



Four Educators Exemplify Excellence in Teaching

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Patient-Oriented Research Training and Leadership

Dean's Report

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Diversity Matters

Diversity is the key to the future of health care and biomedical research. Embracing diversity will help us achieve a better learning environment during medical training; enhanced creativity, teamwork, and collaboration; improved care for our patients; and a society that is socially just.

It is an indisputable fact that there is a lack of diversity in medical education—among incoming students, the workforce, and leadership. The traditional systems currently in place for training, developing, retaining, and promoting physicians and physician-scientists are designed to attract a certain type of student and indoctrinate that student into a way of thinking about medicine and science that has been the norm for almost a century.

We need to attract a far broader range of students to medicine. Ethnicity, race, socioeconomic status, cultural and spiritual beliefs, sexual orientation, educational background, and intellectual interests are critically important in considering what our workforce will look

like in the coming century. We need more African American men and women; more students from disadvantaged backgrounds, including those eligible for DACA (Deferred Action for Childhood Arrivals); more artists and engineers; and more members of the LGBTQ community, among others.

In this issue of the *Dean's Report*, we highlight a select few initiatives that showcase what we are doing at Icahn School of Medicine at Mount Sinai to engender a paradigm shift in the way we recruit, teach, and support the physician and physician-scientist workforce of the future. Our approach ranges from a fundamental rethinking of how the nation prepares pre-med students for medical school, to scholarships that will define how health care is delivered and who is delivering it, to



David Muller, MD, Dean for Medical Education, and the Marietta and Charles C. Morchand Chair for Medical Education

curricular innovations and enhanced training opportunities for our medical students.

The moral, social, economic, and educational imperatives for enhancing diversity have never been greater. Society demands it, our students deserve it, and as educators we have the privilege of effecting change that will benefit future generations.

Enhancing Pre-Medical Education

Thirty-five experts gathered at Icahn School of Medicine at Mount Sinai in June to discuss the best ways to modernize and enhance the country's pre-medical education system. The Summit, an outgrowth of Icahn School of Medicine at Mount Sinai's proven record of exploring novel approaches to pre-medical preparation, was supported by the Josiah Macy Jr. Foundation and included undergraduate science educators, pre-health advisors, deans of admissions at medical schools, and leaders of post-baccalaureate programs and successful pipeline programs.

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Attendees at Mount Sinai's pre-medical education summit explored ways to modernize and enhance learning and creativity.

Four Educators Exemplify Excellence in Teaching

The Mount Sinai Health System, which includes The Mount Sinai Hospital, Mount Sinai Queens, Mount Sinai Beth Israel, Mount Sinai Beth Israel Brooklyn, Mount Sinai St. Luke's, Mount Sinai Roosevelt, and New York Eye and Ear Infirmary of Mount Sinai, is now the largest health system in New York State, with a reach that extends to every community in New York City. Its sheer size and scope provide students with diverse clinical, teaching, research, and career mentorship opportunities. Below are four stellar medical educators who represent the Health System at its best.



Joseph M. Bernstein, MD
*Director, Division of Pediatric Otolaryngology,
New York Eye and Ear Infirmary of Mount Sinai*

Dr. Bernstein is designing a new Clinical Elective in Pediatric Otolaryngology for third- and fourth-year medical students considering a career in a pediatric subspecialty. The elective will provide students with clinical exposure to patients, a review of pertinent literature, and informal didactic sessions.

"I find the interaction and exchange with students, and playing even a small role in their development, to be very gratifying," says Dr. Bernstein. "I am convinced that in most instances I learn as much as the students do."



Mark Clark, MD
*Program Director for Emergency Medicine,
Mount Sinai St. Luke's and Mount Sinai
Roosevelt*

Dr. Clark is a teacher in the Emergency Medicine (EM) rotation at Mount Sinai St. Luke's and Mount Sinai Roosevelt. He is also the Program Director for the EM Residency Program. In the EM rotation, senior medical students work alongside EM residents under the direct supervision of experienced faculty. Students learn by seeing patients independently, presenting directly to an attending physician, and managing cases from start to finish.

"I find it particularly rewarding to help students focus on what is most important—taking care of patients in the way we would all like a family member to be cared for, by a doctor who has competence and skill for sure, but who also has deep concern and compassion," says Dr. Clark.



Celena Dancourt, MD
*Physician-in-Charge, Psychiatric Outpatient
Services—Adult, Mount Sinai Beth Israel*

Dr. Dancourt teaches "Introduction to Outpatient Psychiatry," a course in preparation for the transition between PGY-2 year and PGY-3 year in Psychiatry Residency, when students move from a team approach on an inpatient service to a more individualized provider approach within the outpatient setting.

"Teaching psychiatry residents in the outpatient setting is the most fulfilling part of what I do on a daily basis," says Dr. Dancourt. "Keeping up with state-of-the-art, evidenced-based articles and teaching these treatment options not only keeps residents up to date, but also keeps me on my toes in my own practice."



Prameet Singh, MD
*Associate Dean for Graduate Medical
Education; Assistant Professor, Psychiatry,
Mount Sinai St. Luke's*

Many physicians are stumped when they encounter addiction in their patients. Dr. Singh's section of the third-year psychiatry core clerkship didactic series seeks to change that by making students feel at ease identifying and evaluating addiction, as well as motivating patients to seek treatment. The undergraduate course covers core clinical skills that complement the psychiatry clerkship.

"Students are eager to learn and hungry for education, particularly about a topic that gets little coverage in medical school," says Dr. Singh. "Teaching students well has an exponentially positive effect on patient care downstream, making teaching, in some sense, the best way of improving the quality of health care."

› Enhancing Pre-Medical Education *(continued from page 1)*

Attendees agreed that the current model of preparing students for medical school is outdated; excludes many talented students from the medical profession; and inhibits learning and creativity needed to advance clinical care, science, and public health.

"It was incredibly exciting to have voices from the entire spectrum of pre-medical and medical education participate in this extremely important discussion," said Valerie Parkas, MD, Associate Dean of Admissions and Recruitment at Icahn

School of Medicine at Mount Sinai.

Over two days, participants worked in small groups that were both discipline-specific and multidisciplinary. They discussed barriers to success, presented best practice examples to be followed, and proposed solutions.

At the conclusion of the Summit, the participants created a plan to write and publish a policy paper on pre-medical preparation; agreed to select partner institutions with whom to collaborate on pilot projects; present the same

interdisciplinary model of professional collaboration at regional and national meetings; and expanded the Summit into an annual event with additional participants.

"It is our hope that this Summit will spark continued discussion of the need for change, as well as serve as a call to action to like-minded institutions that results in the improved education of our future health care workforce and, ultimately, the improved health of our society," said Dr. Parkas.

Adding Music and Art to the Curriculum

Twenty-five students at Icahn School of Medicine at Mount Sinai last summer analyzed works of art at the Solomon R. Guggenheim Museum and participated in interactive workshops at the New York Philharmonic in courses designed to enhance their listening and analytical skills.

“Research shows that the arts and humanities are particularly effective in building the humanistic skills that medical students need to be well-rounded clinicians,” says Suzanne Garfinkle, MD, Director of the Academy for Medicine and the Humanities at Icahn School of Medicine at Mount Sinai, and Icahn alumnus, class of 2006. “Relating to patients, being a good listener, showing empathy—these are all learned skill sets, as much as any other academic subject.”

A one-day workshop at the Guggenheim, “Asking Open-Ended Questions,” required students to examine contemporary works of art and reflect on the artist’s intent, socio-cultural context, and interpretation in order to enhance social skills that are transferable between the fields of medicine and visual arts.

The “Art of Listening II,” a three-day elective that expands upon a program in which all students participate during their first-year orientation, had students take part in an interactive concert with Teaching Artists from the New York Philharmonic and attend a performance at Avery Fisher Hall with the goal of improving their listening skills.

The Academy for Medicine and the Humanities was created



Students from Icahn School of Medicine at Mount Sinai analyze works of art at the Solomon R. Guggenheim Museum.

to enhance the humanistic capabilities of medical students by offering courses and events that incorporate art, music, writing, and philosophy. “Being in New York City—arguably the cultural capital of the world—allows us to incorporate the multitude of offerings from neighbor institutions like the Guggenheim and Philharmonic into our curriculum,” says Dr. Garfinkle.

“When I was a medical student, it seemed impossible to do anything other than study and go to class. But whenever I forced myself out of that structure and did something artistic, the experiences were stimulating and thought-provoking and allowed me to reflect more deeply on my clinical practice,” she adds. “The Academy offers students a structured way to break out of the insulating culture of medical school and participate in society at large while always bringing the experience back to the practice of medicine.”

Mount Sinai and McKinsey Create a New Partnership

Icahn School of Medicine at Mount Sinai (ISMMS) has partnered with the global consulting firm McKinsey & Company to create three unique educational opportunities for medical students and young analysts at McKinsey who wish to expand their knowledge of health care and consulting.

The new programs, which begin this fall, will provide medical students and young professionals with real-world business experience in health care policy and administration from a leading consulting firm, and top-notch clinical training from one of the nation’s leading medical schools.

“The Icahn School of Medicine has a proven record of creating novel pathways to medical education, and this newest collaboration is a natural fit,” says David Muller, MD, Dean for Medical Education, and the Marietta and Charles C. Morchand

Chair for Medical Education. “Our goal is to create an environment that attracts the most talented students with diverse backgrounds.”

The three new educational pathways for students are:

- Students who apply to both ISMMS and McKinsey and are accepted will attend Icahn School of Medicine at Mount Sinai for three years and then begin a two-year health care consulting fellowship at McKinsey. At the end of this fellowship, the students return to complete their fourth year of medical school.
- Analysts at McKinsey have the opportunity to apply to ISMMS in their final year at the firm and receive early assurance of acceptance. They are not required to take many of the traditional science requirements, or the MCAT, but must complete matriculation requirements for ISMMS.

- Students who opt for a scholarly year or scholarly leave of absence after their third year of medical school can choose to apply to the two-year Health Care Fellowship at McKinsey. If accepted, they will join the firm for two years as paid Fellows and will focus on health care consulting and leadership skills.

“This partnership will help break down traditional academic barriers so that we can equip students with the skills and experience relevant to a wide range of leadership roles in academic medicine or clinical care, in the operations or administration of clinical enterprises, or in health care policy,” says Dennis S. Charney, MD, Anne and Joel Ehrenkranz Dean of the Icahn School of Medicine at Mount Sinai and President for Academic Affairs, Mount Sinai Health System. “We are proud to join McKinsey in helping to cultivate the next generation of health care innovators.”



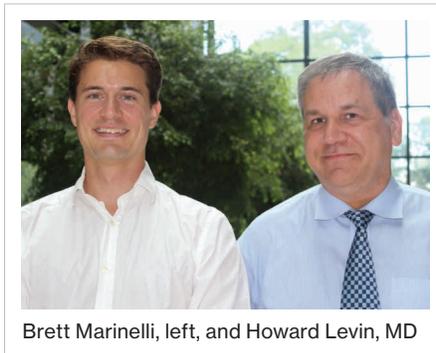
Icahn School of Medicine at Mount Sinai
One Gustave L. Levy Place, Box 1107
New York, NY 10029-6574

**Mount
Sinai**

Patient-Oriented Research Training and Leadership

“When you have a student who’s interested in the work and is inquisitive, it brightens your day, creates an exciting energy, and makes you work harder,” says Icahn School of Medicine at Mount Sinai alumnus and entrepreneur Howard Levin, MD, class of 1986. This year, Dr. Levin, a heart failure/transplantation cardiologist and entrepreneur, will host medical student Brett Marinelli, at his company, Coridea, a successful startup that develops devices for cardio, pulmonary, and renal patients who have failed available drug treatments.

Mr. Marinelli, an MD/Master’s in Clinical Research (MSCR) candidate for the class of 2016, is part of Mount Sinai’s highly selective Patient-Oriented Research Training and Leadership (PORTAL) program. He will receive a stipend and earn his MSCR degree after conducting a year of in-depth research at Coridea. Students in the Portal program graduate in five years with dual MD and MSCR degrees.



Brett Marinelli, left, and Howard Levin, MD

“Brett will really get to delve in deep. He’ll come out of this experience qualified to work in any medical company, the NIH [National Institutes of Health], or continue onto clinical practice with an extremely valuable skill set,” says Dr. Levin.

Mr. Marinelli will conduct scientific and clinical research on a potential therapy for Chronic Obstructive Pulmonary Disease (COPD), which is currently in development at Coridea. Using imaging technology and

a noninvasive device, Mr. Marinelli will try to identify and access natural reservoirs in the lung to improve exhalation of air, which is often problematic with current COPD treatment options. In addition to Dr. Levin, Mr. Marinelli will be working with several experts from ISMMS, including Timothy Harkin, MD, Associate Professor of Medicine, Pulmonary, Critical Care and Sleep Medicine; Claudia Henschke, MD, Clinical Professor of Radiology; and David Yankelevitz, MD, Professor of Radiology.

Says Mr. Marinelli, “What’s great about Icahn School of Medicine is the combination of freedom and support. I was given the flexibility to choose a research project that interests me, while knowing I have the full support of resources at ISMMS available to me. At Coridea, I’ll be looking at the physiology of the lung through imaging and have an opportunity to be an integral part of a process that could positively affect a substantial patient population.”