Above: William Hopkins, M.D., professor of medicine, teaching Class of 2017 students with one of five Harvey® cardiopulmonary simulators in the Clinical Simulation Laboratory.

On the front cover: Associate Professor of Obstetrics, Gynecology and Reproductive Science Elise Everett, M.D., confers with medical students during early morning clerkship rounds at The University of Vermont Medical Center.
A perusal of the contents of this report reflect a year of tremendous productivity in the arena of medical student education. The College emerged from its successful accreditation review with much pent-up energy to resume projects that were slowed or set aside by the 2013 accreditation process. Among the important efforts that came to fruition were a comprehensive revision of our admissions process, the rise of faculty generated educational scholarship, the 10th anniversary of our public health service projects course and the continued enhancement and expansion of our clinical education programs.

An exciting development of 2014 was the launch of the College of Medicine Teaching Academy. This project builds on the academy movement that has taken hold nationally at some medical schools around the country with a unique Vermont twist. This is no honorific society – this is a group of dedicated faculty who are ready to propel the Teaching Academy to an important role in the improvement and evaluation of teaching quality. The Academy will function as a reactor for innovation in the curriculum and will help faculty live up to the high teaching standards that were recently enacted in our Faculty Standards and Guidelines. It will also help to introduce and reward more effective teaching methods and recommend the best strategies for investment in educational success.

Another major development in our educational program was the completion of the Robert Larner, M.D., ’42 Classroom. This classroom reflects the commitment of alumnus Dr. Larner to provide an education “second to none” among medical schools. His generous gift enables the College to find an appropriate home for our renewed commitment to active learning. In active learning, the object is to define not what you will know at the end of a session, but what you will be able to do. In these sessions, students work in groups to reflect on what they have learned in readings, online modules and previous activities to address new problems that are close to those encountered in live clinical situations. Student performance has measurably improved since active learning was introduced, putting us on a path to fulfilling Dr. Larner’s vision.

This report details these and many other exciting developments in our medical student education mission in 2014. Our faculty, staff and students are to be congratulated for their varied achievements and we look forward to more progress in 2015.

William B. Jeffries, Ph.D.
Senior Associate Dean for Medical Education
NEW LARNER CLASSROOM SUPPORTS TEAM-BASED LEARNING

The Larner Classroom celebrated its grand opening in November with a gathering in the new space with faculty, staff, students and family members of Robert Larner, M.D.’42, the alumnus whose $1 million gift made the classroom possible. Located at the front of the Dana Medical Library in the Larner Medical Education Center Concourse, the 2,820 square foot classroom accommodates 120 students with flexibility for both small- and large-group functions. The classroom brings cutting-edge technological support to the active and team-based learning already happening at the College. Californians Dr. and Mrs. Larner were unable to attend the ribbon-cutting, but son Gary Hann and son-in-law Peter Blacksberg were on hand to share the Larners’ wish to support the College in providing “a medical education that is second to none.” This inspiration is at the center of Dr. Larner’s longstanding support of the College, and is reflected on the plaque that hangs outside the classroom honoring the Larners’ generosity.

CREATING A POSITIVE LEARNING ENVIRONMENT

A positive, professional working and learning environment is critical in fulfilling the missions of the College and its teaching partners. Dean Rick Morin and the leaders of each clinical teaching partner are fully committed to ensuring a respectful, professional environment for all learners at every location and a culture of respect for all employees. The Dean directed five key initiatives to fulfill this commitment, including:

- Formation of the Learning Environment and Professionalism (LEAP) Committee in 2012 to lead the efforts, chaired by David Adams, M.D., with faculty, staff and student members from both the College and the Medical Center.
- Creation of a curricular learning module in 2014 focused on professionalism, which includes a video, self-assessment and discussion guides. The module, which generated positive feedback nationally, is now being shared through MedPortal as a useful and effective tool that schools can adapt.
- Implementation of an improved reporting system for reporting incidents of mistreatment and unprofessional behavior. Efforts to increase awareness in 2014 resulted in nearly 100% of medical students reporting they were aware of the policy and 94% reporting they knew the process for reporting mistreatment (versus 74% of their national peers).
- Appointment of clinical ethicist Sally Bliss, M.S.B., R.N., in 2013 as Ombudsperson, providing medical students, residents, and fellows with a neutral, safe and confidential environment to hear their concerns.
- Encouragement of medical students to write a Medical Student Honor Code, adopted in 2013. This initiative and its initial results were presented at the international AMEE 2014 Annual Meeting in Milan.
LEADERSHIP IN LGBTQ+ EDUCATION

The UVM College of Medicine aspires to be a national leader among medical schools in its incorporation of the unique health concerns of lesbian, gay, bisexual, transgendered and related communities. The College’s efforts to improve education for LGBTQ+ health encompass initiatives within the Vermont Integrated Curriculum, a vibrant student interest group, a new endowed lecture series, and a full range of programs that engage faculty, staff, and students on campus, and throughout the community. Highlights from this year include:

■ A gift from alumnus Vito D. Imbasciani, M.D.’85 and his spouse, George DiSalvo, made UVM the first medical school to establish a funded lectureship devoted to LGBTQ+ healthcare. Imbasciani, a urologic surgeon at Southern California Permanente Medical Group, gave the inaugural LGBTQ Health Equity Lecture, “It’s a Rainbow World: Caring for a Diverse Population.”

■ Medical student Alison Alpert ’14, developed an addendum to the Association of American Medical Colleges’ Tool for Assessing Cultural Competence Training. The tool helps medical schools track progress in meeting LGBTQ+ curricular goals and is now available nationwide.

■ A dedicated texting helpline for youth ages 13 to 22 to get accurate and safe answers to questions about sexual health was created by UVM Class of 2017 students Matthew Shear and Leah Cipri.

■ A. Evan Eyler, M.D., professor of psychiatry and family medicine, developed curriculum for an elective in LGBTQ+ healthcare. Eyler is co-editor of the book Gay, Lesbian, Bisexual and Transgender Aging: Challenges in Research, Practice and Policy that explores clinical and practical concerns related to health and aging in the LGBTQ+ community.

■ The College’s Gender and Sexuality Alliance (GSA) gathered student groups from the region to discuss opportunities for LGBTQ+ health curricula as part of their mission to ensure all students have the skills and resources to become competent health care providers for people of all genders and sexual orientations.

■ For the second consecutive year, the Human Rights Campaign Foundation recognized The University of Vermont Medical Center as a “Leader in LGBT Healthcare Equality” in its Healthcare Equality Index 2014.

■ Well known for her long-running comic strip Dykes to Watch Out For, cartoonist and MacArthur Foundation “genius” grant recipient Alison Bechdel delivered a two-part workshop on Graphic Medicine for students and faculty who learned to use the visual language of comics to explore their own identities and the narratives of illness and caregiving.

■ Efforts at UVM to expand the options for pronoun use and gender identity have been highlighted nationally, and medical students are working changes in the use of pronouns in the UVM Health System’s electronic medical records.

A focus on the LGBTQ+ community is part of an overall UVM culture that embraces diversity, with the goal of ensuring that the physicians of tomorrow will be prepared to care for a diverse population across all specialties.
At the Annual Stick Season Retreat, Lewis First, M.D., professor and chair of pediatrics, led a workshop on time-efficient clinical teaching. But instead of a room full of pediatrics experts — his usual audience at similar seminars around the country — there were internists, psychiatrists and surgeons, too. Some of those colleagues later told First they had achieved good results by applying his suggestions in their own teaching.

His workshop was part of the inaugural event of the University of Vermont College of Medicine Teaching Academy, which debuted at the annual retreat. He himself attended a retreat workshop and made helpful connections with faculty in other departments.

“That kind of networking would never have occurred without a teaching academy. And we’re just getting started,” says First, an Academy charter member. “At UVM, there has never been a community where you can find that network, one-on-one or in small groups.”

In addition to the networking that a cross-departmental community of educators offers, the Academy will foster a scholarly approach to medical education, nurture faculty professional development and advancement, and guide curricular innovations. On a larger scale, the Academy will increase the College’s visibility and promote its successes through the Academies Collaborative, a national organization of medical school teaching academies.

The Teaching Academy reflects a renewed focus on teaching and educational scholarship. For several years, a College task force worked on the design of the Academy, made presentations to departments, met with deans and other administrators, and gathered input. The inaugural cohort will be inducted at the annual Mud Season Retreat March 26-27.

“A teaching academy is recognition that education and patient care are parallel goals rather than competing entities,” says charter member Rebecca Wilcox, M.D., assistant professor of pathology and winner of a 2014 UVM Kroepsch-Maurice Award for Teaching Excellence. “The Academy is the community that brings us all together with the common goal of providing the best possible education.”

One outcome will be strengthened teaching quality through targeted training and assessment.

“Teaching has standards, expectations and necessary skills. It requires training, maintenance of those skills, assessment of quality, remediation of poor-quality work, and rewards such as salary or promotion for high-quality work,” says charter member Elise Everett, M.D., associate professor of obstetrics, gynecology and reproductive science. “I hope the Teaching Academy will elevate teaching as a viable career in academic medicine.”

Charter member William Jeffries, Ph.D., senior associate dean for medical education, cites an example of how teaching at the College often is viewed differently than research and patient care. One faculty member recently made significant changes in how he taught — implementing active, team-based learning and other measures — and achieved markedly better outcomes. At Jeffries’ encouragement, the faculty member submitted a proposal to present the outcomes at an international conference, and his proposal was accepted.

“He didn’t even think of it as a scholarly accomplishment,” Jeffries says. “That’s because we often don’t apply the criteria for achievement in education at the same level as research. We need to better value one of our best products — adding new doctors and scientists to the community. The Teaching
Academy will help all faculty to recognize the value of a scholarly approach to those things that are at the heart of our mission.

The College’s increased emphasis on teaching quality also was reflected in revisions to the faculty handbook several years ago to include the five nationally recognized categories of teaching as integral to faculty responsibility: direct teaching, curriculum development, advising and mentoring, educational leadership, and learner assessment. In each of these areas, faculty document their contributions of time, evidence of quality and list scholarly products that resulted from this engagement. Those foundations are also included in the “educational scholarship domains” that form the basis of the Academy membership application.

“We’ve reorganized how we think about teaching and the quality of the product, as on the clinical side and the research side,” Jeffries says. “Now we’re putting resources into an organization that will develop and value teaching…That’s the transformative part. We’re putting our money where our mouth is.”

Academy members will have transformative opportunities for their careers. Depending on which of three membership levels they achieve, faculty may use their Academy credentials to contribute evidence of excellence in the promotion and tenure processes. Distinguished Educators, the highest tier, demonstrate excellence in three of the domains, Master Teachers in two, and Members in one. Regardless of tier, all established members of the Teaching Academy will serve the Academy by mentoring new members and other involvement.

Non-members also will benefit from the Academy’s professional development programs, mentoring initiatives, collaboration across departments and sharing of best practices.

“The Academy will elevate the stature of education credentials…so chairs and promotion committees recognize educational scholarship at the same level they recognize basic research and patient care, which is not currently necessarily the case,” says Ann Guillot, M.D., Teaching Academy interim director.

“Young faculty will know this is a support for them to develop their educational scholarship early in their careers, with some cross-departmental mentorship when necessary,” Guillot says.

That kind of recognition from faculty will signal the Academy’s success.

“The key for ground-level support will be when the faculty say, ‘I went through the Teaching Academy process in some way… and the fact that I did and received a stamp of approval from the Academy allowed me to get promoted as a faculty member here.’ That will be a big step toward making the Academy indispensable to the College,” Jeffries says.

Interest was strong at the Stick Season Retreat which, with 135 attendees, drew nearly three times the number of faculty expected. A poster session that highlighted the type of educational scholarship projects the Academy will help develop attracted 44 entries, far more than the dozen anticipated.

“There is a buzz,” Guillot says.

— Jessica Clarke
The UVM College of Medicine has an outstanding reputation for educating and training superb physicians. It begins with a holistic admissions process to select applicants best prepared to become competent, compassionate medical professionals ready for the challenges and rewards of our global society.

ANNUAL HIGHLIGHTS
A strategic review of admissions processes and outcomes led to development of a strategic vision to align admissions criteria with our curriculum competencies and those attributes expected by the profession and the public. In support of that vision, during 2014 several initiatives were implemented:

- The Admissions Committee reorganized to a single, 15-member body – composed of faculty and two students – and is responsible for all admissions decisions.
- The number of incoming ALANA (African Americans, Latino/a, Asian Americans, Native Americans) students has doubled in the last decade, from 18 in 2005 to 37 in 2014, representing 32 percent of the class of 2018. We continue to exceed our student diversity goals.
- The rubric by which applicants are screened for interview changed so that applications are not only scrutinized for what the applicant did, but how the corresponding skills and attributes align with the Association of American Medical Colleges’ competencies for incoming medical students.

“Our goal with the new process is to assess a student’s readiness for medical school through the lens of core personal competencies, which include ethical responsibility, a capacity for improvement, cultural competence and adaptability.”

— Janice Gallant, M.D.
Associate Dean for Admissions
Associate Professor of Radiology

- A Multiple Mini Interview format was launched in 2014 to select the Class of 2019.
- The method for determining how financial aid is administered was redesigned. Alumni-funded scholarships are awarded holistically as the College recruits a highly qualified medical school class possessing scientific and reasoning competencies in addition to core personal competencies and personal characteristics.

STUDENT ADMISSIONS AMBASSADORS
Students like Richard Mendez ’18 (at left) play an important role 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, says Associate Dean for Admissions Dr. Janice Gallant, but this year 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.
A admissions adopts new MMI format

Most aspiring physicians are well aware that character traits, such as a capacity for improvement, an ability to empathize, and a sense of ethical responsibility, are key to success in their chosen field. This year, a new format for that ever-important day in the life of a medical school applicant – the interview day – is designed to give UVM applicants even more opportunity to showcase their readiness for medical school as related to these and other key competencies.

Called Multiple Mini Interviews (MMI), the new interview format includes a series of six-minute interviews with nine different people drawn from the ranks of faculty, residents 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 consideration as they make their final decisions at the end of the interview season.

The goal, says Associate Dean of Admissions Janice Gallant, M.D., is to assess a student’s readiness for medical school through the lens of the core personal competencies for incoming medical students identified by the Association for American Medical Colleges (AAMC). These competencies include ethical responsibility, a capacity for improvement, cultural competence and adaptability.

The admissions team tells applicants that the MMIs give them the opportunity to “show us the strengths you have in as many areas as possible,” Gallant says. And feedback so far has been positive. “Applicants are telling us that they show more of themselves than they ever could” in one interview, says Gallant.

Also new this year: A teamwork activity (applicants are asked to keep the specific activity confidential for the benefit of future interviewees) where students are assessed on their ability to work in groups to accomplish a goal. This reflects the feeling that communication, teamwork, and social skills – again all AAMC core competencies – are important for success.
THE VERMONT INTEGRATED CURRICULUM

FOUNDATIONS LEVEL

Foundations comprises the first 18 months of the curriculum, and features the development of fundamental science knowledge and clinical skills in a clinically relevant context. Initial courses in the fundamentals of medical science are followed by a series of organ system-based courses.

ANNUAL HIGHLIGHTS

Over the last year, several new types of learning activities have been incorporated into the Foundations curriculum that will provide our students with not only the intellectual tools and life-long learner skills to care for their patients, but also the skills to participate effectively in team-oriented patient care. These activities provide the students with sufficient time for self-directed learning as well as the opportunity to work in teams to accomplish specific tasks and solve complex problems. We also teach the importance of giving and accepting effective feedback. Other Foundations highlights include:

- **Team-based Learning** and **Team-based Problem Solving** where students work in teams to integrate material and clinical skills to solve complex clinical problems;
- **Flipping the Classroom** sessions are directed by students who apply learned knowledge in a variety of discussion and presentation activities;
- **Providing/Receiving Effective Feedback** sessions in the Professionalism, Communication and Reflection course;
- **Progress Testing** at the beginning of every systems-based course that allows students to see how well they are retaining and applying information;
- **Clinical Skills** are incorporated into the first course in the curriculum.

"Our innovative faculty are finding new ways to help students gain the intellectual and social skills they need to deliver outstanding, team-oriented patient care."

— Paula Tracy, Ph.D.
Director, Foundations
Professor of Biochemistry

PROFESSIONALISM, COMMUNICATION & REFLECTION

The medical community recognizes that leadership and professionalism require knowledge of and skills for collaboration, cultural awareness, decision-making, lifelong learning, and self-assessment. First year medical students take the time to develop these skills, along with attitudes and behaviors critical to medical professionalism, in a course called Professionalism, Communication and Reflection (PCR).

Through weekly small group sessions with preceptors, students engage in collaborative group learning activities linking personal experience, cultural awareness, leadership topics, and concurrent course content. The subject matter explored and the emphasis on reflection and sharing all help medical students approach their work in ways that encourage thoughtfulness and humility.

"PCR exposes students to alternative narratives of health and well-being," says Assistant Professor of Psychiatry Lee Rosen, Ph.D., who directs the ten-month long course, "and it fosters in them an ability to listen deeply to people's stories."

The skills students learn in PCR are in high demand. In opinion studies, patients increasingly point to empathy and self-awareness as traits they value in their physicians. In a 2013 survey from the Association of American Medical Colleges, respondents from across the country ranked doctors who are able to understand and treat "the whole person" in the top five for most important characteristics of a doctor.
Professor of Pediatrics JERRY LARRABEE, M.D., at left, leads an informal PCR small group session at his South Burlington home. The PCR small group discussions, written reflections, guest speakers, shadowing sessions and the occasional field trip, all seek to create in future physicians a habit of handling emotion with grace.
Community engagement is a focus at UVM, where medical students complete a Public Health Project that enables them to apply the principles and science of public health to these needs in the community.

From physician education about Alzheimer’s screening to improving access to dental care for pregnant women, medical students in the Class of 2017 completed public health projects that had a positive impact on the community. Through a collaboration with the United Way of Chittenden County, each spring, first-year medical students meet with area agencies to identify partnerships for public health projects to address a need in the community. The projects are conducted during Foundations in the fall of the second year, and an annual Poster Session and Celebration is held each January. Projects have a required research component, and each year several are selected for presentation and/or publication by the American Public Health Association. The 2014 celebration marked the tenth anniversary of the public health projects, celebrating more than 1,000 student participants and 150 projects, adding up to roughly 39,000 hours of work over the past ten years.

“This year, students took on some very, very tough topics,” said JAN CARNEY, M.D., M.P.H., professor of medicine, associate dean for public health, and course director of the public health projects. “These experiences will stay with them and help them become better doctors. We are especially proud to have eleven students present their project findings at the 2014 American Public Health Association Annual Meeting.”

**COMMUNITY ENGAGEMENT: PUBLIC HEALTH PROJECTS**

BASIC SCIENCE PREPAREDNESS FOR CLERKS—2014 AAMC GRADUATE QUESTIONNAIRE

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**CLINICAL SKILLS: DOCTORING IN VERMONT**

From the first day, medical students engage in the development of clinical skills and look forward to the start of Doctoring in Vermont, a course that begins in the spring and continues in the fall of the second year of Foundations. Students spend twelve sessions in the office of an assigned community preceptor recruited from among the primary care physician community within a one-hour drive of Burlington. Students travel to the physician’s office and practice examination and interviewing skills under direct supervision. In the fall, students must accomplish two history and physical examinations, one with their preceptor and one with a standardized patient at the Clinical Simulation Laboratory.

“Students learn about the kinds of things patients present within a given practice, and how the doctor manages multiple patients at the same time,” says course director and Assistant Professor of Medicine Dennis Beatty, M.D. “They’ll start to hear some terms and medications they may not yet be familiar with. And I think these things are more meaningful and purposeful when they’re coming up during treatment of a real patient.”

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**86%**

UVM GRADUATING STUDENTS IN 2014 AGREED OR STRONGLY AGREED THAT THE BASIC SCIENCE CURRICULUM HAS CLINICAL RELEVANCE, VERSUS JUST 75 PERCENT OF THEIR PEERS NATIONALLY. IN ADDITION, UVM STUDENTS RANKED BASIC SCIENCE PREPAREDNESS FOR CLERKSHIPS ABOVE THEIR NATIONAL PEERS IN ALL 12 DISCIPLINES.

SOURCE: AAMC 2014 GRADUATION QUESTIONNAIRE

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Professor of Pediatrics ROBERT MACAULEY, M.D., leads a team-based learning session with the Class of 2018 in the new Larner Classroom. The classroom format puts student teams at the center of the learning environment, allowing students to develop – and faculty to evaluate – communication skills and professionalism, two of the core competencies in the curriculum. Students can work as teams in small groups at tables around the room, and easily transition to instruction as a larger group or set up for a simulation exercise.
During Clerkships, students join medical teams in hospitals and outpatient settings in seven different specialties. Students build their clinical skills, and start to gain familiarity in different areas of medicine in preparation for the residency match.

**A DIVERSE CLINICAL EXPERIENCE**

The Clerkship Level consists of seven core clerkships across four locations that emphasize the basic principles of clinical medicine, including primary and preventive care, while building clinical skills for students through daily care of patients within different medical specialties in both ambulatory and hospital environments.

The College’s primary teaching partner is The University of Vermont Medical Center, formerly named Fletcher Allen Health Care. It comprises a tertiary-level referral medical center hospital, a large multi-specialty outpatient clinic, and 22 satellite facilities including primary care locations, plus The University of Vermont Children’s Hospital, a full-service pediatric hospital-within-a-hospital. It serves both as a community hospital for the local service area and as regional referral center, providing tertiary and quaternary care to a service area that includes more than one million people in Vermont and the six northernmost counties of New York. The UVM Medical Center is also the hub of an integrated health delivery system under The University of Vermont Health Network, with three other hospitals in Vermont and New York. Affiliates in the Western Connecticut Health Network (WCHN) include Danbury Hospital, a 371-bed regional medical center, with excellence in cardiovascular services, cancer, weight loss surgery, orthopaedic and spine care, digestive disorders and radiology. The 328-bed Norwalk Hospital joined the WCHN in 2014, serving as an acute care community teaching hospital for a population of 250,000 in lower Fairfield County.

Eastern Maine Medical Center, a 411-bed medical center located in Bangor, serves communities throughout central, eastern, and northern Maine. The medical center and its staff of more than 300 physicians provide three-quarters of the primary-care hospital services offered in the Bangor area, as well as specialty and intensive services to the northern two-thirds of the state.

St. Mary’s Medical Center, located in West Palm Beach Florida, offers a broad spectrum of outstanding medical care, including an acclaimed pediatric program and services at their Children’s Hospital. Other quality services include trauma, stroke, orthopedics, and obstetrics.

“During the transitional clerkship year, students work as part of the healthcare team as they continue to develop their professional identity and experience different practice styles and specialties.”

— Tania Bertsch, M.D.
Associate Dean, Clinical Education
Associate Professor of Medicine
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.

**Bridges Include Content Such As:**

- Patient Safety
- Evidence-based Medicine
- Simulation
- Palliative Care
- Global Health
- Complementary & Alternative Medicine
- Pharmacology
- Nutrition
- Genetics
- Professionalism
- Communication & Reflection II
- Health Care Finance

**U.S. Secretary McDonald Presents Veterans Affairs Opportunities**

Class of 2017 students Carl Nunziato and Christopher Mayhew (at right) greet U.S. Senator Bernie Sanders (left) and U.S. Department of Veterans Affairs Secretary Robert McDonald (second from left) for their visit to the College of Medicine in October. Following a press conference, the two visitors presented on “Federal Loan Forgiveness Program and Veterans Affairs Employment Opportunities” to nearly 200 medical students, residents, health professional students, and faculty. A new Federal law has infused billions of dollars in new funding into the U.S. Department of Veterans Affairs to support increased VA hospital residency slots and provide substantial debt assistance to physicians.

**Clerkship Lottery**

In October, second year students participate in the Clerkship Flight Group Lottery to select a sequence of the seven rotations that will define their clinical clerkship year. Each group of 16-17 students move through the seven clinical rotations in a sequence particular to their group. After the Flight Groups are assigned, and a period where students are allowed to “trade” groups, they then rank their preferences for locations to complete each clerkship location.
The Class of 2015 ended their Clinical Clerkship year in March 2014, and were surveyed about their experiences across all clerkship rotations and locations. Based on their evaluations, each year the top program is recognized with the “Best Clerkship of the Year Award.” For 2014, honors went to the Family Medicine Clerkship in Vermont. Directed by Associate Professors Candace Fraser, M.D., and Martha Seagrave, P.A.-C., B.S.N., the program received rave reviews from students, who highlighted the faculty’s enthusiastic teaching style and engagement, patient education skills, service as both physician and community member role models, and provision of mixed learning opportunities and helpful feedback. The Department of Family Medicine also recognized two faculty preceptors with its Teacher of the Year Award – Michael Corrigan, M.D., a family medicine specialist with a practice in Swanton, Vt., and Carl Flynn, M.D., who practices in Caribou, Maine (part of the Vermont clerkship). The Family Medicine clerkship also received high marks last year from the Class of 2014, who rated it as the top program at both UVM Medical Center and Eastern Maine Medical Center.

RESIDENTS AS TEACHERS
It takes a team to educate the next generation of physicians, and each year residents who made exceptional teaching contributions during the Clerkship Year are recognized with the Arnold P. Gold Foundation Humanism and Excellence in Teaching Award winner. Ninety-four residents were nominated from across the clinical teaching sites, and six were honored as top educators and mentors by the Class of 2015 as they completed their clerkship year in March 2014.

Whitney Irwin, M.D., left, a resident in pediatrics at the UVM Medical Center, received the Arnold P. Gold Foundation Humanism and Excellence in Teaching Award. At right are award presenters Nicole Meredith ’15, and Dijana Poljak ’15.

FAMILY MEDICINE CLERKSHIP EARN TOP HONORS

St. Mary’s Medical Center surgeon Robert Borrego, M.D. (right) meets with Class of 2014 student Vincent Kan. The West Palm Beach surgery team earned Clerkship of the Year honors, cited by students for ample one-on-one teaching time, and balance between time in the operating room and time making rounds in the St. Mary’s wards.

93%
OF STUDENTS IN THE CLASS OF 2014 RATED THE FAMILY MEDICINE CLERKSHIP AS GOOD/EXCELLENT, VS 83% OF THEIR PEERS NATIONALLY.

SOURCE: AAMC 2014 GRADUATION QUESTIONNAIRE
CLINICAL SIMULATION LABORATORY: INTERPROFESSIONAL EDUCATION

When medical students enter the “Patient Safety Room of Horrors” in the Clinical Simulation Laboratory – a mock inpatient room rigged with a number of safety “errors” – they rely on their physician training when surveying for potential problems, like a missing patient name on an IV bag. Nursing students are likely to notice slightly different problems – a bed rail that’s down, for example – and pharmacy students come out of the room with yet another list of risks. But by going through this exercise together – rather than in isolation – these students are gaining a critical skill: how to solve problems collaboratively.

The point of the exercise, says Director of Clinical Simulation Ted James, M.D., is to not only reinforce patient safety best practices, but to drive home the value of a team-based approach to health care. When the participants reconvene after their trip through the “room of horrors” and compare notes, they can realize – and appreciate – the different perspectives they all bring to a patient’s bedside.

At the Clinical Simulation Laboratory, a series of interprofessional education (IPE) activities were designed to help participants arrive at a “shared mental model” of the patient care situation. Working through a scenario, then sitting together for a post-session debrief about how the situation played out, helps participants to understand the skill sets and viewpoints each person brings to the table. IPE is built into a week-long Bridge during the third-year Clerkships, where students complete an online patient safety module from the Institute of Healthcare Improvement prior to entering the course, and then participate in team-based simulation scenarios.

Course evaluations have been strong. Findings reported in a 2014 Association of American Medical Colleges’ Integrating Quality conference poster presentation authored by James and a team of six faculty members in the College of Medicine, College of Nursing and Health Sciences, and Albany School of Pharmacy, showed that students uniformly appreciated the opportunity for early interaction with members of the health care team outside of their own profession and viewed such opportunities as important for their professional training. This education happens at all levels: From medical students and residents to fellows and attending physicians, with support from a team of professionals in the Simulation Lab led by Cate Nicholas, M.S., P.A., Ed.D., director of simulation education and operations.

The work UVM is doing around IPE is finding a wider audience. James has been invited to serve as faculty for the Harvard Macy Institute’s 2015 program for educators in health professions course in January, where he will deliver a presentation on simulation-based IPE work. The organization attracts healthcare professionals from around the world interested in developing educational projects and leading activities at their home institutions.
Advanced Integration comprises required activities that enhance the student’s clinical skills and knowledge of basic and clinical science, and elective activities that allow the student to shape professional development.

ANNUAL HIGHLIGHTS

The Advanced Integration year is the final phase of a student’s medical education at UVM. This portion of the curriculum provides students with the flexibility to design a schedule that will allow them to explore career specialties, experience clinical medicine at other institutions and abroad, and participate in research and scholarly work. This is also when students prepare and apply to residency programs in their chosen specialty, a process that involves creating a curriculum vitae, writing a personal statement, requesting letters of recommendation, and interviewing at residency programs throughout the country. Specialty advisors play an important role in advising students through this unique process and faculty and staff share in the success of our students on Match Day when students match in a variety of specialties all across the country. We strive to deliver the best medical education available and constantly review our curriculum and the services we provide, as well as follow national trends and statistics to enhance the medical education experience and prepare students for successful post-graduate medical training.

100% MATCH!

The entire Class of 2014 matched in the first round to a residency program of their choice. In a very competitive environment, this is a testament to the excellence of a UVM College of Medicine experience.

SENIOR SURGERY MAJOR

For students declaring an interest in a surgical career, the Senior Surgery Major program that the department offers is a unique opportunity to focus on a variety of surgical experiences in the fourth year. Students also complete a research project under the guidance of one of the surgical faculty, presented at an annual surgery research forum in the spring. Surgery Majors also complete a month long surgery residency readiness program – “boot camp” – in which they hone their technical, diagnostic and professional skills in preparation for a surgical residency experience. At left, Ted James, M.D., associate professor of surgery and medical director of the clinical simulation laboratory, leads a boot camp as part of the Senior Surgery Major program.
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.

BUILDING ACADEMIC LEADERS: TEACHING AND SCHOLARLY PROJECTS

To fulfill the Teaching/Scholarly Project practicum experience in their final year, students can choose either the Teaching Requirement or a Scholarly Project. The Teaching Requirement entails one month continuous participation as a teaching assistant in the Foundations courses, and helps seniors prepare for teaching responsibilities as a resident. Duties include small group facilitation, laboratory teaching, tutoring and leading review sessions, developing on-line teaching materials, and preparing assessment and other teaching materials. The Scholarly Project encourages the development of students as physician-scholars by gaining an understanding of the processes and methods involved in scientific inquiry. A scholarly project polishes inquiry, analytical, and communication skills, and provides a background against which critical evaluation of data can be carried out.

“These experiences provide the opportunity to develop and strengthen skills in teaching and evaluation, says Eileen CichoskiKelly, Ph.D., director of education instruction and scholarship (below, right, with Class of 2014 student Anurag Shukla).
CLASS OF 2014 MATCHES

Abington Memorial Hospital, Abington, Pa.
Allegheny General Hospital, Pittsburgh, Pa.
Arrowhead Regional Medical Center, Colton, Calif.
Baystate Medical Center, Springfield, Mass.
Beth Israel Deaconess Medical Center, Boston, Mass.
Boston University Medical Center, Boston, Mass.
Brown University, Providence, R.I.
California Pacific Medical Center, San Francisco, Calif.
Cambridge Health Alliance, Cambridge, Mass.
Carolina's Medical Center, Charlotte, N.C.
Case Western/University Hospitals Case Medical Center, Cleveland, Ohio
Children's Hospital-Oakland, Oakland, Calif.
Concord Hospital, Concord, N.H.
Darnall Army Medical Center, Fort Hood, Texas
Duke University Medical Center, Durham, N.C.
Eastern Virginia Medical School, Norfolk, Va.
Einstein/Montefiore Medical Center, Bronx, N.Y.
Family Medicine Residency of Idaho, Boise, Idaho
George Washington University, Washington, D.C.
Harbor-UCLA Medical Center, Torrance, Calif.
Hershey Medical Center/Penn State, Hershey, Pa.
Hospital of the University of Pennsylvania, Philadelphia, Pa.
Icahn SOM at Mount Sinai, New York, N.Y.
Kaiser Permanente-Los Angeles, Los Angeles, Calif.
Madigan Army Medical Center, Tacoma, Wash.
Maimonides Medical Center, Brooklyn, N.Y.
Maine Medical Center, Portland, Maine
Massachusetts General Hospital, Boston, Mass.
Medical University of South Carolina, Charleston, S.C.
Naval Medical Center, San Diego, Calif.
Oregon Health & Science University, Klamath Falls, Ore.
Providence Portland Medical Center, Portland, Ore.
Rhode Island Hospital/Brown University, Providence, R.I.
SAUSHEC, Fort Sam Houston, Texas
St. Elizabeth's Medical Center, Boston, Mass.
St. John Hospital, Detroit, Mich.
SUNY Upstate Medical University, Syracuse, N.Y.
Texas A&M-Scott & White, Temple, Texas
Tufts Medical Center, Boston, Mass.
UC Irvine Medical Center, Orange, Calif.
UC San Diego Medical Center, San Diego, Calif.
UC San Francisco Medical Center, San Francisco, Calif.
UCLA Medical Center, Los Angeles, Calif.
Univ. of Alabama Medical Center, Birmingham, Ala.
Univ. of Arizona Affiliated Hospitals, Tucson, Ariz.
Univ. of Cincinnati Medical Center, Cincinnati, Ohio
Univ. of Maryland Medical Center, Baltimore, Md.
Univ. of Massachusetts Medical School, Worcester, Mass.
Univ. of Michigan Hospitals-Ann Arbor, Ann Arbor, Mich.
Univ. of Nevada Affiliated Hospitals, Las Vegas, Nev.
Univ. of New Mexico SOM, Albuquerque, N.M.
Univ. of North Carolina Hospitals, Chapel Hill, N.C.
Univ. of Southern California, Los Angeles, Calif
Univ. of Utah Affiliated Hospitals, Salt Lake City, Utah
Univ. of Washington Affiliated Hospitals, Seattle, Wash.
Univ. of Wisconsin Hospital and Clinics, Madison, Wis.
Univ. of Colorado SOM-Denver, Aurora, Colo.
Univ. of Toledo, Toledo, Ohio
Univ. of Virginia, Charlottesville, Va.
UVM Medical Center, Burlington, Vt.
Wright-Patterson Medical Center, Wright Patterson AFB, Ohio
Yale-New Haven Hospital, New Haven, Conn.

NEW CLINICAL LOCATION

Norwalk Hospital in Norwalk, Conn., will be hosting students for the Medicine Acting Internship, as well as clerkship students for rotations in Inpatient Internal Medicine, Pediatrics, and Neurology/Outpatient Internal Medicine. In early 2014, the 328-bed Norwalk Hospital became part of the Western Connecticut Health Network, which includes Danbury Hospital, one of the College's current clinical affiliates, and New Milford Hospital. The clinical affiliate designation with Norwalk builds on a research partnership that dates back to 2013. Other clinical affiliates that students may choose for required rotations include UVM Medical Center in Burlington, Vt., St. Mary's Medical Center in West Palm Beach, Fla., and Eastern Maine Medical Center in Bangor.
GLOBAL HEALTH PROGRAM EXPANDS

UVM College of Medicine faculty and students have delivered cancer-detecting microscopes to Uganda, treated children with infectious diseases in Zimbabwe, and leapt language barriers to discuss patient medical needs in Russia. Two faculty were even part of the American relief effort fighting Ebola in Liberia.

These efforts were facilitated through the Global Health Program, the College’s partnership with Danbury Hospital and Western Connecticut Health Network (WCHN), which began in 2012 as an initiative for faculty, residents, and students to do elective rotations abroad.

As of 2014, the program includes seven health care institution partners: the Uganda Cancer Institute and Makerere University College of Health Sciences in Kampala, Uganda; Kazan State Medical University and Advanced Medical Technology Education Center in Kazan, Russia; University of Zimbabwe College of Health Sciences in Harare, Zimbabwe; Cho Ray Hospital in Ho Chi Minh City, Vietnam; and Hospital Programa de Asistencia a Paraíso in the Dominican Republic.

Through the Global Health Program, medical students experience both a clinical rotation and cultural and language enhancement through field trips, seminars and a host family. Students and faculty share their experiences through the Global Health Diaries blog on the College’s website, which has inspired more students to engage in the program.

“Ideally, a global health program is a true partnership, where both American and international doctors gain heightened cultural sensitivity, a broader perspective of global health issues and a stronger humanitarian drive,” said Majid Sadigh, M.D., an infectious disease specialist and UVM associate professor of medicine who directs the Global Health Program. “The result is better physicians – and better care – on both sides of the world.”

The Global Health Student Interest Group is actively involved in the effort, and includes medical, nursing and undergraduate students and faculty mentors. The group supports the program through workshops and seminars that cover global health topics and options for study overseas, and a monthly lecture series open to the community.

This year, the UVM program was accepted as a member of the Consortium of Universities for Global Health, based in Washington, D.C., a worldwide organization of 130 academic institutions and other groups working to address global health challenges. In 2014, five proposals from the UVM/WCHN program were accepted for presentation at the consortium’s annual meeting.

Also in 2014, Sadigh and Margaret Tandoh, M.D., UVM assistant professor of surgery and associate dean for Diversity & Inclusion, worked in Liberia for seven weeks from November to December. Tandoh, a native Liberian, says she felt compelled to muster her skills against an epidemic in her home country. Sadigh and Tandoh received Ebola-care training in Bong, then traveled to Buchanan to set up an Ebola treatment unit in that port city.

“I admire the resiliency of the West Africans,” says Sadigh. “Despite being at the epicenter of Ebola, their life continues. I learned so much from that nation.”
Advisors and mentors play an essential role in guiding students through medical school. Workshops, discussion groups, activities and meetings with mentors and faculty members take place throughout all four years. Students have very diverse interests both inside and outside of the classroom, and are encouraged to find a balance between working hard and relaxing.

STUDENT WELLNESS
The Wellness Committee serves to promote the health of the student body through educational and recreational events. Committee programs promote the overall wellness of the student body, such as art afternoons, monthly Fresh Fridays, a workshop with dieticians, and outdoor activities such as bird watching and yoga. The group also runs monthly peer support group meetings, provides confidential one-on-one peer support, and can connect students to mental health resources as needed.

HONOR SOCIETIES
The College has active chapters of the national Alpha Omega Alpha National Medical Society and the Gold Humanism Society, recognizing outstanding medical students. The College also presents more than 30 awards to medical students for achievement in academics and demonstration of excellence in medicine. Each class also recognizes faculty, staff, and their peers for excellence in teaching, support and commitment to the attributes of professionalism, humanism, and compassion.

MARATHON TEAM 100 STRONG
The 2014 University of Vermont College of Medicine Running and Marathon team, led by first-year medical students, was 100 runners strong at the KeyBank Vermont City Marathon and Relay in Burlington. The team raised nearly $30,000 to help fund the UVM Cancer Center’s Steps to Wellness program. Team Co-captains Joey Kelley, Amy Hopkins, Marie Rose Lemay, and Jessica Huang (below, left to right) were joined by more than 100 runners, including fellow students, faculty, and staff along with oncology rehabilitation patients, family members, and clinic staff.

“We are committed to providing our students with a supportive academic environment to help them be successful in becoming a physician.”

— Christa Zehle, M.D.
Associate Dean for Students
Associate Professor of Pediatrics
MAKING A DIFFERENCE
Connection with the community isn’t something that happens outside the medical campus — indeed, it is impossible to find a border between the campus and the community. Our students are integral members of the community right from the start, and have many opportunities to get involved with everything from local, national and international politics to helping locally with refugee resettlement in Vermont to teaching health topics in the elementary schools.

LARRY BODDEN ’14 was one of just 50 students nationally to receive the 2014 Excellence in Public Health Award from the United States Public Health Service. Bodden was honored for his work as an advocate and “inspirational spokesperson” for the University of Vermont Tobacco-Free Campus initiative, forming the Tobacco-Free UVM Student Action Group to advocate for a smoke-free campus. This work led to the creation of a campus-wide steering committee that included Bodden, who also co-chaired the Healthy Student Subcommittee. Bodden is now a neurosurgery resident at University of Wisconsin Hospital and Clinics.

KATIA CHAVEZ ’16 was honored by the American Medical Association Foundation with a Minority Scholars Award at their 2014 Annual Meeting. Chavez was one of only ten medical students in the country to receive this award and a $10,000 scholarship, recognizing academic achievement and commitment to the elimination of health care disparities. Chavez organized two epidemiological field studies that sought to improve health services for a native Quechua-speaking community in Cusco, Peru, and at UVM did a project focused on improving health services delivered to migrant Hispanic dairy farm workers.

SARAH KELSO ’17 took on a summer research project with Mercedes Rincon, Ph.D., studying cytokines and antibodies in patients with rheumatoid arthritis. “Since my class had just finished the immunology section in our Attacks and Defenses course, I felt well-versed in interleukins, CD4 cells, and immunoglobulins,” said Sarah. “Dr. Rincon’s project seemed interesting and understandable, and I was excited to learn.” The data collected through Sarah’s experiments will be analyzed to produce useful information for practicing rheumatologists and immunologists.

ANDREW TRANMER ’17, a member of SMILE DOCS (Students of Medicine Involved in Local Education-Doctors Ought to Care), visits a local third-grade classroom to teach children using real pathology specimens, models, and interactive learning activities. A long-standing Student Interest Group, SMILE DOCS matches medical students with local elementary school classes to provide a fun learning experience about medicine and the human body. For UVM medical students, community engagement begins at Orientation and continues across all four years at all locations.
College of Medicine faculty are frequently recognized for their scholarly work in medical education, and regularly publish and present their work.

FACULTY EARN TEACHING EXCELLENCE AWARDS
Diane Jaworski, Ph.D., (left) professor of neurological sciences, and Rebecca Wilcox, M.D., assistant professor of pathology, were each honored with the 2014 Kroepsch-Maurice Excellence in Teaching Award from UVM. Jaworski was recognized for her ability to make her subject material easy to understand, and lauded by students who noted “her passion for the brain and how it works is inspiring.” Wilcox was described as a teacher skilled in providing instruction that translates readily to clinical practice and helping prepare students for medical licensing exams.

IMPROVING CLINICAL COMMUNICATION
Ted James, M.D., director of clinical simulation and associate professor of surgery, and Celia Cohen, R.N., M.S.N., an educator at the UVM Medical Center, jointly developed an educational program to enhance clinical communication between physicians and nurses and help prevent patient safety mishaps by teaching health communication, teamwork and inter-professional skills required to optimize patient care. The program uses a series of simulated clinical management scenarios chosen from standardized and peer-reviewed clinical cases.

Fries and Jeffries Make Presentations at AMEE
William Jeffries, Ph.D., senior associate dean for medical education, and Timothy Fries, M.D., associate professor and neurology clerkship director, presented posters at the 2014 Association for Medical Education in Europe (AMEE) Annual Meeting in Milan. AMEE is a worldwide organization with members in 90 countries on five continents, and hosts more than 3200 delegates at their annual meeting. Fries presented “The Utility of Group Case Discussions in a Neurology Clerkship” and Jeffries presented “Improving the Learning Environment at the University of Vermont College of Medicine.”

Eyler Co-Edits Book Focused on Gay, Lesbian, Bisexual and Transgender Aging
Dean Rick Morin (at right) congratulates Professor of Psychiatry and Family Medicine A. Evan Eyler, M.D., M.P.H., as co-editor of a new book exploring clinical and practical concerns related to LGBT health and aging. Titled Gay, Lesbian, Bisexual and Transgender Aging: Challenges in Research, Practice and Policy (Johns Hopkins University Press), it is intended for healthcare professionals and students, particularly those who are interested in aging and LGBT concerns.

“One of the goals of the book is to reach out to people in clinical settings,” Eyler says, noting that there is often a need to improve patient care for this group of individuals. With LGBT service programs typically focused on youth, and geriatric services not necessarily addressing the needs of this particular population, physicians and other healthcare providers have the opportunity to make a difference for older LGBT patients.

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2014 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 quality of the clinician teacher. The 2014 Scholars and their projects are:

Hirak Der-Torossian, M.D., M.P.H., clinical research director for the Department of Surgery, submitted “Curriculum design and creation of a free online course for medical and nursing students: Writing research protocols suitable for submission to the UVM Institutional Review Board,” which aims to educate students on the IRB process and introduce them to mentors as they embark on clinical research.

Anne Dougherty, M.D., assistant professor of obstetrics and gynecology, submitted “Development of a global women’s health curriculum for medical student and residents.” One focus of the curriculum for residents and advanced integration students is to enhance trainees’ professionalism and cultural competence, emphasizing the importance of capacity building in global health work.

JEFFRIES EDITS MEDICAL TEACHING TEXTBOOK

Senior Associate Dean for Medical Education William Jeffries, Ph.D., is co-editor for the new edition of *An Introduction to Medical Teaching*, a textbook designed to provide medical teachers with the core concepts of effective teaching practice and information about innovations for curriculum design, delivery and assessment. Jeffries and Kathryn Huggett, Ph.D., Creighton University’s assistant dean for medical education, conceived of and co-edited the first edition in 2010. Other UVM faculty contributors are Cate Nicholas, Ed.D., who wrote a chapter on simulation-based learning, and Majid Sadigh, M.D., who wrote a chapter with Katrin Sadigh, M.D., and David Chia, M.D., M.Sc., on designing global health experiences.

NATIONAL AWARDS

UVM was recognized with a 2014 Higher Education Excellence in Diversity (HEED) award by *INSIGHT Into Diversity* magazine. UVM was cited for its exemplary diversity and inclusion initiatives and ability to embrace a broad definition of diversity on its campus, including gender, race, ethnicity, veterans, people with disabilities and members of the LGBT community. Dean Morin (at left) accepts the award with Wanda Heading-Grant, Ed.D., UVM vice president for diversity and multicultural affairs, and Director Tiffany Delaney and Associate Dean Margaret Tandoh, M.D., from the College’s Office of Diversity & Inclusion.

Lewis R. First, M.D., M.S., F.A.A.P., professor and chair of pediatrics, was awarded the 2014 Joseph W. St. Geme, Jr. Leadership Award from The Federation of Pediatric Organizations. The award, considered the highest honor in the field of pediatrics, recognizes only one physician each year for broad and sustained contributions to pediatrics.

Patricia King, M.D. Ph.D., associate professor of medicine, received the 2014 John H. Clark, MD Leadership Award from the Federation of State Medical Boards. The award recognizes outstanding and exemplary leadership, commitment and contributions in advancing the public good at the state medical board level.

Beth Kirkpatrick, M.D., professor of medicine, was named to the 2014 Class of Fellows for the Hedwig van Ameringen Executive Leadership in Academic Medicine® Program at Drexel University College of Medicine, preparing women for senior leadership roles in academic health science institutions.
MILESTONES/NOTABLES

2014 marked the retirement of two long-time course directors: William Hopkins, M.D., course director of Cardiovascular, Respiratory and Renal Systems (CRR) and associate professor of medicine, and Leah Burke, M.D., course director of Introduction to Clinical Decision-Making (ICDM) and associate professor of pediatrics. Hopkins, who has served as CRR course director for eight years, has been at UVM since 1995. Burke joined the UVM faculty in 2000 and started as ICDM course director in 2003.

KANSAI MEDICAL UNIVERSITY VISITS UVM

In September, leaders from Kansai Medical University in Osaka, Japan, including Dr. Toshio Yamashita, President and Chair of the Board (left, with Dean Morin) visited campus to meet faculty, tour facilities at the College and Medical Center, and discuss future education collaborations. Since 2001, medical students have gone to Japan and students and residents from Japan have come to Vermont as part of a reciprocal education and research initiative facilitated by Professor of Pathology Matt Kida, M.D.

SELECTED PRESENTATIONS


LITTLE NAMED VERMONT PHYSICIAN OF THE YEAR

DAVID LITTLE, M.D., professor of family medicine, was named Physician of the Year by the Vermont Medical Society (VMS). Little was recognized for the exemplary and respectful care he has given to his many patients and families and serving as a role model within the physician community. A member of the Society of Teachers of Family Medicine, Little’s clinical focus is in the area of continuing care for patients and families.

SELECTED PUBLICATIONS


OFFICE OF MEDICAL STUDENT EDUCATION
Courtyard at Given N-100
University of Vermont College of Medicine
89 Beaumont Avenue
Burlington, VT 05405
Phone: 802.656.0722
Fax: 802.656.9377
www.uvm.edu/medicine/mededucation

MEDICAL EDUCATION LEADERSHIP, FACULTY AND STAFF

William 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

Paula Tracy, Ph.D.
Director of Foundations and Pre-clinical Assessment
Professor of Biochemistry

Christa Zehle, M.D
Associate Dean for Students
Associate Professor of Pediatrics

Eileen CichoskiKelly, Ph.D.
Director of Educational Instruction and Scholarship
Associate Professor of Family Medicine

Ted A. James, M.D., FACS
Clinical Director, Clinical Simulation Laboratory
Associate Professor of Surgery

Cate Nicholas, Ed.D., M.S., P.A.
Education Director, Clinical Simulation Laboratory
Assistant Professor of Obstetrics and Gynecology

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Sheri Youngberg
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Mario Trabulsky, M.D.
Emergency Medicine Selective

Eileen CichoskiKelly, Ph.D.
Scholarly/Teaching Requirements