

Boonshoft Rounds



Boonshoft
School of Medicine
WRIGHT STATE UNIVERSITY

This is *Boonshoft Rounds*, a newsletter that highlights the activities of the Boonshoft School of Medicine (BSOM) students, residents, staff, faculty and alumni. Through this publication, we hope to keep you informed of the latest happenings at BSOM.

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Boonshoft School of Medicine Welcomes New Dean



On November 1, the Boonshoft School of Medicine (BSOM) welcomed Valerie D. Weber, M.D., M.S., FACP as the new dean. Dr. Weber is the eighth dean of BSOM.

Dr. Weber, a Pennsylvania native, comes to BSOM from Drexel University College of Medicine, where she was professor of medicine, and the Deborah J. Tuttle, M.D., and John P. Piper, M.D., senior vice dean for educational affairs.

Dr. Weber is excited to be at BSOM. She has been spending her first weeks getting to know everyone and learning as much as she can, immersing herself in the BSOM and Wright State University communities. She acknowledges the celebration this year of the 40th anniversary of the first graduation class and recognizes the strong legacy and quality reputation BSOM has built. She is looking ahead with excitement to the next ten years, and what the 50th anniversary will hold.

Read more about Dr. Weber at <https://bit.ly/2L4OXqt>. 

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WRIGHT CURRICULUM

The Doctoring Phase

Implementation of the Boonshoft School of Medicine (BSOM) active learning curriculum began in 2017 with first-year students in some of their courses. Since then, the active learning curriculum has been thoroughly integrated. These integrations represent our teaching faculty's efforts to build, apply, and evolve a pro-

gram of study for the practice of medicine. The new curriculum emphasizes a spirit of inquiry and discovery that benefits students, faculty and patients.

There are two phases to our curriculum. These include: The Foundations of Clini-

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WrightCurriculum, from page 1

cal Practice phase, which is 70 weeks of learning covering everything from population health, basic clinical skills, biochemistry, immunology and microbiology, along with brief dissection immersions related to all the different

The Doctoring year is devoted to learning hands-on clinical medicine and is composed of seven core clerkships.

systems being studied. To learn more about the Foundations phase, visit: <https://medicine.wright.edu/student-life/curriculum/foundations>.

The second phase of the curriculum is the Doctoring Phase, which has two parts—the Doctoring year and the Advanced Doctoring year, both devoted to learning hands-on clinical medicine. The Doctoring year is composed of seven core clerkships: Internal Medicine, Pediatrics, Surgery, Obstetrics and Gynecology, Family Medicine, Psychiatry and Neurology. “The Doctoring year began on June 29 of this year, after a delay due to the COVID-19 pandemic,” explained Amanda Bell, M.D., vice-chair for Doctoring, “but is now going strong with the necessary safety precautions.” During the final year of medical school, the Advanced Doctoring year, students take emergency medicine, complete a sub-internship, and complete electives while interviewing for residency.

Medical students spend their core clerkship time in direct patient care in both inpatient and outpatient settings.

In our region, there are many hospitals and clinics where our full-time and voluntary faculty practice, teach and supervise our medical students and residents. Doctoring year core clerkships occur at our affiliated hospitals where our faculty supervise each student’s progress. All clerkships have learning objectives that are congruent with BSOM’s educational objectives and assessment systems. Medical students participate in clerkship-specific didactics as well as a longitudinal Clinical Medicine course where case-based learning takes place on a variety of core topics.

Medical student performance is assessed through clinical evaluations and various exams. Several clerkships also have OSCE (Objective Structured Clinical Examinations) as part of formative evaluations, where trained actors simulate patients and then give feedback to students on their clinical skills. A mid-clerkship informative evaluation process is also included, providing opportunities for students to improve their skills before the end of the clerkship. Doctoring phase students take the CCSE (Comprehensive Clinical



Skills Exam) mid-way through the clerkship year, and in April before students begin their Advanced Doctoring year requirements. “The clinical skills training that BSOM students receive gain high marks from program directors across the nation—we are fortunate to have such a dedicated group of educators in the Skills Assessment Training Center and in the clinical departments,” says Dr. Roman, Associate Dean for Medical Education. **BR**

DIVERSITY AND INCLUSION

Building on a Rich Legacy



Erica Taylor, M.D., '05

Erica Taylor, M.D., is the new Assistant Dean of Diversity and Inclusion with the Boonshoft School of Medicine (BSOM). Dr. Taylor transitions into this role from her previous position as BSOM pediatrics clerkship director. She is also a pediatric hospitalist with Dayton Children’s Hospital, and will continue to serve in this role.

Taylor, a 2005 BSOM graduate, began her career with the school in 2010 as the first African American to serve as chief resident with the pediatric residency program. She later assumed the roles of assistant professor and clerkship director for the Department of Pediatrics.

“As an alumnus of BSOM, I am aware of the rich legacy of wonderful physicians that this medical school has supported, with an understanding that even with the progress we have made as an institution, we have an obligation to continue to be an ally, advocate and voice for our patients and our community,” said Taylor.

‘We have an obligation to be an ally, advocate and voice for our patients and community.’

Read more about Dr. Taylor and her goals for diversity and inclusion at BSOM at <https://bit.ly/33TtFTr>. **BR**



GLOBAL HEALTH SCHOLARS

Making a Global Impact

Global Health Education at the Boonshoft School of Medicine (BSOM) is an important aspect of the overall mission of medical education for our students. BSOM works closely with the Wright State University Center for International Education and others across the university who engage in global health activities to assure a high quality and safe global educational experience. Every medical student will have exposure to basic competencies in global health — as it is one facet of our general curriculum integration. Any medical student who decides to expand and develop his or her global health skills further has the opportunity to do so while enrolled in the Global Health Scholars Program.

The BSOM Global Health Scholars Program (GHSP) curriculum includes five components:

1. Global Health Foundations Module 1: Pre-trip preparation module consisting of five classroom didactic sessions and independent study during the first year of medical school.

2. Global Health Foundations Experience: During the summer between the first and second year of medical school, students complete an experience working with patient populations domestically or abroad in low-income countries.

3. Global Health Foundations Module 2: Post-trip integration module consisting of five classroom didactic sessions and an independent study during the second year of medical school.

4. Global Health Advanced Doctoring Experience: During the Advanced Doctoring phase (fourth year of medical school), students complete a clinical rotation

working with patient populations domestically or abroad in low-income countries.

5. Scholarly Activity with Global Health Focus:

Students may complete this program requirement as part of Scholarship in Medicine or through an alternative activity in which the student focuses on some aspect of global health research, study, quality improvement and curriculum development.

What has been accomplished?

Although regulations prevented medical students travel this year, GHSP students are still impacting global and local patient populations. They have:

- Worked as teams to sell T-shirts where the proceeds helped to provide food and healthcare to senior citizens in the remote Puruwa community in Cacha, Ecuador
- Provided health worker training materials for staff of The Luke Commission in Eswatini (Swaziland)
- Performed needs assessment for our global health partners in Ecuador, Peru, and Jamaica
- Volunteered with Clark county public health to conduct community outreach to Haitian and Spanish speaking populations regarding COVID education
- Provided COVID-19 test administration
- Offered mental health screenings to elderly populations
- Held food drives
- Performed needed research and analysis
- Welcomed 48 M1 students to their first Global Health course at BSOM this fall
- 39 M2 students returned to continue global health learning and debrief on pandemic impact

Global Scholars, from page 3

- M3 and M4 students are busy serving our local population and acute clinical needs during this pandemic
- M4 students are participating in alternative experiences and training toward a Global Health certificate, in place of planning and taking abroad rotations

Drs. Nicole Turkson and Kate Conway presented recently at the Virtual North American Refugee Healthcare Conference. The presentations were: “Improving Quality of Care in the Dayton Refugee

Community: Development of the Global Health Clinic at Five Rivers Family Health Center,” and a poster titled, “Refugee Health in U.S. Graduate Medical Curriculum — Are We Doing Enough?”

In April 2020, the GHSP had to quickly respond to the program changes required of students and faculty during this developing international health crisis. Led by Katherine (Kate) Conway, M.D., MPH, the program shifted to make use of virtual resources and suspended physical travel. The challenge was to make use of global health-related skills, teamwork and diligence to:

- Continue humanitarian relief strategies
- Preserve vital resources such as personal protective equipment
- Reallocate and retain the healthcare workers needed on front lines
- Triage patient cases and level of care needs
- Coordinate healthcare strategies across multiple sectors and regions
- Provide and retain community health education and outreach efforts
- Plan for potential future waves of illness, globally

For her excellence in promoting international health education, Dr. Conway was recently awarded the International Education Award from Wright State University.

If you are interested in staying up-to-date with the efforts of the Global Health Scholars, bookmark the link below. Dr. Conway regularly sends out to our student, faculty and staff listserves updates on the efforts of the program during this global public health crisis.

Global Health highlights can be found online at <https://bit.ly/3qCLK1C>. 

Introducing the New Physician Leadership Pathway



With the ever-changing landscape of healthcare and medical education, it is critical that we provide our students with the skills necessary to lead and motivate others to accomplish goals. The very nature of having the M.D. credentials behind one’s name elicits others to look to physicians for leadership, as they will assume formal and informal leadership roles throughout the duration of their careers. To address this need, we will be offering the brand new Physician Leadership

Pathway (PLP) to Boonshoft School of Medicine (BSOM) students beginning with the matriculating class of 2024. Students will be invited to apply to the PLP in January 2021 and sessions will begin soon after the first PLP cohort is selected.

The core curriculum of the PLP will be developed across the first three years of the M.D. program, to maximize the time with students before they embark on their Advanced Doctoring electives

during Year 4. Students will be required to complete a Leadership Pathway Experience (LPE) prior to BSOM graduation, which may include a Healthcare Leadership Immersion elective during their Advanced Doctoring year where they would

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work directly with area physician and healthcare leaders; work with a faculty mentor to complete a

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IMPORTANT DATES

For the class of 2024

January 9

Peer-led Host and Defense group, review session of week 1 material

January 16

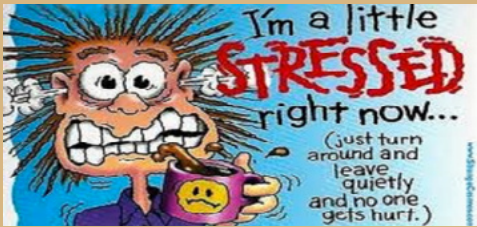
Peer-led Host and Defense group, review session of week 2 material

February 3

Peer-led Host and Defense group, review session of week 3 material

February 8

Peer-led Host and Defense group, review session of week 4 material



These study sessions and workshops will help students prepare, and not be as stressed as this guy!

For the class of 2023

Step Prep review series continues:

January 6

Biostatistics with Adrienne Stolfi, Ph.D.

January 9

Hematology and Oncology

January 11

Step Prep Small Group Dedicated Study Workshop, conducted by Medical Education Learning Specialist, Joni Trempe, M.Ed.

Students attending the workshop will create a personal study draft schedule of their dedicated study time in preparation for the Step 1 exam.

January 16

Neurology

January 23

Psychiatry

Leadership Pathway, from page 4

Healthcare Leadership research project or manuscript; or develop Healthcare Leadership curricular content.

Dr. Colleen Hayden serves as the director for the PLP. Dr. Hayden works closely with Dr. John McAlearney (program director for the Physician Leadership Development

Program for dual-degree MBA and MPH students), and other physicians and healthcare leaders within BSOM and the Miami Valley to facilitate opportunities for students. Their efforts allow students to practice communication, leadership, group-decision making, and other critical skills. Learning from physician leaders from the community will provide our students with access to mentors to aid them in reaching their personal physician leadership goals. **BR**



POW = R: Pearls of Wisdom = Resilience

POW = R is a prevention-focused medical student resilience program that is designed to increase general medical student wellness and mitigate or prevent anxiety, depression and burnout. The approach is grounded in positive psychology, existentialism, cognitive-behavioral therapy and mindfulness. A training component offered through POW = R is Balancing Life Talks (BLTs).

If students attend 15 BLTs during the Foundations Phase, they earn a certificate of completion in Medical Student Resilience Training. Medical student and resident resilience is a trending topic among medical schools and healthcare employers as evidenced by the on-going research and program development. Completing this voluntary training may be an important factor in residency match.

BLTs may include:

- Resilience in Medical Education: What is it and why is it important?
- Does it impact patient care?
- Self-awareness: What makes you happy? What do you fear?
- Compassionate Communication: Connect your values to your life
- Dealing with Difficult Emotions in Medical School
- Setting Boundaries: Learn to Say No
- Self-compassion: Avoiding Burnout
- Maintaining Motivation and Finding Meaning
- Attitude of Gratitude: Integrating positivity into your life
- Mantras, Meditation, and Yoga
- Using Cognitive Behavioral Techniques
- Cooking Healthy Class
- Eating Healthy on a Budget
- Physical Exercise

For more information, contact Kim Gilliam, Ed.D./PC at kim.gilliam@wright.edu. **BR**

WRIGHT RURAL SCHOLARS

Rural Family Medicine Residency

Wright State University Boonshoft School of Medicine has been awarded a \$750,000 grant from the Health Resources and Services Administration (HRSA) for the development of a new rural Family Medicine residency program in Greenville, Ohio. It will give physicians and their families the opportunity to experience living in and practicing medicine in rural western Ohio.

The grant, one of eleven nationally that HRSA funded, will enable the continuation of collaborative efforts to bring health care services and providers to surrounding rural communities. The new program will be located at Family Health Services of Darke County, where family medicine residents will see patients and complete hospital rotations at Wayne HealthCare.

The new medical residency program is an alliance between Family Health Services of Darke County, Wayne HealthCare, Premier Health, and Wright State University's Boonshoft School of Medicine. The co-directors of the grant are Lori Martensen, M.S., director of the Wright Rural Medical Scholars program at BSOM, and Peter Reynolds, M.D., director of the family medicine residency program at Wright State Boonshoft School of Medicine. "The four partners in the grant," states Ms. Martensen, "have a long history of collaboration, and are all committed to meeting the health care needs in rural areas here in Ohio's Miami Valley. Establishing a new family medicine residency in this area will provide medical students who are committed to rural medicine a means to continue their rural focus throughout their residency years."

"For nearly 50 years, the family medicine residency program has excelled in training family physicians to serve our nearby urban and suburban communities. We are equally proud to have many graduates who currently serve in rural communities throughout this country, and this formal collaboration is an exciting next step in advancing that complementary role," explains Dr. Reynolds.

Carlos Menendez, M.D., is the medical director at Family Health Services of Darke County. He will serve as the new residency program's director. "We have a wonderful hospital," he shares, "Wayne HealthCare. This is where the new clinicians will develop their in-patient skills. They will get to see

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what a rural community health center has to offer our area residents through comprehensive health services, which also include: dental, vision, and behavioral health." "The physicians will be collaborating with doctoral-level pharmacists, and health partners, including Hospice, Comprehensive Health Network, Wayne Rehabilitation, and the Cancer Association of Darke County, to name just a few," Dr. Menendez states. "We cannot wait to begin this new chapter of our teaching and learning experience." **BR**