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
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 healthcare 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 and 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 and professionalism. The space, which features state of the art technology, accommodates 120 students with flexibility for both small- and large-group functions.

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
- Offices for the College's 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 laboratories for advanced anatomical and medical imaging.

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UVM College of Medicine Is a National Leader for Student 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,” 95 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.

Student Satisfaction is a National Leader for UVM College of Medicine

State of the art technology, accommodates 120 students with flexibility for both small- and large-group functions.

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 opportunities for UVM’s clerkship students and 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.
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

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.

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

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 Larner Foundation 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.

Supporting the Next Generation

Alumni support is vital to the success of current medical students in many ways. The College is fortunate to have a strong 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

Class of 2019 Snapshot

6,054 Applicants
114 Interviews
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)

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 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.

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.

College Celebrates Gift from Larners 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 as Part of Campaign Start by the Investiture ceremony for Teaching Academy Director Kathryn Huggett, Ph.D., as the inaugural Larner Endowed Professor in Medical Education.

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

Diversifying the Physician Workforce

17% → 31%

Percentage of ALANA students who matriculated in 2006.

Percentage of ALANA students who matriculated in 2015.
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 a voluntary organization facilitates educator scholarship of teaching and learning. The community of educators, and promote public policy and administration.

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.

2018-16 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 Larabee, M.D., Professor, Pediatrics
Stephanie Mann, M.D., Associate Professor, Obstetrics, Gynecology and Reproductive Sciences
Bridget Marquion, 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 (continued)**
Thomas Delaney, Ph.D., Research Associate, Pediatrics
Jeremiah Dickerson, M.D., Assistant Professor, Psychiatry
Lydia Grendon, M.D., Associate Professor, Anesthesiology
Elise Hotaling, M.D., Assistant Professor, Radiology
Isauro Menzies, M.D., Assistant Professor, Primary Care Internal Medicine
Molly Moore, M.D., Assistant Professor, Pediatrics
Nicholas Nocco, M.D., Assistant Professor, Surgery
Pamela Puthoor, M.D., Assistant Professor, Pediatrics
Halle Sabel, M.D., Associate Professor, Primary Care Internal Medicine
Emily Stubbins, M.D., Assistant Professor, Anesthesiology
Kevan Sterneberg, M.D., Assistant Professor, Surgery
Suzanne Tucker, M.D., Assistant Professor, Pathology
Michael Upton, M.D., Assistant Professor, Psychiatry

**PROTÉGÉ**
Jacquelyn Grew, 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

excels regardless of race, gender, ethnicity, sexual orientation, gender-neutral and gender-nonconforming communities.

approach to handling LGBTQ health topics — those related to the lesbian, gay, bisexual, transgender, queer, questioning, 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.”

**Frymoyer Scholar Grant to Fund Creation of LGBTQ 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 LGBTQ patients. The goal is to create educational modules on LGBTQ 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.

**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 (ALAINA), which grew from 17 percent of the entering class in 2006 to 31 percent in 2015.
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.

“ar 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 2016-17, the program sent 24 students to five partner sites. A sixth clinical site is under development in the Dominican Republic, and Russia, via the UVM College of Medicine/Western Connecticut Health Network Global Health Program.

Women’s Health the Focus of New Project

Anne Dougherty, M.D. ’09, assistant professor of obstetrics and gynecology and gynecology and urogynecology of the Global Women’s Health Education Project at Makerere University in Uganda. The college hosted a dinner to welcome guests from Russia, Uganda, Vietnam and 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 Sazinov, 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.

Global Health Celebration at UVM

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KAZAN STATE MEDICAL UNIVERSITY, RUSSIA

Alexey Sazinov, M.D., Rector

Marat Mukhametzyarov, M.D., Ph.D., Head of International Affairs

Anna Zagoshina, M.D., Coordinator of Global Health

UNIVERSIDAD IBEROAMERICANA (UNIBE), DOMINICAN REPUBLIC

Marcos Nunez, M.D., Medical School Dean

Lorena 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

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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 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 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're 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 Gease ’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-interview, 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 complete 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 vital front line 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.”

“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

Academic Presentations


Workshop, AAMC Northeast Group on Educational Affairs (NEGEA) Education Retreat 2016, Warren Alpert Medical School of Brown University, Providence, Rhode Island. “Cutting Edge 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.

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 $24,000 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.

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.

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.

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

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 institutions and is only one of nine SSH accredited simulation institutes recognized at the highest level.

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.

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.

Active Learning: Teaching and Scholarly Projects

Students chose to complete either a scholarly project or teaching practicum in their final year. The goal for the teaching practicum is to provide students teaching experience in a “coached environment” as they prepare for residency, and the scholarly projects give students the opportunity to learn about the methods involved in scientific inquiry. The following are several examples of scholarly projects from the Class of 2016:

For his scholarly project, Charlie Huang, M.D.’16, focused on a rare but debilitating condition called trigeminal neuralgia. He reviewed the literature for 130 cases from the Gamma Knife Center at Chang Bing Show Chwan Memorial Hospital, where Huang’s father is director, analyzing pain relief in patients who had gamma knife surgery for trigeminal neuralgia, comparing the patients with small and large blood vessel compression. His results showed equal effectiveness, potentially opening the door to wider applicability of the non-invasive technique that uses hundreds of small radiation beams to treat brain abnormalities.

In cooperation with UVM’s Program in Integrative Health, Anja Jakela, M.D.’16, reviewed ten years’ worth of literature related to acupuncture use for pain management after surgery. “The strongest evidence was for post-op nausea and vomiting, and as an analgesic,” she says. “I was particularly impressed by the quality of research related to joint replacement.” Although the biology behind how acupuncture works on the human body still isn’t understood, Jakela hopes that the evidence in support of acupuncture’s effects prompts more hospitals to begin incorporating it as a pain management tool.

Erica Marden, M.D.’16, created a “primer on navigating gender identity, puberty and relationships” that addresses health and sexuality topics in a way that does not assume the binary male/female. The booklet, geared towards a fourth- to sixth-grade audience, talks about biological sex, gender identity, and gender expression, acknowledging the fluidity between them. Marden presented her research at the Association of American Medical Colleges’ Northeast Group on Educational Affairs meeting, receiving positive comments and much interest.

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
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 Ali 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.

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.

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.

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, ‘Unequal Ca...
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.

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”

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

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.

Raszkca Receives Distinguished Service Award
Professor of Pediatrics William Raszkca, M.D., received the Distinguished Service Award from the Vermont Medical Society. Raszkca 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 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.

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.
Faculty
Publications & Presentations

Selected Publications
Benson, N. Stickle, T. Ruskai W. Going “Fourth” from Medical Student: Perspectives on Their Final Year of Undergraduate Medical Education. Acad Med 2015; 90 (10):1386-93
Rideout, M. Ruskai W. Fever and Seizure in a Young Patient: A Simulation Case. MedSPOTAL. Published [under review]

Selected Presentations
Bolyard B. Turning SPs with Specific Challenges into Professionals. Association of Standardized Patient Educators Conference, Tampa, Fla. June 2016
Eventt E, Polsak D. Impacting the Learning Environment on Labor and Delivery. Association of Professors in Gynecology and Obstetrics. Faculty Development Seminar, Bonita Springs. Spring, January 2014
Volpe Holmes A, Weinstein A, Ruskai, WV. Parents are the Best Teachers: Teaching Family Centered Care Together with “Family Faculty Members.” Council on Medical Student Education in Pediatrics Annual Meeting. St. Louis, Mo. April 2016.

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 Zeble, M.D.
Associate Dean for Students
Associate Professor of Pediatrics
Kathryn Huggett, Ph.D.
Assistant Dean and
Robert Lerner Professor of Medical Education
Director, Teaching Academy
Paula Tracy, Ph.D.
Director of Foundations and Pre-clinical Assessment
Professor of Biochemistry
Eileen ChichoskiKelly, Ph.D.
Director of Educational Innovation and Scholarship
Associate Professor of Family Medicine
Cate Nicholas, Ed.D, M.S., P.A.
Education Director, Clinical Simulation Laboratory
Assistant Professor of Obstetrics and Gynecology
Lee Rosen, Ph.D.
Director of Student Support
Assistant Professor of Psychiatry
Clinical Assistant Professor of Psychological Science
Sheri Youngberg
Administrative Manager

Course Directors
Foundations
Dennis Beatty, M.D.
Doctoring in Vermont
Eilen Black, Ph.D.
Human Structure and Function
Jan Carney, M.D., M.P.H.
Public Health Projects
Deborah Cook, M.D.
Connections
Stephen Everse, Ph.D.
Foundations of Medicine
Cynthia Forehand, Ph.D.
Neural Science
Patricia King, M.D., Ph.D.
Convergence
Laurie Leclair, M.D.
Cardiovascular, Respiratory and Renal Systems
Charlotte Reback, M.D.
Generations
Lee Rosen, Ph.D.
Professionalism, Communication and Reflection
Rebecca Wilson, M.D.
Nutrition, Metabolism and Gastrointestinal Systems
Christa Zeble, M.D.
Orientation

Clerkship Directors
Jeremiah Dickerson, M.D.
Psychiatry
Eile Everett, M.D.
Obstetrics & Gynecology
Candace Fraser, M.D.
Family Medicine
Timothy Fries, M.D.
Neurology
Jesse Moore, M.D.
Surgery
Robert O’Brien, M.D.
Internal Medicine – Outpatient
Louis Polsih, M.D.
Internal Medicine – Inpatient
William Raszka, M.D.
Pediatrics
Martha Seagrave, P.A.-C., B.S.N.
Family Medicine

Advanced Integration
Garrh Garrison, M.D.
Acting Internship in Medicine

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