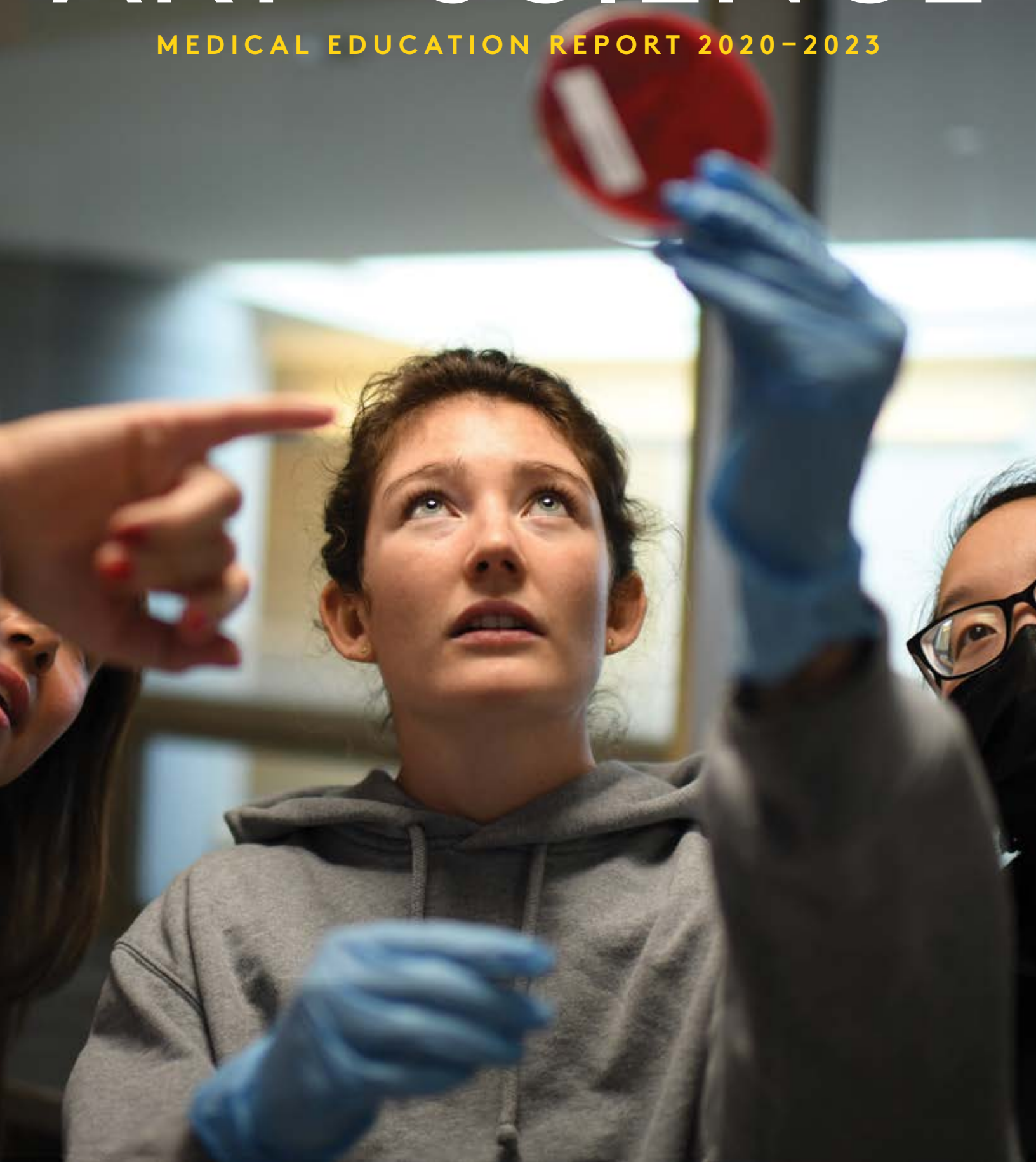


THE ROBERT LARNER, M.D. COLLEGE OF MEDICINE AT THE UNIVERSITY OF VERMONT

# ART + SCIENCE

MEDICAL EDUCATION REPORT 2020-2023



# ART + SCIENCE

## MEDICAL EDUCATION REPORT 2020–23

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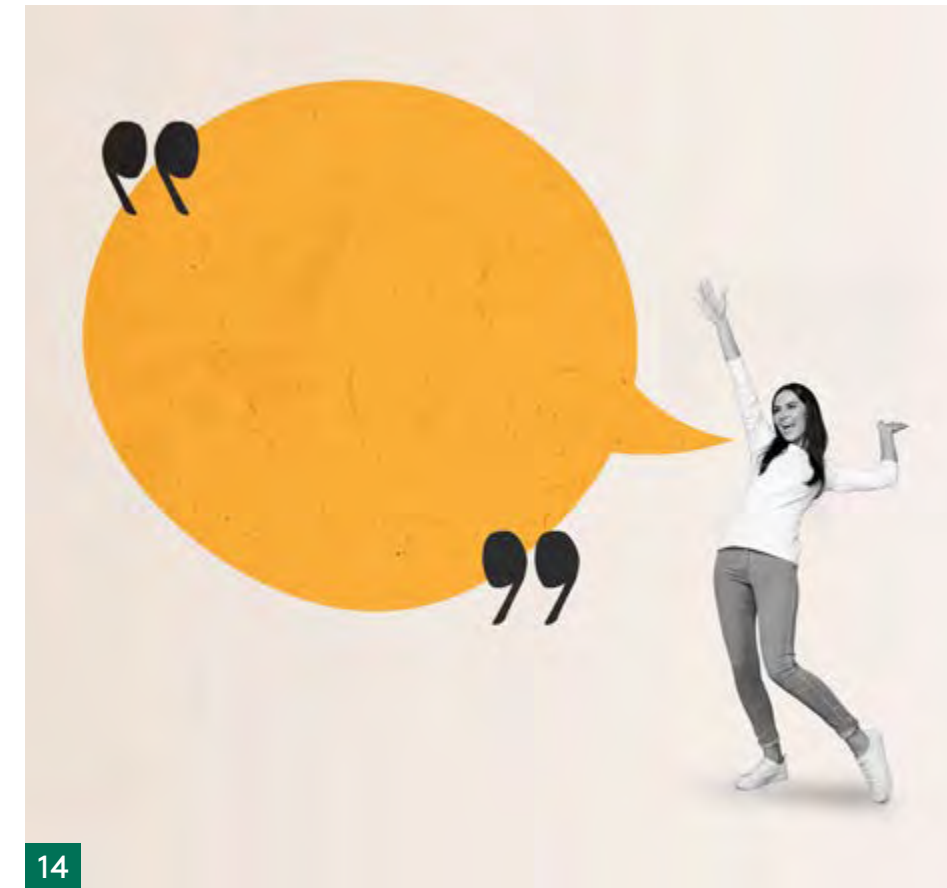
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**Richard L. Page, M.D.**  
Dean of the Robert Larner,  
M.D. College of Medicine at the  
University of Vermont and  
Professor of Medicine



**Christa Zehle, M.D.**  
Senior Associate Dean for  
Medical Education and  
Professor of Pediatrics

**The Larner College of Medicine**, celebrating its bicentennial year, has a long tradition of innovative and outstanding teaching, that redefines the leading edge of medical education. We foster brilliant teachers, who educate talented students, who become caring, knowledgeable physicians and scientists of tomorrow. Our commitment to professionalism, supportive learning environments, and team-based education with patient care experiences promotes clinical excellence for a diverse patient population. We accept 124 students per year, including 30 Vermont students, allowing us to help address the physician shortage nationwide and here in Vermont. Our students are a diverse group of individuals with a variety of lived experiences: 24 percent of students in the Class of 2027 are from groups underrepresented in medicine, 24 percent identify as LGBTQA, 21 percent have disadvantaged socioeconomic indicators, and 12 percent are from rural communities. *Art + Science Medical Education Report 2020–2023* highlights how we continued to educate our students during a pandemic, with specific stories about our successful reaccreditation, clinical and communication skill development, global health experiences, and research opportunities.

**Reaccreditation:** In the Spring of 2021, we participated in a virtual Liaison Committee on Medical Education (LCME) site visit and received full accreditation for another eight-year term, through 2029. The accreditation process is designed to identify areas for improvement and thereby enhance the quality of medical education. Our preparation for the site visit was complicated by the unique circumstances and limitations presented by the pandemic and the additional challenge of a cyberattack on the UVM Medical Center. Despite these challenges, and thanks to the amazing ingenuity, resilience, and energy of the more than 300 people from across our community—faculty, staff, and students both in Vermont and Connecticut—our self-study was completed in full and on time. In addition to the members of the Larner Community involved in the process, we had a 100 percent response rate from our students on the Independent Student Analysis, and 84 out of 93 elements were found to be satisfactory. Reaccreditation is ultimately focused on our students and optimizing their educational experience. With our Continuous Quality Improvement Committee, we will continue to systematically address all standards and elements in an ongoing fashion in preparation for our next LCME site visit.

**Skill Development:** Communication and clinical skill development is essential for high-quality care. In this report, we discuss building communication skills through our nurse shadowing program, development of clinical skills through Doctoring in Vermont, and an opportunity to focus on content and problem-solving care for patients in remote environments in the Wilderness Medicine elective.

**Global Health:** Although the COVID-19 pandemic halted international travel for most during 2020–2021, the Global Health team quickly adapted, developing two-week online electives designed around current topics in global health. We continue to value our partnership with the Global Health Program at Nuvance Health Network, with opportunities for students to travel abroad during the summer between their 1st and 2nd year of medical school and as an elective or teaching assistant as a 4th-year student.

**Research:** Student interest in research remains strong with opportunities including the Public Health Project course, the Summer Research Fellowship, the Larner Dean’s Medical Student Research Fellowship, and national programs such as the Sarnoff Research Fellowship. These experiences allow students to engage in meaningful research and distinguish themselves as physician scientists. In this report you will learn about student research projects that explore the complexities of community health in an effort to improve health outcomes.

The Larner College of Medicine continues to lead the way for medical schools nationally and we are so proud of the achievements of our students and graduates!



# HIGHLIGHTS

## College-Wide Effort Results in Full 8-Year LCME Accreditation

In November 2021, after a more than two-year process that also spanned the disruption caused by the largest pandemic in a century, the Larner College of Medicine was awarded continued accreditation for a full eight-year term by the Liaison Committee on Medical Education (LCME), the accrediting body for all M.D. degree programs in the U.S. and Canada.

The reaccreditation process for medical schools is always rigorous, involving 18 months of self-study organized by 12 standard areas of medical education, containing a total of 93 specific elements that are examined for compliance. At Larner, this work was accomplished by a task force and committee structure involving over 300 members of the college community. The self-study also included a detailed survey of the medical student body, called the Independent Student Analysis, which was written and administered by the students themselves. In normal times, after the self-study is submitted for review, the LCME conducts a site visit, typically over two or more days.

This time, the process was complicated by the unique circumstances and limitations presented by the pandemic, which necessitated a pivot to online self-study meetings and a “virtual site visit” by the LCME reviewers over two afternoons in April 2021. Adding to the challenge were the effects of an October 2020 cyberattack on the UVM Medical Center, the College’s clinical education affiliate.

“Despite those challenges, and thanks to the amazing ingenuity, resilience, and energy of people from across our community—faculty, staff, and students both in Vermont and in Connecticut—our self-study was completed in full and on time,” said Larner Dean Richard L. Page, M.D.

“The LCME accreditation process requires engagement from the entire Larner

College of Medicine community, especially our students,” said Senior Associate Dean for Medical Education Christa Zehle, M.D. “I am grateful for their incredible participation, especially the 100 percent response rate on our Independent Student Analysis survey, which is a national exemplar. I believe the LCME decision truly reflects our great medical education program and community, which ultimately is focused on improving the health of our community. I am extremely proud of what we accomplished during a challenging time in our history.”

The accreditation process is designed to enhance the quality of medical education by identifying areas for improvement. Of the 93 elements examined by the LCME, 84 were found to be fully satisfactory at Larner. Through 2022 the College worked to address areas for further attention and presented an interim report to the LCME in December. The College’s Continuous Quality Improvement Committee now addresses systematically all LCME standards and elements in an ongoing fashion in preparation for the next LCME site visit in 2029.

“I am so grateful for the skills, teamwork, and camaraderie from faculty, staff, students, and leaders to make our reaccreditation a success,” said LCME Faculty Accreditation Lead Jan Carney, M.D., M.P.H., associate dean for public health and health policy and senior advisor to the dean. “Despite a global pandemic, the

 Larner Accredited by LCME for 8 Years

**300+** MEMBERS OF LARNER COMMUNITY INVOLVED

**100%** RESPONSE FROM STUDENTS ON ISA

**84 OF 93** ELEMENTS SATISFACTORY

**94%** CQI RESPONSE FROM CLASS OF 2020

Larner College of Medicine did not miss a beat. This speaks volumes to the strengths of our College and our collective commitment to our students.”

“Reaccreditation is ultimately focused on our students and optimizing their educational experience,” said Dean Page. “Our medical students were full participants in the reaccreditation effort. Their engagement, and that of our entire community, surely impressed our site visitors and played an important part in our receiving full accreditation.”

One of those students was Vinh Le, a member of the medical Class of 2024, who served on the Larner LCME Task Force.

“I was deeply impressed with the passion and creativity demonstrated by everyone involved,” said Le. “Faculty, staff, and students were committed not only to gathering essential data, but also to providing insightful reflection and embracing new ideas. The celebration of the strengths of the College did not detract from the recognition that improvement was always possible, and that no existing challenges were insurmountable.” ■

## Match Results

Class of 2023 Larner graduates went on to residencies across the nation, including Yale-New Haven Hospital, Stanford Health Care, Cleveland Clinic, Johns Hopkins Hospital, University of Utah Health, University of Chicago Medical Center, Massachusetts General Hospital, and University of Vermont Medical Center.

UVM LARNER COLLEGE OF MEDICINE CLASS OF 2023 MATCH RESULTS

**112**  
STUDENTS MATCHED

**77**  
INSTITUTIONS MATCHED

**8**  
MATCHES IN VERMONT

**42**  
TOTAL TO PRIMARY CARE

## Class of 2023

Number of students to residency specialties:

- |                                  |                               |
|----------------------------------|-------------------------------|
| Anesthesiology <b>10</b>         | Ophthalmology <b>3</b>        |
| Dermatology <b>2</b>             | Orthopaedic Surgery <b>1</b>  |
| Diagnostic Radiology <b>2</b>    | Otolaryngology <b>2</b>       |
| Emergency Medicine <b>13</b>     | Pathology <b>2</b>            |
| Family Medicine <b>8</b>         | Pediatrics <b>12</b>          |
| General Surgery <b>3</b>         | Physical Med & Rehab <b>3</b> |
| Internal Medicine <b>22</b>      | Plastic Surgery <b>1</b>      |
| Medicine-Pediatrics <b>1</b>     | Psychiatry <b>9</b>           |
| Neurology <b>5</b>               | Vascular Surgery <b>1</b>     |
| Neurosurgery <b>2</b>            | Preliminary Medicine <b>7</b> |
| Obstetrics & Gynecology <b>9</b> | Preliminary Surgery <b>1</b>  |
|                                  | Transitional Year <b>6</b>    |

## Success in Residency

In a survey of residency program directors, Larner College of Medicine graduates exceeded expectations for:

- Professionalism (altruism, compassion, honesty, confidentiality, integrity)
- Considering religious, ethnic, gender, educational differences in interactions with patients and health care team
- Demonstrating patient-centered interview skills



## New Medical Education Leadership



**1 Leila Amiri, Ph.D.**, assistant professor of psychiatry, is associate dean for admissions.

**2 Karen George, M.D., M.P.H.**, associate professor of obstetrics, gynecology, and reproductive sciences, is associate dean for students.

**3 Katherine Dolbec, M.D.**, assistant professor of emergency medicine, is assistant dean for students.

**4 Anthony Williams, M.D.**, assistant professor of family medicine, is assistant dean for admissions.

**5 Katie Wells, M.D., M.P.H.**, assistant professor of emergency medicine, is the inaugural director of social medicine. In this new role, Wells is responsible for reviewing and developing the College’s social medicine curriculum and providing student and faculty mentoring on social medicine and health equity-related topics.

CLASS OF 2027 SNAPSHOT

8,500+ APPLICANTS

124 ENROLLED

3.73 MEDIAN UNDERGRADUATE GPA

23% IDENTIFY AS LGBTQA

26% IN-STATE

74% OUT-OF-STATE

24% UNDERREPRESENTED IN MEDICINE

23% IDENTIFY AS COMING FROM A LOWER SOCIOECONOMIC BACKGROUND

48% IDENTIFY AS FEMALE

# HIGHLIGHTS



**U.S. SENATOR BERNIE SANDERS** (l-Vt., third from left), former chair and current member of the Senate Veterans Affairs Committee, and U.S. Department of Veterans Affairs Secretary Denis McDonough held a special Town Hall with Larner medical students in 2022. Their discussion focused on career opportunities for physicians at the VA. McDonough was in Vermont at the invitation of Sanders as part of a two-day tour of Vermont's

VA medical facilities and face-to-face meetings with Vermont veterans. Prior to the Town Hall, Sanders and McDonough met with (left to right) Larner Senior Associate Dean for Medical Education Christa Zehle, M.D., UVM President Suresh Garimella, and six medical student Veterans/Health Professional Scholarship (HPS) recipients.



## LIFELONG LEARNING

The Larner College of Medicine hosts a broad spectrum of continuing education opportunities to engage physicians, nurses, pharmacists, physician assistants, and social workers in mastering what is new, gaining fresh insights into common clinical conditions, and sharing successes and challenges with colleagues. The Office of Continuing Medical and Interprofessional

Education (CMIE) strives to connect what is taught in medical school with what is taught in graduate medical education, to working health care professionals. This includes shifts to destigmatize through language, cultural humility, and understanding of social determinants of health, said **John King, M.D., M.P.H.**, professor of family medicine and associate dean for continuing medical and interprofessional education.

"We utilize the continuum of education to enhance performance of the network, reduce costs, and make sure it's equitable," King said. "The UVM Health Network itself has become a learning organization, with a greater awareness of the role it plays in accommodating education and interprofessional teamwork that can enhance performance."

Larner joined an initiative of the American Board of Medical Specialties (ABMS) to provide continuing certification

education credits toward QI requirements to physicians, medical specialists, physician assistants, and residents. The UVM Health Network launched two of these programs in 2022, for diabetes management and wellness visits, and these are available to any practice or provider in the network. As a complement to this project, CMIE partnered with UVM Health Network administrative staff on maintenance of National Committee for Quality Assurance (NCQA) certifications, which ensure that health care practices and clinicians follow industry best practices.

*The UVM Robert Larner College of Medicine has been granted Accreditation with Commendation by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC).*

## When It Starts to Come Together: Doctoring in Vermont

*Doctoring in Vermont is a course spanning the first and second year of Foundations. Students spend eight sessions in the office of a primary care physician, observing direct patient care and practicing interviewing and examination skills. In this excerpt from the UVM Larner Med Blog, Class of 2025 medical student Dario Vanegas reflects on lessons learned and confidence gained with his Doctoring in Vermont preceptor, José Lopez, M.D., assistant professor of medicine and a primary care physician in the family medicine department at the Central Vermont Medical Center.*

**A**s I reflect on my first year of medical school, the experiences and lessons have been many, but Doctoring in Vermont (DIV) was certainly the most meaningful activity. I selected family medicine as my preferred specialty and was paired with Dr. José Lopez.

Dr. Lopez told me that he wanted me to have a good experience and he was comfortable with me being as hands-on as I wanted to be. This allowed me to immerse myself in aspects I felt confident with and take a step back when I needed to. After seeing our first patient together and observing how Dr. Lopez navigated the visit, I took a step forward and saw the next patient on my own. The patient and their mother came to the clinic for help with ongoing anxiety and unexplainable, frequent illness. Although I had yet to learn about anxiety in our curriculum, I had been taught many other valuable skills, such as taking a thorough patient history, listening actively, and being compassionate. This was enough to make both the patient and mother comfortable while I gathered the pertinent details.

I presented the case to Dr. Lopez. We discussed the history of present illness (HPI), social history, and differential diagnoses, and we formulated a plan. Then we provided our recommendations to the patient together. As we all came to an agreement and closed the visit, the patient's mother told Dr. Lopez



that I had done a great job and they were content with the outcome of the visit. That single compliment meant the world to me, as it provided me with confirmation that I was on the right track and that the education I received at Larner thus far made a difference early on. For the remaining visits that day, I alternated between seeing one patient with Dr. Lopez and seeing the next patient on my own. In the blink of an eye, the day ended. I felt a great sense of satisfaction and gratitude to have the opportunity to help others in a meaningful way.

Over the next few DIV sessions, I built on the foundation of the first session, adding layers to my learning, with success in key areas such as taking medical histories and connecting with patients. Through reflection and feedback from Dr. Lopez, I realized I needed to improve on conducting physical exams and summarizing a patient visit succinctly. I focused on doing physical exams on every patient to develop skills in observing, auscultating, palpating, percussing, and specialized techniques to test for musculoskeletal and neurological function. I took the same approach for presenting cases in a simple manner that encompassed the essence of the patient visit. Gradually, through continued practice and feedback from Dr. Lopez, I began to make progress and feel more comfortable with these components.

During the final session of DIV, we saw patients with needs ranging from acute cases, chronic care management, annual physical exams, prescription refills, and preoperative visits. Some patient visits were more complex than others, but all were rewarding because we were able to meet their specific needs and enhance their well-being. Dr. Lopez provided an assessment in which he highlighted my motivation, curiosity, and ability to connect with patients while giving me satisfactory marks on all criteria assessed.

One of the cornerstones of my growth during DIV was Dr. Lopez's mentorship. The trust he showed me from the first day, along with his adaptability to my comfort level, was fundamental for me to fully engage with the experience. Dr. Lopez taught me to meet patients where they are, to be a lifelong learner, and to carry myself in a composed manner through it all. These are lessons I will take with me going forward and I will always be grateful for his guidance.

The experience validated my journey, the daily hard work, and confirmed that primary care is where my true passion lies. As I look ahead, I am excited and determined to continue voraciously learning with the goal of providing medical care that is second-to-none for my future patients. ■

CONTINUING MEDICAL AND INTERPROFESSIONAL EDUCATION FY 2022

**190** ACTIVITIES: POSTGRADUATE MEDICAL COURSES, SEMINARS, CONFERENCES, GRAND ROUNDS

**16,636** PHYSICIAN LEARNERS

**3,703** NURSE LEARNERS

**953** PHYSICIAN ASSISTANT LEARNERS

**275** SOCIAL WORKER LEARNERS

**79** PHARMACIST LEARNERS

# HIGHLIGHTS

## Global Health Elective Connects Medical Students and Faculty to Wider World of Health Care

The Larner College of Medicine and the Nuvance Health Global Health Program maintain collaborative partnerships with several institutions around the world to support international learning options. The program provides a unique opportunity for future doctors to become better equipped to manage disparities in health and society as they navigate a wide array of medical conditions, health care systems, and socioeconomic structures while working with multiple ethnicities and with limited resources.

Larner is the only medical college in the United States with longitudinal global health training throughout the medical school experience. Incoming students learn about the program in the fall during orientation and are invited to participate in a Global Health Student Interest Group. Foundations Level students interested in a global health experience apply in October and in early

summer participate in pre-departure training which provides an overview of global health topics. Students then travel to international sites to observe, learn about the locations' medical systems, and discover how culture, resources, and social determinants impact residents' health care. While Larner faculty accompany the students, host site faculty lead the teaching.

Students in their clerkship year participate in a Global Health Bridge that offers opportunities to engage in global health medicine topics with guest speakers and panel discussions. During the Advanced Integration curriculum, students may participate in a four-week experience at an international site. Some go to the same location they attended in their second year, while others choose new locations. Students in this phase of the program collaborate with their host-site mentors and contribute to the work of the medical team.



Class of 2023 students (left to right) Charlotte Gemes, Keara Lynn, and Micaila Baroffio participated in a Global Health Elective in Zimbabwe from January 30 - March 10, 2023. They contributed to the work of the medical team at Parirenyatwa Hospital in Harare, the nation's capital.



**Majid Sadigh, M.D.**, clinical associate professor of medicine, Trefz Family Endowed Chair in Global Health at Nuvance Health, and former director of the Global Health Program at Nuvance Health/UVM Larner College of Medicine, presented at the Science Summit at the United National General Assembly in September. Sadigh participated in a panel discussion, titled "Creating an Empowerment Model in Global Health: An Evolving Practice to Build Capacity, Research Methodologies, Education Modalities, and Health Equity." Panel presenters also included global health program partners from Makerere University College of Health Sciences, ACCESS UGANDA, University of Zimbabwe, Universidad Iberoamericana, Datta Meghe Institute of Medical Sciences, and the University of Botswana.

While the COVID-19 pandemic halted international travel for many in 2020-2021, the expertise and resilience of the Global Health Team endured, offering students a two-week online elective designed around current topics in global health. The course remains quite popular for students, as they learn to identify and manage specific tropical diseases and understand the most common ethical challenges that accompany the practice of medicine in resource limited settings.

**20** ONLINE COURSES OFFERED FROM 1/4/21 TO 12/17/21

**403** TOTAL NUMBER MEDICAL STUDENTS COMPLETING THE VIRTUAL GLOBAL HEALTH COURSE

Jackson Burke (front in white coat) and Joanna Pierce (second from right) with the medical team in Uganda

## Global Health Diaries: Reflections from Uganda

During the summer of 2022, four Class of 2025 students participated in a Global Health Elective in Uganda. They were accompanied by **Andrea Green, M.D.**, professor of pediatrics, and **Mariah McNamara, M.D., M.P.H.**, associate professor of emergency medicine and associate director of the global health program. The students were hosted by faculty at St. Stephens Hospital in Mpererwe, Kampala, and St. Francis Hospital, Naggalama. They shared their reflections in the blog, Global Health Diaries, excerpted here.

### Absorbing My Surroundings

by John (Jackson) Burke '25

"The clinics have been an incredible experience. In four days, I have seen a mother give birth, a woman with a herniated cervix, a C-section, an 89-year-old patient with chronic obstructive pulmonary disease (COPD) and pneumonia, children with sickle cell disease, many patients with malaria, and patients with HIV, just to name a few things. I am seeing and therefore learning an incredible amount that is helping me reinforce material I learned during my first year at school, which has been a godsend in light of my limited clinical experience. The medical team and my classmates provide strong support in overwhelming moments. I couldn't have asked for a better group of people around me. ... Two years ago, I was sitting in my apartment in Boston wondering if I would ever get into medical school. There is no way I could have imagined that in two years' time I would be in a global health rotation watching a C-section in Uganda. Life seems to move in mysterious ways, and I am grateful for this opportunity."

### Roots of My Mango Sapling

by Justin Henningsen, Ph.D. '25

"We went to the farm that day to plant fruit trees. Professor Luboga called this 'putting down roots in Uganda.' As I placed the tree into the soil and shoveled dirt over its roots, I reflected on my experiences. I learned so much about medicine, the medical education system, the history of the country, and the hopes and dreams of physicians I worked with. Though the education was important, it was not the most important part of the trip. Rather, the connections I made with people are like the roots of my little mango sapling. Freshly planted in Uganda's rich soil, they will grow and strengthen. It will take work, as all worthy things do, but my hope is that they will support a lifetime of strong connections, bearing fruit as I return. I will continue to learn from my new friends and hope that someday I can give back to them as much as they have given me."



### Mwanamugimu Nutrition Clinic at Mulago

by William Hsu '25

"This was a personally challenging experience. Many very young children were suffering not only from malnutrition but also malaria, cerebral palsy, or other co-morbidities. ... it was incredibly challenging to witness the direct health impact of barriers to food security. Many infants younger than one year were being fed a primarily carbohydrate diet of mashed Irish potatoes or matoke after breastfeeding was stopped. This was sometimes due to a lack of resources to provide the necessary nutrients, and sometimes due to lack of knowledge about nutrition. The P3 unit's role in teaching proper nutrition and helping increase food security is critical to the health of children and communities."

### Lessons Learned From Ugandan Women

by Joanna Pierce '25

"As a female medical student, I have struggled with aspects of Ugandan gender roles. It has become clear that we do not agree on the capabilities and roles of female doctors—a reality that has been frustrating and discouraging at times, however, has also led to great exchanges of ideas and mutual learning. ... Meeting so many impressive female doctors here in Uganda has been very meaningful. This evening, for instance, I spoke with a female pediatric oncologist who joined us for dinner at the Lubogas' house ... It was encouraging to hear how she responded and ultimately excelled, securing her spot as one of only a few pediatric oncologists in all of Uganda. Knowing that she and other female doctors have endured similar challenges gives me reassurance and encouragement to finish the last week in a more positive light. Encountering these biases and speaking with women who have overcome them have helped me feel better prepared to navigate similar situations at home."

# Building Communication Skills

Nurse shadowing program helps medical students learn ways to connect with patients

**IN THE NEUROLOGY UNIT** at the University of Vermont Medical Center, Class of 2025 medical student **Ana Homick** listened attentively as **Amy Winkler, RN**, answered a patient’s questions about their pending discharge. Homick noticed how Winkler carefully chose words to mollify the patient’s anxiety as she explained lab results and provided instructions for upcoming medical appointments.

“It was interesting to watch her expertly navigate talking with someone who didn’t fully understand the situation, helping her understand it better,” Homick said. “I’m interested to learn about having these difficult conversations.”

Homick is among the Class of 2025 medical students who participated in nurse-shadowing, which takes place during the advocacy module in the Professionalism, Communication and Reflection (PCR) course. PCR aims to cultivate the habit of communicating with peers and colleagues about difficult subjects, said former course director **Stephen Berns, M.D.**, associate professor and director of education for palliative medicine. For future doctors like Homick, shadowing a nurse provides an opportunity to gain insight on how nurses advocate for their patients in a busy clinical environment.

“The students are able to glimpse into the nursing role, thought process, and intervention point and recognize that it is an active, intelligent, and informed perspective,” said Winkler. “In my observation, having mutual respect and open communication can make a significant impact on patient care and outcomes.”

While shadowing **Mark Kucharek, RN**, **Arif Ashan ’25**, observed the humanistic aspects of being a clinician—connecting with patients, building relationships, and practicing empathy.

“I liked hearing the stories of the patients Mark is working with. It revealed a lot of the unique challenges in patient care,” Ahsan said. “One patient was talking to us about things that weren’t actually happening. We had to interpret what he was talking about and reassure him that he is safe.”

Having opportunities to work with authentic patients in a hospital was one of the features that drew **Em Battle ’25** to the Larner College of Medicine: “Interacting with patients, being in a live setting is super valuable. It takes us out of our routine of just studying all the time and puts us in a setting where we are reminded why we are doing this,” said Battle, who shadowed **Ashley Anderson, RN**, on Miller 3, Specialty Surgery.

After the shadowing session, students are asked to reflect on how nurses interact with the physicians and to think for themselves how they as physicians will partner with nurses in the future. For Battle, the experience illuminated the importance of collaborative, patient-centered care.

“The nurses know the patients best. They tell us about their experiences, and it’s humbling, because it reminds us how little we know,” Battle said. “Everyone has their own unique responsibilities, but we’re a team.” ■

“In my observation, having mutual respect and open communication can make a significant impact on patient care and outcomes.”  
— AMY WINKLER, RN



(Opposite) Ana Homick '25 (right) listens as Amy Winkler, RN, talks to a patient.

Alex Poniz '25 (right) shadowed Danielle Shufelt, RN, on daily rounds.

# Inquiring Minds

## EDUCATION INITIATIVES

### Medical Students Tackle Unmet Health Needs with Research

Between the first and second years, some students choose to engage in clinical, basic science, or public health research. Under the guidance of medical faculty, student investigators explore the complexities of protecting a community's health, pose hypotheses, perform clinical or science experiments, and collect and analyze data to provide new insights and knowledge that improves health outcomes. This experience can be among the most valuable during a student's medical education.

Medical students' research is supported by fellowships from various local, national, and international institutions. **Renee Stapleton, M.D., Ph.D.**, professor of medicine and director of medical student research, provides appropriate contacts and funding mechanisms for specific areas of interest. **Jan Carney, M.D., M.P.H.**, associate dean for public health and health policy, serves as course director for public health research projects. Students often present their findings at poster sessions on the UVM campus, and they may also present at national professional meetings. Here's a glimpse of summer 2022 and 2023 research by the Larner students.

#### **KHADIIJA MOUSSADEK '26**

##### Health Care Provider Education on Preventing Suicide in Adolescents

During high school, Khadija Moussadek lost a close friend to suicide. "The day she died, her mother told me my friend had just seen the pediatrician. The pediatrician said, 'How did I miss this?'" said Moussadek, recalling a statistic that one-third of those who died by suicide had seen a physician in the month preceding their death. "That stuck with me. I thought, 'we have to do better.'" For her research, Moussadek investigated ways that physicians can identify and intervene in patients' self-harming behavior, which is an upstream risk for suicide attempts. With this information, she developed a learning module that includes a screening tool, resources to guide interventional planning, a script for broaching difficult conversations, clinical scenarios, and instructional quizzes that assess providers' preparedness for recognizing self-harming behaviors and suicidal ideation. Ultimately, Moussadek hopes to provide the toolkit as a free resource for health care practices.

#### **KARENA NGUYEN '25**

##### Disparities in the use of preventive care screenings among Vermont's BIPOC population

As a future physician, Karena Nguyen is eager to understand environmental and social factors that affect health, including access to food and clean water, public transportation, and disability compliance. For her Larner Summer Fellowship research, Nguyen assessed health disparities pertaining to usage of breast cancer screenings in Vermont, particularly for marginalized communities of color. This project allowed Nguyen to combine a personal commitment to community service and interest in improving cancer care. "My hope is that this project can help pave the way to improve health equity among the underserved populations in Vermont," said Nguyen.

#### **JOAQUIN REATEGUI '24**

##### Effectiveness of youth anti-vaping campaigns

Widespread marketing of electronic vapor products and perceptions of vape products as "safer alternatives" to smoking have led to popularization of these devices. Joaquin Reategui spent a summer analyzing the effectiveness of youth anti-vaping campaigns. The results suggest that greater exposure to vaping prevention messages may result in more accurate

nicotine beliefs, and that incorporating vaping cessation content in prevention messaging may promote greater vaping reduction in young adults. Reategui's vaping project, supported by a UVM Cancer Center Summer Fellowship, sparked an interest in incorporating research into his career. "I'm interested in the pediatric population, and I've been looking into oncology as one of the main paths to investigate with that population," he says.

#### **CAITLIN EARLY '25**

##### Impact of COVID-19 pandemic on medical care for children with medical complexity and mental disorders

Multiple studies suggest that mental disorders are more common and sometimes more severe for children with chronic illness. Caitlin Early explored the intersection of medical complexity and mental disorders along with the impact of the COVID-19 pandemic among children receiving services at the Children's Specialty Center at UVM Medical Center. "This is an important relationship to understand to get the right access to care for patients here in Vermont," Early said. "Quality improvement teams at the Vermont Child Health Improvement Program are working on improving services for children with special health care needs, and our research will help inform their quality improvement projects."

#### **PUBLIC HEALTH GROUP PROJECTS: CLASS OF 2025**

##### Senior Care Challenges in Rural Vermont

As part of their Public Health Projects course, medical students apply practical research methods to translate science into public health practice. One group of medical students wanted to better understand the challenges faced by caregivers of seniors in rural Vermont to promote better care outcomes and accessibility to needed services. The students conducted a one-hour focus group with six caregivers, during which participants were asked four open-ended questions. The discussion yielded comments about multiple challenges, including "finding someone to care for a loved family member," "the bureaucracy of the medical system," "transportation," and an "overall lack of physician accountability," as described on the group's research poster. The findings also highlighted that many caregivers underutilize available resources. While admitting the limitations of their small sample, the project group considered their pilot study "a necessary first step to identify a framework for addressing caregiver needs in rural areas." ■



With support from a Gold Summer Fellowship, Class of 2025 medical students Lindsay Aldrich (left) and Richard Vuong collaborated with biomedical engineering students and faculty to create a mobile health vehicle to expand health care access to postpartum women in rural Vermont.



For her research project, Mimi Falcone '25 (left) tracked the impact of peer support groups on relieving stress among immigrant parents of children with autism.

# Into the Woods

Wilderness Medicine elective gets fourth-year students outdoors, and into a different mindset

**“REMEMBER THE VIEW, AND BREATHE,”** Sarah Schlein, M.D., FACEP, advised her student, Nina Feinberg '23, as Feinberg prepared to descend a steep rock face in Vermont's west Bolton woods. Clutching the rope clipped to her waist harness, Feinberg took a deep breath and backed down the crag, with fellow medical students cheering her on. After a few hesitant steps, she looked around: “Okay, I'm fine, it's really pretty.”

Rappelling and rock climbing are among the range of activities that fourth-year medical students participate in during a two-week elective course in Wilderness Medicine. The intensive curriculum takes students out of the hospital and into the woods, lakes and mountains. Developed and led by Schlein, associate professor of emergency medicine and fellowship director for the UVM Health Network Wilderness Medicine Fellowship, the course provides an opportunity to focus on both the content and problem-solving of caring for patients in remote environments. **Chance Sullivan, M.D.**, clinical instructor for emergency medicine and a Wilderness Medicine Fellow, also instructs the course.

“We put people in scenarios, and we talk about what happens. Not just about the medical parts, but about the communication, leadership, and where things break down. The goal is to make mistakes and learn from each other,” said Schlein.

The students spend each day of the course outdoors, learning and practicing skills for saving victims of drowning, diving accidents, altitude sickness, hypothermia, and crush injuries. They kayak at Waterbury Reservoir, hike Mount Mansfield, and camp overnight in a forest. They train with New York State forest rangers in the Adirondack high peaks, learning about mountain top rescues and how to properly hoist people into a helicopter. In a winter version of the course, students work with members of Stowe Mountain Rescue experiencing backcountry snow sports, ice climbing, and winter camping while learning how to use avalanche beacons, start fires in the snow, and treat frostbite and ski injuries.

Feinberg took the course because she enjoys spending time outdoors and the challenge of trying new things, which she hopes to apply to her career as an obstetrician-gynecologist. “I love the idea of being a doctor without being in a hospital,” she said. “My dream is to work part time in a hospital and part time on expedition, helping people who want to be outside. I could work at a research base in Alaska, or on hiking trips in the Grand Canyon specifically for women.”

The Wilderness Medicine Course challenges students in ways they are not typically challenged in their coursework or clinical rotations. They learn fundamentals of rural emergency care and build critical skills for saving lives in stressful situations without resources and support.

“For the past four years, we have learned how to care for patients in a hospital, with equipment and resources. Now, “we are applying what we have been learning in an austere setting, where we don't have the support and tools you have in a hospital,” said **Zachary Osborn '23**.

In one scenario, the students encounter a rock climber who fell to the ground and is pinned down by a car-sized boulder on his legs. The role-player, Bill McSalis, a nurse in the UVM Medical Center, feigned shock and pain as moulage blood ran down his limbs. Nearby, his climbing partner, played by **KC Collier, M.D.**, an emergency medicine resident, hung suspended by a rappel rope and pretended to feel leg numbness before losing consciousness. The students debated how to move the boulder and whether to lower the suspension victim to the ground. They checked vital signs, looked for head and spine injuries, treated shock, and gave fluids. Schlein, pretending to be an emergency responder, asked the students who was in charge and what was happening.

In the debrief, Schlein asked them to ponder potential complications from crush injuries, such as rhabdomyolysis, which occurs when damaged muscle tissue releases its proteins and electrolytes into the blood. She quizzed the students on the reasons a person might faint while hooked up to a harness, and they discussed treatments for suspension syndrome, when a rapid drop in blood pressure results in a sudden loss of consciousness. They contemplated how to give fluids and deal with hyperkalemia in the wilderness. They worked together to care for the patients, and discussed what went well and how they could improve their responses.

“I felt supported by my team,” said **Alex Cohen '23**, who took on the role of leader for the scenario. “I had so many things going through my brain: I have to manage things, think about safety, make sure everyone has their helmets on. We had some differences of opinion about whether to lower KC to the ground, and whether to move her. I thought we managed conflict well.”

Gaining confidence to take charge and make quick, life-saving decisions is at the heart of wilderness medicine training, and that was Schlein's intention when she launched the first course in 2018.

“Working in the Emergency Department, I saw a need for our students to find their voices as leaders at the head of the bed,” Schlein said. “In a few short months they will be doctors. On an airplane, at a park or on a hike, when something happens, eyes will turn to them. I want our course graduates to not only have medical knowledge but an approach and mindset to have the situational awareness to take the medical lead in those situations.”

Participating in outdoor recreation with comrades provides students an interval of relief amid a trying time in their academic journey. During the fourth year of medical school, Larner students participate in required acting internships in internal medicine, surgery subspecialties, and emergency medicine. They spend summer preparing for and complete Step 2 of the United States Medical Licensing Examination and apply for residency match programs. “Spending time in the woods with my friends is a chance to take a deep breath at the end of a tough summer,” Osborne said. ■

Class of 2023 medical students participate in a mock rescue during Wilderness Medicine elective.



# In Praise of Praise

## Platform for students to express concerns becomes space for sharing accolades

**PRAISE IS A POTENT AND RESTORATIVE TOOL.** It uplifts confidence, improves self-awareness, and motivates people to keep up the good work. Praise can also be its own reward: Expressing admiration and gratitude brings positivity and increases feelings of happiness.

Embracing constructive feedback can also be a powerful motivator. One of education's core principles is that to engender change, one should emphasize both potential for growth and acclaim.

The Larner College of Medicine's Office of Medical Education (OME), in collaboration with the UVMMC/LCOM LEAP (Learning Environment and Professionalism) Committee, encourages medical students to report both incidents of witnessed or experienced unprofessional behaviors or mistreatment, and examples of exemplary professionalism. The data collected allow for addressing problems, elevating positive behaviors, and improving the learning and work environments. A password-protected Learning Environment Reporting Form allows students to anonymously submit narratives about their experiences in the learning environment. Students can submit their comments either through end of course or clerkship evaluations, or in real time using a QR code on the back of their student badges.

Since OME began tracking this data, students not only have a confidential and anonymous way to share their concerns, but increasingly have taken the opportunity to acknowledge faculty, residents, staff, nurses, and fellow students who embody the tenets of professionalism described in our LCOM Statement of Professionalism, qualities such as kindness, compassion, and respect.

"Students are submitting, on average, more praise—eight-to-one-accolades to concerns," says **Nathalie Feldman, M.D.**, associate professor of obstetrics, gynecology, and reproductive services and director of the learning environment. "This initiative began as an effort to uncover the 'hidden curriculum' to gain a better understanding of how students perceive and are impacted by behaviors they witness or experience within the medical education learning environment. Understanding that the human brain is often governed by a negativity bias, we made a conscious effort to have students look for the positives. We added a few questions to every course evaluation asking students to identify exemplars of professionalism." Now students are voluntarily, and enthusiastically, expressing appreciation for individuals who go the extra mile to make good things happen.

Feldman's team shares the accolades with each recipient in an email message informing them that they have received a professionalism accolade and thanking them for their contributions to fostering a positive learning environment at the Larner College of Medicine. A copy of the email goes to the recipient's supervisor and relevant course directors. "It's done quietly, with no fanfare, but it's well received," Feldman said. "The recipients are often very touched by this acknowledgment."

During the past year, Larner medical students submitted more than 1400 accolades, highlighting the kindness, cultural humility, and respect that guides the Larner community's daily interactions.

*Here are some examples:*



*Dr. Lauren MacAfee (associate professor of obstetrics, gynecology, and reproductive sciences), stood out as one of the most professional physicians I have worked with in medical school. ... supportive and thoughtful in her teaching, incredibly respectful and compassionate in patient interactions ... I feel fortunate to have had the chance to work with her.*

*I was lucky to have been matched up with (medical student) Mia Exume '24 for the pediatrics rotation. Mia brings an attitude of positivity, curiosity, and enthusiasm ... She cares about the patients she works with as well as her classmates.*

*I was a shadowee of Courtney Gregoire (registered nurse at UVM Medical Center) for a nurse shadowing requirement. She is a kind, friendly, and resourceful health care worker. She is dedicated to her responsibilities as a nurse ... She taught me the importance of patient advocacy and collaborative teamwork amongst physicians and allied health professionals.*

*Marlon, a security guard at the Buck Pavilion Lobby check-in desk (on the UVM Connecticut Campus), always greets me warmly in the morning and wishes us well at the end of the day. It was one of the highlights of my day to chat with him on my way in and out of the hospital.*

*Dr. David Steinmetz (clinical instructor, resident in internal medicine at UVM Medical Center) is an exemplary role model and mentor ... a supportive teacher, made students feel part of the team, and always found times to sit down and teach students.*

*Sara Tourville (obstetrics/gynecology clerkship coordinator) was an incredible resource and support person. From the get-go, she was kind and approachable, demonstrating a genuine interest in helping students. She communicated clearly and personably in a fashion that I will strive to emulate in my professional career.*

Divided into three levels of increasing complexity and breadth of study, the **Vermont Integrated Curriculum** (VIC) fully integrates primary education in the basic sciences with a solid foundation in health science knowledge and clinical skills. Also included are programs in leadership skills, professional development, research, and teaching skills. Clinical correlations are prominent in the curriculum at all levels, beginning with meeting a patient on the first day of medical school.

**Years 1 & 2:  
Foundations Level**

The purpose of Foundations is for students to develop a fundamental understanding of health and illness as framed by systems from single genes to entire populations. Longitudinal courses support the development of professionalism and communication, clinical practice, community engagement, and public health awareness.

**Years 2 & 3:  
Clerkship Level**

The Clerkship Level focuses on development of the knowledge, skills, and attitudes needed for clinical care and decision-making in a variety of medical settings. Students complete the clerkship year through the traditional Clerkship model.

The traditional Clerkship features block rotations in eight specialties, as well as Bridge Weeks that cover a range of topics including patient safety, global health, and palliative care.

**Years 3 & 4:  
Advanced Integration Level**

The Advanced Integration Level 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 their own professional development. All students are required to complete an acting internship in internal medicine, a second acting internship in a discipline of the student’s choosing, one month of surgical specialty training, emergency medicine, and a teaching practicum/scholarly project. This level is designed to optimize student choice to align with the residency selection process.

**Curriculum Competencies include:**

- Patient Care
- Medical Knowledge
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice

**Level 1: Foundations**

AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ORIENTATION	FOUNDATIONS OF CLINICAL SCIENCES				VACATION	ATTACKS AND DEFENSES	NUTRITION, METABOLISM AND THE GASTROINTESTINAL SYSTEM		VACATION	MEDICAL NEUROSCIENCE
PROFESSIONALISM, COMMUNICATION AND REFLECTION PART 1						PUBLIC HEALTH PROJECTS			DOCTORING IN VERMONT	

**Level 1: Foundations**

AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN		
CONNECTIONS	CARDIOVASCULAR, RESPIRATORY AND RENAL SYSTEMS		HUMAN DEVELOPMENT AND REPRODUCTIVE HEALTH		VACATION	CONVERGENCE	USMLE STEP 1 EXAM PREPARATION AND COMPLETION	BRIDGE	OUTPATIENT INTERNAL MEDICINE/NEUROLOGY	PSYCHIATRY	BRIDGE	VACATION
PROFESSIONALISM, COMMUNICATION AND REFLECTION PART 2					DOCTORING IN VERMONT			PROFESSIONALISM, COMMUNICATION AND REFLECTION PART 3				

**Level 2: Clerkship**

**Level 2: Clerkship**

JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
SURGERY	PEDIATRICS	BRIDGE	OBSTETRICS AND GYNECOLOGY	BRIDGE	FAMILY MEDICINE	VACATION	INPATIENT INTERNAL MEDICINE	SELECTIVE	ACTING INTERNSHIP IN INTERNAL MEDICINE	SURGERY SUB-SPECIALTIES	EMERGENCY MEDICINE
PROFESSIONALISM, COMMUNICATION AND REFLECTION PART 3											

**Level 3: Advanced Integration**

**Level 3: Advanced Integration**

JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	
USMLE STEP 2 EXAM PREPARATION AND COMPLETION	SELECTIVE	VACATION	TEACHING PRACTICUM OR SCHOLARLY PROJECT	ACTING INTERNSHIP	INTERVIEWS/VACATION	SELECTIVE	SELECTIVE	SELECTIVE	SELECTIVE	TRANSITIONS AND PRESENTATIONS	GRADUATION

Years 1 & 2:  
**Foundations  
Level**

The Foundations Level of the Vermont Integrated Curriculum focuses on the development of fundamental science knowledge and clinical skills in a clinically relevant context.

**Foundations Course Directors**

**Karen Lounsbury, Ph.D.**

*Orientation*

**Sakshi Jasra, M.D.**

*Professionalism, Communication, and Reflection*

**Stephen Everse, Ph.D.**

*Foundations of Clinical Science*

**Jessica Crothers, M.D.**

*Attacks and Defenses*

**Lee-Anna Burgess, M.D.**

*Nutrition, Metabolism, and Gastrointestinal Systems*

**Martha Seagrave, PA-C**

*Doctoring in Vermont*

**John S. Taylor, M.D.**

*Medical Neuroscience*

**Matthew Geeslin, M.D.**

*Connections*

**Jan Carney, M.D., M.P.H.**

*Public Health Project*

**Andrew Hale, M.D.**

*Cardiovascular, Respiratory, and Renal Systems*

**Joseph Ravera, M.D.**

*Human Development and Reproductive Health*

**John Miller, M.D., FACP,**

*Convergence*

Upon experiencing the story of a patient, Class of 2025 medical student Chellem "Chellie" Nayer created this illustration to represent the interplay between what the patient loved to do—garden—and how her heart condition took that away from her.



**“This was my first patient as a medical student, and I had so much to learn... I was reminded that being an excellent doctor does not just require the knowledge of medical phenomena and practice of intricate procedures, it requires empathy. It requires us to listen to patients, connect with them, meet them where they are, and work with them in their treatment.”**

— CHELLIE NAYER '25

**Teaching the Human Side of Medicine**

Professionalism, Communication, and Reflection (PCR) is a longitudinal course that takes place each year of medical school. It aims to foster self-awareness, emotional intelligence, mindfulness, and the capacity to care for self and colleagues. Important themes include:

- Cultivating the habit of communicating with peers about difficult subjects
- Developing a healthy approach to the emotional challenges of clinical work
- Improving understanding of culture and diversity in the practice of medicine
- Developing a willingness to discuss social and economic forces in medicine

During the first year, students in PCR 1 participate in hospital visits to experience and appreciate patients' stories. Students are prompted to ask patients questions such as, "What have been some of the happiest moments in your life? How has this illness changed you? What has the hospital life been for you? What have you learned?" After hearing the stories, students debrief



as a group and then individually create a narrative medicine project which they present to their groups.

"This module focuses on the humanistic aspects of being a physician—connecting with patients, empathy, hearing patient narratives, and implicit bias," said course director Stephen Berns, M.D., associate professor of family medicine and director of education for palliative medicine. "The big goal of this module is about perspective-taking."

In subsequent years, students in PCR 2, 3, and 4 discuss topics including medical hierarchy, the hidden curriculum, mental health of medical practitioners, moral distress, gratitude practice, creating inclusive environments, and finding meaning in medicine.

**Hitting the Ground Running:  
Jumpstart VIC**

Incoming first-year students are invited to participate in JumpStart VIC, an optional, free summer program intended to foster student success. The program takes place four weeks before the start of the first semester, giving new medical students time to build a supportive community and identify strategies for success as they transition to medical school and the Vermont Integrated Curriculum (VIC).

While all incoming students are encouraged to attend JumpStart VIC, the program is highly recommended for students who either have been out of a classroom for more than five years, were a non-science major, received <70% MCAT score, or took the MCAT three years or more ago, as well as those who feel the need to

"brush up" on basic science skills. The program provides students with interactive opportunities to identify and close gaps in their basic science knowledge that is essential for success in the pre-clinical curriculum. It also introduces students to the team-based, active learning format that is used throughout the Vermont Integrated Curriculum. Completion of Jumpstart VIC prepares students for the Readiness Exam given on the first day of class in Foundations of Clinical Sciences. The Readiness Exam examines concepts that provide an essential foundation for learning in the first three weeks of the course.

In-person and virtual versions of Jumpstart VIC are offered, with the intention of removing barriers associated with having to move to Vermont four weeks early. Both mechanisms use the

same pool of MCAT-driven learning objectives linked to appropriate review materials. While well intentioned, this dichotomy of formats may have the unintended consequence of widening preparedness gaps between students.

"Students who don't attend in person tend to be those who are more vulnerable. They may be working full time, saving money for medical school," said Karen Lounsbury, Ph.D., professor of pharmacology, and assistant dean, pre-clinical curriculum. "We are trying to improve accessibility and inclusion, and it's a path worth taking, but we must accept that along the way we will step into holes."

The Larner Office of Medical Education is exploring the idea of making Jumpstart VIC a formal course, which will allow students to get loans to cover living expenses.



AWARDS

**MEDICAL CLASS OF 2025 CELEBRATES  
COMPLETION OF FOUNDATIONS CURRICULUM**

Faculty, staff, and students gathered in the Hoehl Gallery in the Larner College of Medicine's Health Science Research Facility in January to honor the Class of 2025's completion of Foundations and recognize the teachers and staff who helped them along the way. Foundations Level course director Karen Lounsbury, Ph.D., assistant dean, pre-clinical curriculum, welcomed attendees to the celebration, and Clerkship Level course director Elise Everett, M.D., assistant dean, clerkship curriculum, welcomed members of the Class of 2025 to Clinical Clerkship. Members of the Class of 2025 presented the following awards to faculty:

The **AMWA GENDER EQUITY AWARD** to Lee-Anna Burgess, M.D., assistant professor of medicine and course director of Nutrition, Metabolism, and Gastrointestinal Systems, for promoting a gender-fair environment for the education of physicians.

The **DEAN WARSHAW INTEGRATION AWARD** to Lee-Anna Burgess, M.D., for a faculty member whose teaching best captured the spirit of the VIC.

The **SILVER STETHOSCOPE AWARD** to William Hopkins, M.D., associate professor of medicine, and Ellen Black, Ph.D., assistant professor of neurological sciences, for faculty members who had few lecture hours but made a substantial contribution to students' education.

The **ABOVE AND BEYOND AWARD** to Andrew Hale, M.D., assistant professor of medicine and course director of Cardiovascular, Respiratory, and Renal Systems, for going above and beyond the call of duty to help students in their learning objectives.

The **BEST SUPPORT STAFF (NON-TEACHING) AWARD** to Annika Eberle, curriculum coordinator for Foundations, for the staff member who best supported students in areas besides teaching.

The **FOUNDATIONS COURSE DIRECTOR AWARD** to Lee-Anna Burgess, M.D. This award recognizes the Foundations course director who showed the highest degree of dedication to the successful design and implementation of their course curriculum.



Years 2 & 3:  
Clerkship Level

The Clerkship Level focuses on development of the knowledge, skills, attitudes, and behaviors needed for clinical care and decision-making in a variety of medical settings. The Clerkship year features eight block rotations, including Family Medicine, Inpatient Internal Medicine, Neurology, Obstetrics and Gynecology, Outpatient Internal Medicine, Pediatrics, Psychiatry, and Surgery. It also includes four Bridge Weeks that cover a range of topics, including acute and chronic pain, global health, and palliative care.

“The hands-on skills that we learn, in the suturing clinic and phlebotomy clinic, are worth a lot. I liked to learn these things before going into clinicals.”

— EM BATTLE, CLASS OF 2025



Kiro Soliman '23 holds a one-day-old baby in the Newborn Nursery on the UVM Medical Center's Mother-Baby Unit during his pediatric clerkship training.



Students practice suturing on synthetic skin and pieces of chicken during the first week of family medicine clerkship.

Hands-On Learning:  
Preparing for Family  
Medicine Clerkship

Before heading out to spend five weeks working alongside family doctors throughout Vermont, Clerkship level students participate in a Team Oriented Patient Centered Medical Education (TOPMED) week on the UVM campus. This five-day orientation course engages students in interactive discussions, encounters with Standardized Patients, and practicing procedural skills in the UVM Clinical Simulation Lab. Topics include motivational interviewing, women's health procedures, such

as IUD insertion and endometrial biopsy, musculoskeletal exam skills, ultrasound, joint injections, suturing, and more. Sessions are led by family medicine faculty, including **Amanda Kolb, M.D.**, family medicine clerkship director; **Aaron Reiter, M.D.**, assistant professor of family medicine, and assistant clerkship director, and **Martha Seagrave, PA-C**, professor of family medicine and director of medical student education programs, along with physicians from local community practices. The goal is for students to grow confidence in their clinical skills before heading out into the clinical care environment.

CLERKSHIP GRADING  
EVOLVES

The Clerkship-level grading system traditionally has been Honors/Pass/Fail. During the COVID-19 pandemic, the Larner College of Medicine pivoted to a temporary Pass/Fail system to accommodate for inequities faced by students during those uncertain times. In March of 2022, the Medical Curriculum Committee (MCC) voted to replace the temporary Pass/Fail grading system in the Clerkship level with an intentional Pass/Fail grading policy, beginning with the Class of 2024. The primary drivers for this decision include providing equity of assessment for all students,

encouraging collaboration rather than competition, rewarding a growth mindset, and prioritizing patient care.

This Pass/Fail grading decision is the first step in moving toward a more equitable, holistic, competency-based medical education system that spans all four years. The MCC envisions a system that allows for mapping student progress in core areas, forwarding information about students' strengths and targeted areas for improvement, coaching students to reach their full potential, and providing summative narratives that reflect each student's unique strengths that they bring to clinical care, research, education, leadership, advocacy, and service.

Clerkship Course Directors

- Amanda Kolb, M.D.**  
*Family Medicine – UVM*
- Martha Seagrave, PA-C**  
*Family Medicine – UVM*
- Kelley Collier, M.D.**  
*Family Medicine – UVM*
- Peter Anderson, M.D.**  
*Family Medicine – Nuvance Health*
- Louis Polish, M.D.**  
*Medicine – Inpatient – UVM*
- Jason Bartsch, M.D.**  
*Medicine – Inpatient – UVM*
- Matthew Barberly, M.D.**  
*Medicine – Nuvance Health – Danbury*
- A. Rahim Rahimyar, M.D.**  
*Medicine – Nuvance Health – Norwalk*
- Rosy Hill, M.D.**  
*Medicine – Outpatient – UVM*
- Dennis Beatty, M.D.**  
*Medicine – Outpatient – UVM*
- Noah Kolb, M.D.**  
*Neurology – UVM*
- Timothy Fries, M.D.**  
*Neurology – UVM*
- Fatemeh Sobhani, M.D.**  
*Neurology – UVM*
- Behzad Habibi, M.D.**  
*Neurology – Nuvance Health – Danbury*
- Charles Guardia, M.D.**  
*Neurology – Nuvance Health – Danbury*
- Erin Morris, M.D.**  
*Ob/Gyn – UVM*
- Merima Ruhotina, M.D.**  
*Ob/Gyn – UVM*
- Dimitry Zilberman, D.O.**  
*Ob/Gyn – Nuvance Health – Danbury*
- Sara Lebovitz, M.D.**  
*Ob/Gyn – Nuvance Health – Norwalk*
- Maryam Hedayatzadeh, M.D.**  
*Ob/Gyn – Nuvance Health – Norwalk*
- William Raszka, M.D.**  
*Pediatrics – UVM*
- Don Sampson, M.D.**  
*Pediatrics – Nuvance Health – Danbury*
- Alicia Briggs, M.D.**  
*Pediatrics – Nuvance Health – Norwalk*
- Erin Curtis, M.D.**  
*Psychiatry – UVM*
- Meredith Clark, M.D.**  
*Psychiatry – Nuvance Health – Danbury*
- Amanda Silverio, M.D.**  
*Psychiatry – Nuvance Health – Danbury*
- Patrick Forgione, M.D.**  
*Surgery – UVM*
- Katelynn Ferranti, M.D.**  
*Surgery – UVM*
- Patrick Zimmerman, D.O.**  
*Surgery – Nuvance Health – Danbury*
- Jill Watras, M.D.**  
*Surgery – Nuvance Health – Norwalk*

Connecticut Clinical  
Branch Campus

The UVM Larner College of Medicine, in partnership with Nuvance Health, created a branch campus at which approximately 35 students complete their required clinical activities during the Clerkship and Advanced Integrations years. Danbury Hospital (456 beds) and Norwalk Hospital (366 bed) are the main teaching hospitals. These hospitals serve a population of just under 1 million people who represent a remarkable cross-section of economic, ethnic, racial, and linguistic backgrounds. This diversity creates a rich setting in which students participate in the care of patients as they learn about how care is delivered in the U.S. health care system.

**Jonathan M. Rosen, M.D.**, associate professor of medicine in pulmonary/critical care, serves as associate dean of the branch campus, and **Ellen Kulaga, M.D.**, assistant professor of internal



Clerkship Level students at the Connecticut campus participate in a bridge session point-of-care ultrasound. The brown molds are "ultrasound phantoms" made of gelatin with embedded objects. The students use ultrasound to identify the object.

medicine, serves as assistant dean of the branch campus. Students on this campus benefit from the same educational structure and learning goals as the Vermont campus and have successfully matched into their desired specialties over the length of this partnership.

INNOVATIONS IMPROVE  
CLERKSHIP OUTCOMES

Patient Advocacy Skills Training

The obstetrics/gynecology clerkship provides an opportunity for medical students to learn and practice trauma-informed care, patient advocacy, and emotional support skills. Prior to starting the rotation, all students participate in learning sessions led by a doula, a midwife, and an obstetrician/gynecologist. The students learn how to approach patient care through a trauma-informed lens. The goal is for students to use these skills to serve as patient advocates throughout their clinical rotations.

Wellness and Skills "Bingo"

The obstetrics/gynecology clerkship incorporated a clinical skills and wellness challenge to promote students' hands-on involvement and to encourage them to practice brief, practical wellness techniques amid

a busy clinical rotation. Students receive colorful stickers to affix to a card with squares that instruct them to do a specific skills-related or wellness-focused task, such as place a foley catheter or take 10 minutes to decompress, with a goal to fill in every box.

Improving Operating Room (OR)  
Learning Environment

Surgical education for medical students can be stressful, and inexperience can lead to errors, which are harmful to learning and put patients at risk.

Through a student-led project funded by the Teaching Academy, students in the surgical clinical rotation now spend one of their OR days shadowing a patient care assistant (PCA). They observe PCAs as they deliver patients to and from the OR, sterilize instruments, set up in the OR, and position patients on beds and tables.

Years 3 & 4:  
**Advanced  
Integration  
Level**

Advanced Integration focuses on preparing students for practice as a physician through acting internships, scholarly and teaching experience, and opportunities to explore career paths.



Lauren Struck '22 working with a patient in the UVM Medical Center Emergency Department.

**Advanced Integration  
Required Course Directors**  
Eileen CichoskiKelly, Ph.D.  
*Scholarly/Teaching Requirements*  
Garth Garrison, M.D.  
*Acting Internship in Medicine*  
Laura Mulvey, M.D.  
*Emergency Medicine*

**Emergency Medicine Rotation Entrusts Students with Patient Care**

Students in the Advanced Integration level engage in an emergency medicine rotation, a required experience designed to equip all graduating physicians with skills necessary to evaluate and treat patients presenting with urgent and emergent complaints. Students participate as active members of the emergency care team, honing their skills in problem-oriented critical thinking and integrating material they have learned in their medical school careers to generate diagnoses on patients with undifferentiated problems.

Students are paired with an emergency medicine attending for each shift, seeing patients independently and presenting to a teaching resident or directly to the attending. Students are asked to take responsibility for the care of their patients, including keeping the patient and family informed on the results of lab tests and imaging, informing them of the likely diagnosis, and teaching them about future care.

“On my first day in the ED, one of the attendings asked the resident to help with a shoulder dislocation. I followed along, and found myself at the patient’s side, holding his hand and breathing with him while the team manipulated his other arm. The next thing I know, I’m helping them with the maneuver and providing traction on his dislocated shoulder. The attending pulled me into the team and allowed me to participate. It was an amazing example of teamwork, instruction, learning, and healing.”

– Lauren Struck '22 recalling a “teachable moment” from her rotation

**HONORS NIGHT AWARDS**

Honors Night is an annual opportunity for the graduating class of medical students to honor the faculty who mentored and supported them.

Awards bestowed on faculty include:

- The Joseph Cleary, M.D. Award for ensuring the success of the educational and clinical experience at the Larner College of Medicine Connecticut Nuvance Campus
- The Charles T. Schechtman, M.D.'26 Award for clinical excellence
- The Kerzner Family Prize for outstanding service to the community
- The David Babbott, M.D. “Caring and Seeing” Award for commitment to medical education and patient care
- The Mildred A. Reardon, M.D.'67 Award for service to the Larner College of Medicine

**Acting Internships Prepare Students for Residency**

Students in the Advanced Integration Level complete two Acting Internships (AI), which are four-week rotations structured to provide students with real-world experience. The first, an internal medicine AI, consolidates and refines the student’s internal medicine knowledge and clinical skills at a level of competency necessary to deliver comprehensive care to medical inpatients. The second AI is in an inpatient specialty of the student’s

choosing. This rotation provides a direct patient care experience under the guidance of experienced clinicians, and prepares students for graduate training in clinical specialties.

“Students carry primary responsibility for the care of their patients, with oversight by an internal medicine resident and attending, and they receive feedback on their internship skills to prepare them for graduation and residency,” said **Garth Garrison, M.D.**, associate professor of medicine and AI course director.

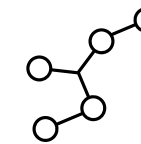
“My MICU Acting Internship gave me the chance to take a higher level of responsibility in patient care. I was given the opportunity to step into the intern role that I will fill next year, and this time solidified my desire to pursue a path in emergency medicine and critical care.”

– NATE DOW, CLASS OF 2023

**TEACHING AND SCHOLARLY PROJECTS**

The Teaching and Scholarly Project requirement reinforces foundational sciences through teaching or scholarly activity and strengthens longitudinal integration in the VIC by revisiting foundational sciences with clinical perspective.

**Eileen CichoskiKelly, Ph.D.**, associate professor of family medicine and director of education instruction and scholarship, serves as course director.



In the Teaching Practicum, students act as teaching assistants for Foundation Level courses. Duties may include laboratory teaching, tutoring, leading review sessions, and developing and preparing teaching materials.

The Scholarly Project encourages the development of students as physician-scholars by engaging in scientific inquiry, analytical, and communication skills. It solidifies the foundation for lifelong learning through critical evaluation of data.

**STUDENTS ATTEND AAMC MEETING**

Four Larner medical students (one from each class year,) attended the Association of American Medical Colleges (AAMC) *Learn Serve Lead* annual meetings in 2022 and 2023 to represent the Larner Organization of Student Representatives, learn, and network with peers. At the 2022 meeting in Nashville, **Isaac de la Bruere '22** and **Warrick Sahene '24** (right) met with local middle school and high school students to share their medical school experiences.

**Ariella Yazdani '23** and **Neeki Parsa '25** presented a poster on a course they developed titled “Preparation for Practice,” a model curriculum to prepare fourth-year medical students for residency.



Karen George, M.D., M.P.H. (center) with Ariella Yazdani and Neeki Parsa



# CURRICULAR INNOVATIONS

From research on educational theory and methods to the adoption of new technology that improves how students are taught, the Larner College is at the forefront of medical education innovation.

## Peer-to-Peer: Medical Students Support Each Other's Education

Ensuring medical students' academic success and well-being relies on having access to numerous resources. At the Larner College of Medicine, those assets include the students themselves, who create and host peer-based learning opportunities for their junior colleagues. The interactive and collaborative nature of peer-based learning helps to engage learners, facilitate understanding of complex topics, and build confidence for both the tutor and tutee.

Last fall, Class of 2025 student **Richard Vuong** launched "Supplemental Processing," a bi-weekly content review and tutoring session for first-year medical students. Vuong worked with **Tim Moynihan, Ph.D.**, director of academic achievement, to set up the pilot program, which is based on an active learning framework that Vuong participated in as an undergraduate student when he was planning to apply to medical school.

"It was great for me as I reviewed chemistry for the MCAT. At Larner, I thought

it would be a good idea to re-create it specifically for medical students as I study for STEP 1," Vuong said.

Students attending peer-led learning sessions benefit from their colleagues' experience, and receive study tips and mnemonics that helped the senior medical students succeed during their earlier years of medical school. The tutor benefits by reinforcing their knowledge in key content areas.

"This Supplemental Processing pilot group offers a unique new tutoring space for pre-clinical students: an ongoing group setting where the near-peer tutor facilitates active processing of current course content," Moynihan said. "It is designed for the group to develop understanding and reinforce this understanding through working the material together."

The peer-to-peer relationship has value outside of academics, said Director of Student Well-Being, **Lee Rosen, Ph.D.**, associate professor of psychiatry.



Richard Vuong '25 (center) hosting a content review session for first-year medical students

"Students who take care of each other, who support each other to be successful, those are the kind of physicians that you want to have out in the world," Rosen said. "Those who create effective teams, who make the people around them better, that's what residency program directors are looking for."

## PEER ADVISORS

**LCOM Connects** pairs each new first-year student with a second-year student who serves as a friend, mentor, information source, and support system for the transition to medical school.

Third- and fourth-year medical students are assigned to second-year students preparing for the Step 1 of the United States Medical Licensing Examination, one of the most stressful parts of med school.

Fourth-year students are paired with third-year students who are pursuing the same specialty in which they are invested, to provide guidance and support around the residency application process.



Medical students **Sam Afshari '24**, **Megan Zhou '25**, and **Will Brown '23** hosted an interactive session for Class of 2026 medical students to practice cross-sectional imaging, which uses advanced imaging techniques to provide a look "inside" the chest, abdomen, or pelvis. The students divided into groups to practice labeling structures according to a given anatomical tag list, while student facilitators circulated to answer questions and help with labeling.

## Our Journey: Advancing Diversity, Equity and Inclusion in Medical Education

At the Larner College of Medicine, diversity, equity, and inclusion (DEI) are mission-driven and integral to how we measure success. Students, faculty and staff collaborate to increase gender and racial equity in the curriculum and the community, push for inclusive language, and support cultural humility that informs educational programs, research, and interactions. Through initiatives to examine and update the curriculum, ongoing discussions within the community, and educational resources across the continuum, the College continuously strives to become better and serve as a leader in equitable, inclusive medical education.

"We realize that we are on a journey, and some of this is uncharted territory. The inevitable mistakes we make along the way will inform our choices going forward," said **Karen Lounsbury, Ph.D.**, assistant dean of pre-clinical curriculum. "Students are important contributors with faculty members in making the medical curriculum more inclusive."

During the past three years, Larner students participated in screening course materials with an eye toward equity and inclusion and helped develop a process for improving language around race, gender, sexual orientation, age, physical size, and disabilities. More than half of the changes identified relate to gender, for example changing "his" and "her" to "their," and "female" breast exams to "clinical" breast exams. Course evaluations also have been updated

to include a prompt for students to comment on whether and how courses address diversity, equity, and inclusion.

In the Clinical Simulation Lab, initiatives include new modules for practicing gender-affirming and antiracist clinical skills, hiring standardized patients (SPs) who are people of color, and, with the support of UVM Medical Center, purchasing manikins with light and dark brown skin tones, including a birthing manikin.

"We feel it is important that our 'patient' population reflect the diversity of our community," said **Cate Nicholas, Ed.D., M.S., PA**, director of education and operations for the Clinical Simulation Laboratory, and associate professor of obstetrics, gynecology and reproductive sciences. "Building antiracist and gender-affirming care into the curriculum is a process we're committed to and will continue to work on."

SPs also receive training to support them and understand the importance of inclusive, patient-centered care. Standardized Patient Educator **Nicolle Heneveld** led the development of an expansive sexual history-taking course focused on gender-affirming care. Updated materials instruct students to offer their personal pronouns, ask for patients' pronouns, and ask permission to take a sexual history, which includes new sections for discussing sexual



Manikins with various skin tones support culturally inclusive health care simulation training.

pleasure, gender-identity support, and risk-assessment for gender-based violence at home or in the community. Students practice taking sexual histories with SPs playing homosexual, bisexual, or queer patients, followed by debriefing sessions where SPs and students talk about what happened and how it went. Role-playing scenarios include a gender queer patient seeking testing for sexually transmitted infection and an HIV-positive patient in a polyamorous relationship with multiple men.

To support Larner community members in their own personal and professional growth, the Office of Diversity, Equity and Inclusion shares actionable antiracism resources including reading and audio-visual materials, how-to guides, mentoring programs, and professional development opportunities.

"This is a process for everybody, and it's a continuous process. We are by no means finished," Lounsbury said.

## ART AS MEDICINE

"Graphic Medicine: Using Comics to Understand Psychiatry" is an elective course that explores the interaction between the medium of cartoons and the discourse of health care. Students participate in drawing activities, read graphic novels and narratives about illness, reflect, and discuss comics. It's an effective way to weave humanities into the Advanced Integration curriculum, says course director **Jeremiah Dickerson, M.D.**, assistant professor, director of residency program in psychiatry, who has taught the course for two years.

Medical humanities integrates medicine with humanistic disciplines such as literature, art, and philosophy. By exploring and investigating the



humanities, medical students develop a more robust and nuanced appreciation of the multiple factors related to illness, wellness, and health care systems. Reading personal stories of illness and health in graphic form can bolster medical providers' awareness of non-verbal communication and their ability to recognize, absorb, and be moved by their patients' stories. Humanities also nurtures the healing and wholeness of medical professionals, addressing issues related to burnout.

The UVM Dana Health Sciences Library carries a wide array of graphic medicine publications and resources both in the library and online.

# STUDENT LIFE

Students at the Larner College of Medicine are encouraged to embark on projects that enhance their education and support their community. Through this work, they become leaders and change agents as they develop their identities as physicians. A robust Student Affairs team supports them every step of the way.

## Building Pathways to Medical Education

Students from diverse ethnic and economic backgrounds typically underrepresented in medicine (URiM) gain firsthand experience about what it's like to be a medical student at Larner through a variety of outreach initiatives.

**LOOK AT LARNER**, designed by Class of 2024 medical students and supported by Larner Admissions, invites aspiring medical students—from rising college juniors to post-graduates and career changers—to a weekend event on campus, with food and housing provided. The visitors gain hands-on experience through rotations in the UVM Clinical Simulation Laboratory working with Standardized Patients, listening to heart and breath sounds, and practicing laparoscopic and ultrasound skills. They attend active learning classes led by faculty and clinical instructors, discussions with medical students, and tours of the college facilities. After the event, participants connect with Larner students via the Group Me app for further networking and advice. Two 2021 program alumni are now in the Larner Class of 2026.

**URiM PATHWAY TO PEDIATRICS** is a one-day program for undergraduate students from underrepresented groups considering careers in pediatric medicine. Created by Class of 2024 medical students with mentorship by assistant professor of pediatrics **L. E. Faricy, M.D.**, the medical student-led event includes group skills sessions in the simulation lab and a “Clinical Mystery Case” session led by **Lewis First, M.D.**, professor and chair of the Department of Pediatrics. Current students guide participants through sessions and attend mixers where UPP participants can ask about the process of applying to medical school and advice for pre-med coursework. Pre- and post-program surveys highlight the value: While 43 percent of respondents stated they had a “good understanding of possible careers in medicine” prior to participating, that measure changed to 100 percent after attendance, with 93 percent indicating interest in pediatrics careers.



Virginia Ramirez (right), Class of 2025, with participants at the URiM Pathway to Pediatrics, a program that she helped to organize.

The **DEAN'S MEDICAL SCHOLARSHIP** annually supports two students from URiM populations to participate in a 30-credit master's in medical science program, designed to foster aspiring medical students in becoming stronger applicants. These students have completed all medical admissions requirements but may need personalized advising to ensure success. Participants take graduate-level courses that parallel the Foundations Level curriculum, with option to complete the 30-credit program in person or online. Scholarship recipients are guaranteed admission to Larner if they maintain a 3.0 GPA.

The **VISITING STUDENT ELECTIVE SCHOLARSHIP PROGRAM** is a pathway to residency program providing scholarships for visiting fourth-year medical students from URiM backgrounds to attend a multi-week elective rotation at Larner and participate in a range of cases at UVM Medical Center, mentored by faculty. The \$2,500 stipend supports scholars' travel and housing. Currently offered to students by the orthopaedics, emergency medicine, pediatrics, dermatology and radiology departments, the scholarship aims to increase awareness of training and career opportunities in these fields and encourage students from diverse backgrounds to apply for residency at UVM Medical Center.



## NEW WELLNESS FACILITIES

Planning and construction are under way to relocate and improve the medical student lounge and build a wellness and fitness center on the Larner campus, and to improve relaxation spaces for students at clinical sites. Medical students and medical education leaders are working closely with the UVM Medical Center on their Master Facility Planning process to ensure that facility redesigns support the academic mission, and that clinical relaxation space is inclusive of medical students.



BRIDGE WEEK GLOBAL STUDIES: WILDERNESS EVACUATION PRACTICE

During a global health bridge session, Clerkship Level students practiced a wilderness mock rescue, using a transport litter they created from a sleeping bag.



LCOM CARES

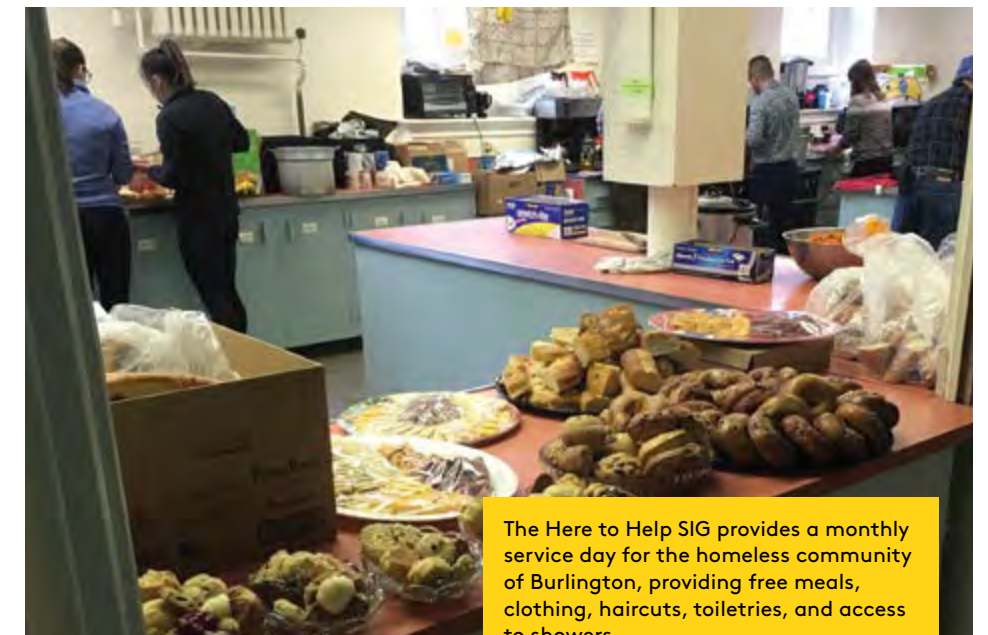
LCOM Cares Service Corp members volunteered to provide training in donning and doffing personal protective equipment for staff at UVM Medical Center.



FALL FESTIVAL

## Pride March

Community members representing UVM Larner College of Medicine, College of Nursing and Health Sciences, UVM Children's Hospital, and UVM Health Network march together in the Vermont Pride Parade en route to the Pride Festival at Burlington's Waterfront Park. The annual event offers a much-needed dose of color, celebration, acceptance, and LGBTQ+ pride.



The Here to Help SIG provides a monthly service day for the homeless community of Burlington, providing free meals, clothing, haircuts, toiletries, and access to showers.

## Student Interest Groups

Getting involved with student interest groups (SIGs) is a great way for medical students to learn more about various medicine career pathways. Students can connect with faculty, community physicians, residents, and senior medical students to learn more about career options, research and educational opportunities, shadowing opportunities, and even residency application tips. SIGs fall into several categories, including medical specialties, affinity groups, national organizations, community service, service learning, and extracurricular activities such as music, sports, and hobbies.

# SCHOLARSHIP of TEACHING

## 2022 Frymoyer Scholars

The John W. and Nan P. Frymoyer Fund for Medical Education supports physicians and nurses who embody the best qualities of the clinician-teacher. Individuals selected as Frymoyer Scholars receive up to \$25,000 a year for two years to develop innovative educational projects that improve the relationship between clinician and patient.

The 2022 funded projects are:

- “Improving Newborn Resuscitation in the Community Hospital Setting with Physician-Nurse Led Distributed Practice of Simulation and Structured Debriefing,” led by Jennifer Covino, M.D., an assistant professor of pediatrics at UVM Health Network–Champlain Valley Physicians Hospital (CVPH), and CVPH collaborators Nathaniel Meuser-Herr, M.D.; assistant professor of pediatrics, Colleen Pennington, B.S.N., RN, nurse educator; and Disa Seymour, M.S., RN-MNN, nurse manager.
- “Fostering the Qualities of Excellent Clinical Teachers in Medicine: Interprofessional Collaboration for Feedback, Coaching, and Assessment in Medical Education,” led by Emily Greenberger, M.D., assistant professor of medicine. Collaborators include Jamie Rowell, M.D., chief resident, medicine; Jess VanNostrand, M.D., chief resident, pediatrics; Karen Dearborn, RN, staff nurse, clinical emergencies response; Katie Dezotelle, RN, nurse educator, pediatrics; Teah Cardeilhac, RN, nurse educator, pediatrics; and Deirdre O’Reilly, M.D., M.P.H., associate professor of pediatrics. “This project aims to evaluate and improve the Resident and



Student as Teacher (RAST) course by including formative, longitudinal, and multidisciplinary coaching and teaching assessments for our trainees,” says Greenberger.

- “Building an Interdisciplinary Gender Affirming Care Model in the Emergency Department,” led by Katie Wells M.D., M.P.H., assistant professor of emergency medicine. Collaborators include Ashley McCormick, D.O., emergency medicine



resident; Cate Nicholas, M.S., P.A., Ed.D., director of education and operations, Clinical Simulation Laboratory; Kathryn Collier, M.D., emergency medicine resident; Robert Althoff, M.D., associate professor and chair of psychiatry; Nat Mulkey, M.D., psychiatry resident; Kathy Walsh, M.D., assistant professor of emergency medicine; Eli Goldberg, M.D., family medicine resident; Laura Mulvey, M.D., assistant professor of emergency medicine; Emily Reed, M.S.W., case manager, UVM Medical Center; Kyle DeWitt, Pharm.D., pharmacist clinician, UVM Medical Center; Louisa Smith, B.S.N., RN, staff nurse, emergency medicine; Christopher Doran, B.S.N., RN, staff nurse, emergency medicine; Erica Carlson, B.S.N., RN, nurse educator, emergency medicine; Raenetta Liberty, M.S.N., RN, staff nurse, emergency medicine; Alison Segar, M.S.W., Vermont Language Justice Project; and Kell Arbor, M.A., Pride Center of Vermont.

## AWARDS



**Cate Nicholas, Ed.D., M.S., PA**, director of simulation education and operations for UVM’s Clinical Simulation Laboratory and associate professor of obstetrics, gynecology and reproductive sciences, was honored with a 2022 MedEdPORTAL Associate Editor of the Year award at the Association of American Medical Colleges 2022 “Learn Serve Lead” annual meeting in Nashville, Tenn.



**Kathryn Huggett, Ph.D.**, assistant dean for medical education and director of The Teaching Academy, received the Distinguished Career Award for Excellence in Teaching and Educational Scholarship from the International Association of Medical Science Educators (IAMSE). This scholarship recognizes an IAMSE member who has a distinguished record of educational scholarship, including educational research and dissemination of scholarly approaches to teaching and education. Candidates must demonstrate greater than 10 years of educational scholarship. Huggett received the honor at the 26th Annual IAMSE Meeting in June.

## Clinical Faculty Development Series



The Teaching Academy hosts a faculty development series to support teachers, residents, fellows, faculty, and staff involved in the Clerkship Level of the Vermont Integrated Curriculum. The series includes three year-long sections that repeat every three years. Each section includes various one-hour sessions covering major topics for medical education during clerkship. Participants who complete at least 70 percent of the sessions receive a certificate of completion. Topics and instructors include:

### Section 101

- Grading/Assessment: Garth Garrison, M.D.
- Anatomy of a Clerkship: Elise Everett, M.D.
- Teaching in the Clinical Setting: Karin Gray, M.D.
- Formative and Summative Feedback: Cate Nicholas, Ed.D., M.S., PA
- Competencies, Goals, Objectives: William Raszka, M.D.
- Creating an Optimal Learning Environment Free from Bias in the Clinical Setting: Molly Rideout, M.D., Amara Heard, M.D.

### Section 201

- Teaching Clinical Reasoning: Emily Greenberger, M.D.
- Teaching Procedural Skills/Teaching in the OR: Elise Everett, M.D.
- Evidence Based Medicine: William Raszka, M.D.

- Social Determinants of Health, Population Health: Timothy Lahey, M.D., M.M.Sc.
- Working with Struggling Students: Celeste Royce, M.D.
- Mistreatment/Learning Environment/The Hidden Curriculum: Nathalie Feldman, M.D.
- Using Assessment Data to Improve Teaching: Leigh Ann Holterman, Ph.D.
- Student Wellness: Lee Rosen, Ph.D.

### Section 301

- Career advising and mentoring at Larner College of Medicine, current processes and strategies for the future: Emily Greenberger, M.D., Katie Dolbec, M.D., Elise Everett, M.D., Molly Rideout, M.D., Emma Faustner
- Super Techno Teaching: Chris Morosky, M.D., FACOG
- Integrating Entrustable Professional Activities into Medical Education: John Dalrymple, M.D.
- Health Systems Science: Steve Berns, M.D.
- Interprofessional Education in the VIC: Where and How to Best Integrate IPE into the Clerkship/Advanced Integration Level: Karen Lounsbury, Ph.D., Bridget Marroquin, M.D.
- LCME: Christa Zehle, M.D.
- Three Ways to Turn Your Teaching into Scholarship: Katie Huggett, Ph.D.
- Career Development as a Clinical Educator: What is Your Narrative? Rebecca Wilcox, M.D.

## Teaching Academy Benefits



### Develop Skills in Teaching

- Clinical Faculty Development Series
- Snow Season Education Retreat
- Mentoring
- Essentials of Teaching and Assessment



### Develop Skills in Educational Scholarship

- Educational Research and Scholarship Series
- Medical Education Grand Rounds
- Writers Workshop & Manuscript Marathon
- Medical Education Research Group
- Medical Education Fellowship Program



### Find Funding

- FrymoyerScholars Program
- UVM Health Network Medical Group Education Award
- Teaching Academy Curriculum Development Award\*
- Teaching Academy Travel Award\*

\*Open to Teaching Academy members only

## MEDICAL EDUCATION FELLOWSHIP

The Medical Education Fellowship is a monthly, cohort-style program for Larner College of Medicine faculty who seek additional preparation for teaching and educational scholarship across the medical education continuum. Interactive, seminar-style sessions and readings focus on constructing learning goals and objectives, educational program design and evaluation, the science of learning, approaches to educational research, and more. Participants also initiate an education project and receive peer feedback and educational research consultation throughout the program.

**Kathryn Huggett, Ph.D.**, director of The Teaching Academy, serves as primary facilitator. Additional faculty and staff co-facilitate or share resources and expertise at individual sessions.

While designed for early to mid-career faculty members, faculty with teaching experience who are interested in expanding their teaching skills and educational scholarship may also apply for the fellowship. Participants are expected to undertake a curriculum or assessment project or other teaching-related project suitable for presentation and publication.



# TEACHING ACADEMY

The Teaching Academy sustains and supports an interdisciplinary community of educators who value the scholarship of teaching and learning while facilitating educator development. The goal is to promote an academic environment that increases the value and impact of educators locally, regionally, and nationally.

## Medical Education Grand Rounds

Faculty and residents interested in enhancing their teaching are invited to workshops showcasing speakers from across the nation who bring fresh ideas and thought-provoking insight to clinical and basic sciences teaching. Continuing medical education credits are available for attending. Topics and speakers during 2022 and 2023 included:

### SEPTEMBER 9, 2022

**“Samuel is Smart and Hannah is Helpful: Mitigating Bias in Written Evaluations and Letters of Recommendation”**

Briar Duffy, M.D., University of Minnesota Medical School; Alda Maria Gonzaga, M.D., M.S., University of Pittsburgh School of Medicine; Mumtaz “Taj” Mustapha, M.D., FACP, FAAP, University of Minnesota Medical School

### OCTOBER 21, 2022

**“Where’s the Line? How Physician Educators Approach Politically Charged Topics”**

Zareen Zaidi, M.D., Ph.D., professor of

medicine at George Washington School of Medicine and Health Sciences

### NOVEMBER 18, 2022

**“Opinion Writing to Promote Public Health and Evidence-Based Public Policy”**

Jack Turban, M.D., M.H.S., assistant professor, Division of Child and Adolescent Psychiatry, affiliate faculty, Philip R. Lee Institute for Health Policy Studies, University of California, San Francisco

### DECEMBER 9, 2022

**“Students Promoting Neurodiverse Inclusion and Equity (SPNIE): Disability and Neurodivergent Culture in Medical Training”**

Maegan Cremer, Co-President of SPNIE; Patrick Haley, Co-President of SPNIE; Katherine James, Co-Treasurer of SPNIE; Chloe LaRochelle, Co-Treasurer of SPNIE

### FEBRUARY 10, 2023

**“Challenges in the Transition to Residency: How OBGYN and Other Specialties are Leading the Way”**

Helen Morgan, M.D., clinical professor, University of Michigan Medical School

### MAY 12, 2023

**“Awareness, Acknowledgement, and Behavior Change in Medical Education”**

Leila Amiri, Ph.D., associate dean for admissions, UVM Larner College of Medicine

### NOVEMBER 10, 2023

**“Integrating Planetary Health into Medical Education Panel Discussion”**

David Rand, D.O., M.P.H., assistant professor, hospital medicine  
Panelists: Gaurab Basu M.D., M.P.H., director of education and policy, Center for Climate, Health, and the Global Environment, Harvard T.H. Chang School of Public Health; Megan Malgeri M.D., assistant professor of family medicine, Larner College of Medicine; Madeline Kline, M.D./Ph.D. student, Harvard Medical School

### DECEMBER 1, 2023

**“Readiness for Residency: Who Should Own This?”**

Karen George, M.D., M.P.H., associate professor, associate dean for students

## TEACHING ACADEMY INDUCTEES

### DISTINGUISHED EDUCATOR

- Alicia Jacobs, M.D., associate professor of family medicine
- Bei Zhang, Ph.D., M.S., M.D., associate professor of pathology and laboratory medicine

### MASTER TEACHER

- Bronwyn Bryant, M.D., associate professor of pathology and laboratory medicine
- Katharine Cheung, Ph.D.’18, M.D., M.Sc., assistant professor of medicine
- Jonathan Flyer, M.D., associate professor of pediatrics
- Abigail Hielscher, Ph.D., assistant professor of neurological sciences
- Naomi Hodde, M.D., assistant professor of medicine
- Emily Hadley Strout, M.D.’16, assistant professor of medicine
- Alissa Thomas, M.D., associate professor of neurological sciences
- John Wax, M.D., assistant professor of family medicine

### MEMBER

- Hillary Anderson, M.D., M.P.H., assistant professor of pediatrics
- Agnes Balla, M.D., M.H.S., assistant professor of pathology and laboratory medicine
- Adam Bloom, D.O., assistant professor of emergency medicine
- Elzerie de Jager, M.B.B.S., Ph.D., assistant professor of medicine
- Waldo Emerson Floyd, M.D., assistant professor of emergency medicine
- Michael Godsey, Ph.D., associate professor of biochemistry
- Sakshi Jasra, M.D., assistant professor of medicine
- Sravan Kakani, M.D., assistant professor of psychiatry
- Christopher Kanner, D.O., assistant professor of radiology
- Shamima Khan, Ph.D., M.B.A., assistant professor of medicine
- Ryan Mason, M.D., assistant professor of emergency medicine
- Laura O’Sullivan, V.M.D., M.P.H., instructor in medicine
- Sam Paskin, M.D., assistant professor of emergency medicine

- John Priester, M.D.’23, clinical instructor/fellow in emergency medicine
- Anna Ricci, Ph.D., assistant professor of neurological sciences
- Elizabeth Wahlberg, M.D., assistant professor of medicine
- Kramer Wahlberg, M.D.’23, assistant professor of medicine
- Ashley Weisman, M.D., assistant professor of emergency medicine

### PROTÉGÉ

- Dominique Billingslea, M.D., clinical instructor/resident in medicine
- Berna Buyukozturk, M.D., clinical instructor/resident in surgery
- KC Collier, M.D., clinical instructor/resident in emergency medicine
- Colton Jensen, M.D., clinical instructor/resident in medicine
- Kelsey Maguire, D.O., clinical instructor/resident in medicine
- Tesselyn Morrison, M.D., clinical instructor/resident in medicine
- Massoud Saleki, M.D., clinical instructor/resident in medicine

## Teaching and Educational Excellence Awards

The Teaching Academy celebrates faculty excellence and education scholarship at an annual Snow Season Retreat. The following awards were presented to faculty.

### 2023

- **Innovation in Curriculum Development or Pedagogy Award:**  
**L. E. Faricy, M.D.**, assistant professor of pediatrics
- **Learner Assessment Award:**  
**Bronwyn Bryant, M.D.**, associate professor of pathology and laboratory medicine
- **Educational Scholarship Award:**  
**Molly Rideout, M.D.**, professor of pediatrics
- **Outstanding Contribution Award:**  
**Anthony Williams, M.D.**, assistant professor of family medicine
- **Frederick C. Morin III, M.D., Educational Leadership Award:**  
**Cynthia Forehand, Ph.D.**, professor of neurological sciences

### 2022

- **Innovation in Curriculum Development or Pedagogy Award:**  
**The Anatomy Team**, including Department of Neurological Sciences faculty members Nicholas D’Alberty, Ph.D., Abigail Hielscher, Ph.D., Nathan Jebbitt, Ph.D., Sharon Henry, PT, Ph.D., ATC, Derek Strong, Ph.D., Victor May, Ph.D., and Gary Mawe, Ph.D.; and Allen Repp, M.D., M.Sc.
- **Outstanding Contribution Award:**  
**Halle Sobel, M.D.**, professor of medicine
- **Frederick C. Morin III, M.D., Educational Leadership Award:**  
**Lewis First, M.D., M.Sc.**, professor and chair of pediatrics



From left to right: Rebecca Blanchard, Ph.D., Judy Brenner, M.D., Kathryn Huggett, Ph.D., Joseph A. Tyndall, M.D., M.P.H., FACEP, Steven Rougas, M.D.

## NEGEA Conference at UVM

*Medical Educators Conference Cultivates Vitality in Academic Medicine*

Medical college faculty and learners from throughout the northeastern U.S. gathered at the University of Vermont April 13-15, 2023, for the Northeast Group on Educational Affairs (NEGEA) annual conference. Academic medicine faculty, residents, fellows, and students connected with colleagues, shared innovations, learned about new research, and obtained resources for training the next generation of physicians to advance patient care.

“This is the premier medical education conference in our region, for educators across the continuum of medical education,” said **Kathryn Huggett, Ph.D.**, assistant dean for medical education, director of The Teaching Academy at the Larner College of Medicine, and the conference host chair. Judith Brenner, M.D., associate dean for educational data and analytics at the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, served as the 2023 NEGEA conference chair.

This was UVM’s first time hosting this annual event, and the first in-person gathering since 2019. The Larner community relished the opportunity to showcase the College’s world-class facilities and invigorate medical educators with in-person workshops, presentations, and networking.

“It provided a chance to reconnect and energize medical education faculty, staff, and students. We all do better when we are together,” said conference chief administrator **Amanda Broder**, conference and member event coordinator for The Teaching Academy at the Larner College of Medicine.



Session topics included incorporating diversity, equity, and inclusion in the medical curriculum, using simulation and new technology for teaching, and leveraging students’ personal health and wellbeing to assist patients in achieving health and wellness goals. Numerous Larner College of Medicine faculty, students, and alumni delivered presentations. National plenary speakers and topics included:

- Kimara Ellefson, M.B.A., national director of strategy and partnerships for Kern National Network for Flourishing in Medicine, “Together We Flourish: Pursuing a Wholeness of Being and Doing in Medical Education.”
- Joseph A. Tyndall, M.D., M.P.H., FACEP, executive vice president of health affairs, professor and dean at Morehouse School of Medicine, “Challenges and Opportunities for the Future in Undergraduate Medical Education: ‘A Tale of Two Cities.’”
- Elizabeth Gaufberg, M.D., M.P.H., associate professor of medicine and psychiatry at Harvard Medical School and director of the Cambridge Health Alliance Center for Professional and Academic Development, “Of Vital Importance: Integrating the Arts and Humanities into Medical Education.”





The University of Vermont  
LARNER COLLEGE OF MEDICINE

Medical Student Education  
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“ In this very room sit 113 of the finest doctors that I have had the privilege of meeting. Among you are Afghanistan war veterans, mothers (old and new), fitness instructors, authors, chefs, musicians, and athletes. Among you sit those of Lebanese, Indian, Taiwanese, Mexican, Chinese, Irish, Turkish, Israeli, and Nigerian origin. Among you sit 113 ‘Lifelong Larners’ that UVM took a chance on and 113 individuals that took a chance on UVM. Four years of taking a chance on UVM taught us to be selfless in service, to give humbly and generously, and to rally around our fellows in need.”

— FRANCIS MTUKE, M.D.'22, delivering the student address at the Larner College of Medicine Commencement Ceremony in May 2022. Dr. Mtuke began his anesthesiology residency program at Virginia Mason Medical Center in Seattle, Washington, in June, 2022.