical Center
Maine Medical Center

Massachusetts General Hospital
Montefiore Medical Center-Einstein
New York Medical College-Westchester
New York Presbyterian Hospital-Brooklyn Methodist/Columbia/Weill Cornell
New York University School of Medicine
New York University Winthrop
Ohio State University Medical Center
Rush
Rutgers-Robert Wood Johnson
St. Christopher’s Hospital
St. Louis University Hospital
Stony Brook University
SUNY Brooklyn Downstate
Temple University Hospital
Thomas Jefferson University
Tufts Medical Center
UC Davis Medical Center

UC Irvine Medical Center
UCLA Medical Center-Harbor
Université de Montreal
University of Connecticut School of Medicine
University of Illinois College of Medicine
University of Maryland Medical Center
University of Massachusetts Medical School
University of North Carolina
University of Rochester
University of Tennessee College of Medicine
University of Toledo
University of Vermont Medical Center
University of Washington
University of Pittsburgh Medical Center
UT Southwestern-Dallas
Yale-New Haven

SITES

Albany Medical Center
Barnes-Jewish Hospital
Beaumont Health System-Oakland
University William Beaumont
Brown University – Butler/Rhode Island

Medical Student Named NIH Research Scholar

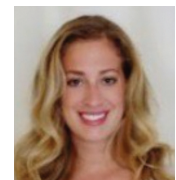


Stony Brook University School of Medicine student Jenny Kim is considering becoming an anesthesiologist and would like to research novel non-opioid analgesics for pain. During the 2018-19 academic year, Kim will be involved in pain research at the National Institutes of Health (NIH) before she returns to Stony Brook the following year to complete her MD program. This opportunity arose as Kim was selected as one of the recipients of the NIH’s 2018-19 Medical Research Scholars Program (MRSP).

Kim is among 37 students selected nationwide for the fellowship. The research training program enables students to pause their university studies for one year and to live on the NIH campus and conduct basic, clinical or translational research. She started her fellowship in July.

Kim will be working at the bench on animal studies within the Department of Perioperative Medicine at the NIH Clinical Center. Learn more about this year’s NIH Medical Research Scholars Program and its recipients at nih.gov/news-events/news-releases/nih-announces-2018-2019-medical-research-scholars-program-class.

School of Medicine Student Named Winner of Patricia Numann Medical Student Award



Lisa Bevilacqua, MD, School of Medicine Class of 2018, received the Patricia Numann Medical Student Award from the Association of Women Surgeons (AWS). Dr. Bevilacqua is now a General Surgery Intern at Thomas Jefferson University Hospital.

Named in honor of the founder of AWS, the award was established to encourage and support female medical students pursuing a career in surgery. The recipient is chosen based on potential leadership qualities or research contributions to the field of surgery, response in a personal statement and a letter of recommendation. Nominees must be in the fourth/final year of medical school at the time of nomination and have demonstrated a commitment to pursuing a career in surgery.

GIVE BACK

We thank the Stony Brook University School of Medicine Alumni for their continuous support.

For further information or to make a donation, please visit stonybrook.edu/SOM-AlumniSupport or feel free to contact Duante Stanton at duante.stanton@stonybrook.edu.



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