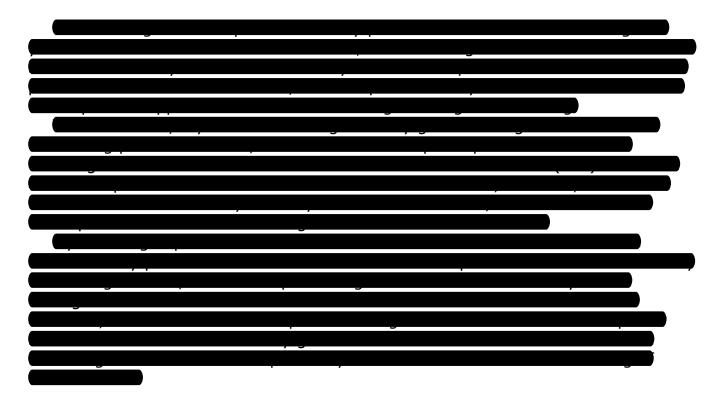
Icahn School of Medicine at Mount Sinai Institute for Medical Education APPLICATION FOR DISTINCTION IN MEDICAL EDUCATION 2014 APPLICATION



PHILOSOPHY OF EDUCATION AND LONG-TERM GOALS



I. EDUCATION RESEARCH AND SCHOLARSHIP

EDUCATION RESEARCH AND SCHOLARSHIP WORKSHEET

Title & brief description of project	The program is a track for a select group of first year medical students committed to working with health equity, advocacy and social justice throughout their careers. The program aims to provide these students with the tools and resources necessary for success as leaders in community and global health through a comprehensive curriculum of coursework, mentorship, research, service and advocacy, and career series/talks. Preparation for was started in the spring of 2011. It's first cohort of scholars started in September 2011 and the third cohort is currently is training. To date over 100 students have applied to and 34 have been selected to be scholars.
Your role in development and years involved in this role	The was created through the shared efforts of myself, My shared responsibilities: Brainstorming the components, timeline and implementation of Recruiting and collaborating with our faculty mentors, in particular Recruiting peer mentors for the 2011-12 cohort, in particular Planning the schedule of topics for the fall 2011 Recruiting guest speakers for and proctoring the fall 2011 Recruiting physicians for and proctoring the 2011-12 biannual career panels (1 of 2 panels) Organized and proctored the 2011-12 biannual scholar reflection sessions My individual responsibilities: Advertising and recruiting for the 2011-12 elective, and additional events (i.e. the Symposium on Service and the Inaugural Celebration) – flyers,

	 email-blasts, table at the Student Activities Fair Webmaster – updating the blog on a biweekly basis. Writing the results section of and creating the poster for the abstract: T Writing the results and discussion section of the manuscript: Editing the 2012 AOA Medical Student Service Leadership Project Award Application:
Type of	Comprehensive curricular program
Project Number of people affected (Quantity)	 50 students have participated as scholars and/or peer mentors 24 additional Icahn SOM students have participated in the 8 faculty mentors Numerous staff and clients of the six community based organizations
Goals	The goal of the is to train students to push the paradigms of translational research and medicine into community and global advocacy, policy and action. The scholars objectives: Gain knowledge in a human rights-based approach to health Develop skills in advocacy, policy analysis and community based organization partnership Conduct in-depth research related to human rights and social justice issues in health Participate in a individualized faculty and student mentorship Recognize how physicians develop careers dedicated to promoting social justice and health equity
Preparation	program was developed based on d

faculty members, as well as investigations of current literature (see references below). The main areas of need we established included the following:

- (1) Knowledge in a human rights-based approach to health
- (2) Skills in advocacy, policy analysis and community based organization partnership
- (3) Structured service experience
- (4) Research opportunities in human rights and social justice issues
- (5) Mentorship

References:

- 1. Author 1, Author 2, Author 3. Med Ed Publication Title. Acad Med. 2013; XX(10):1442-1449.
- 2. Author 1, Author 2, Author 3. Med Ed Publication Title. Acad Med. 2013; XX(10):1442-1449.
- 3. Author 1, Author 2, Author 3. Med Ed Publication Title. Acad Med. 2013; XX(10):1442-1449.
- 4. Author 1, Author 2, Author 3. Med Ed Publication Title. Acad Med. 2013; XX(10):1442-1449.

Methods

We created a multifaceted curriculum consisting for five components in order to achieve our goals:

- **Coursework**—Each student participates in the elective, an eight week case based course, which serves as the didactic underpinning for social justice and human rights theory, concepts, and casestudies.
- Mentorship--Each student is paired with a faculty mentor who works with the student throughout the year to identify or create a social justice research project, and facilitate career / academic advice.

- Research—Each student conducts a summer research project broadly related to a social justice issue of his/her choice.
- Service and Advocacy—Each student conducts a health advocacy/policy service project with a community based organization or coalition in East Harlem. He/she gain an understanding of current community-based approaches to serving the health and social service needs of the East Harlem community and learn how to support these efforts. Each student projects directly benefits the organization with which he/she works. The community organizations include East Harlem Community Health Committee, Union Settlement, Boriken Community Health Center, SMART University, Harlem Community and Academic Partnership and the East Harlem Emergency Prepardness collaborative.
- Career Series--Two career talks take place each year to expose students to physicians who have dedicated their careers to social justice.

Evaluation

- 2011-12 cohort was evaluated with multiple measures.
- **Scholar reflection session** As an active leader for the 2011-12 I organized and proctored reflections sessions. At each session scholars provided critical feedback of the program.
- **Pre- and Post-**Surveys The 2011-12 scholars completed a 25-question multiple-question survey at the beginning and end of the program. The survey assessed scholars' attitudes, knowledge and skills, professional interest, service experience, research experience, and mentorship experience
- Preclinical Effectiveness Questionnaire The graduated 2011-12 scholars in their third-year of medical school completed 16-question questionnaire. The questionnaires examined their clinical experiences, attitudes, advocacy knowledge and skills, and professional interests, and assessment of

continues to be evaluated using both quantitative and qualitative data by the current active-leadership team.

Evidence of Quality

participants indicated need for education, service snd research opportunities, and mentorship in human rights.

Qualitatively, evaluations demonstrated gains in participant

knowledge and skill. Students reported increased confidence in defining and describing important issues in human rights and in analyzing health and medical issues from a human rights perspective. In assessing attitudes towards social justice in medicine as well as professional interests, students have also reported that has influenced the way they perceive their roles as physician-advocates in the healthcare system. Increases were seen in students' confidence of having the necessary skills to plan an advocacy campaign and to advocate on behalf of their future patients. (See Appendix for survey results)

Preclinical Effectiveness Questionnaire –

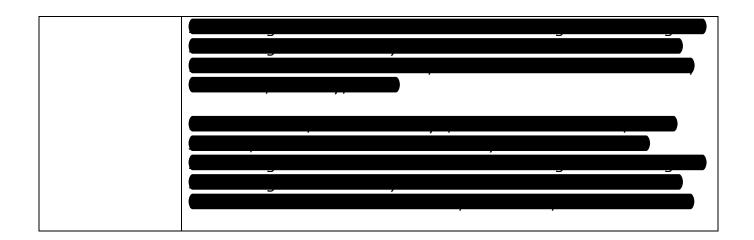
Results indicate that the program was well received by

Results indicate that the program was well received by participants with the vast majority highly recommending the program to incoming medical students. On a scale of 1 to 10 (1=worst, 10=best) the mean was 7.9. Furthermore, results demonstrate that has had a lasting positive impact on participants' attitude towards medicine, their self-perception as physicians, and professional interests. The program also provided them with knowledge and advocacy skills applicable to their clinical experiences in third-year. (See Appendix for survey results)

Evidence of Dissemination

Manuscripts

Manuscripts



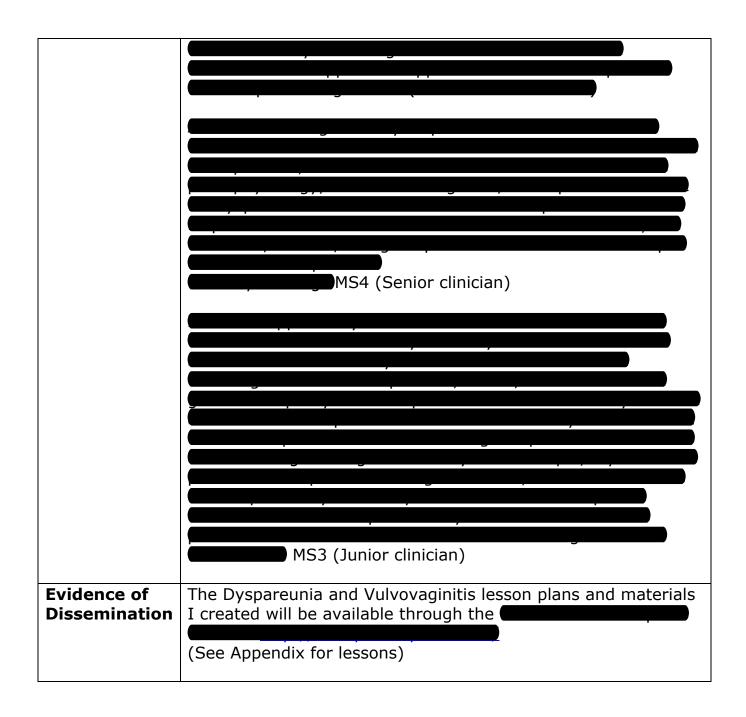
II. TEACHING AND TUTORING

DIRECT TEACHING AND TUTORING WORKSHEET

A. Teaching Activities #1

Title of	
teaching	I worked as a team leader, patient
activity	coordinator and clinical educator in the E
decivity	My primary teaching responsibilities included a quarterly
	women's health pre-clinic didactic session, as well as
	individualized student-clinician support during clinic. During my
	time as I developed two Women's health lesson plans on
V	the topics of Dyspareunia and Vulvovaginitis.
Your teaching	Lecturer and one-on-one tutor
role	Not applicable
Co-teacher/	Not applicable
developer	
Level of	Medical students (Years 1- 4)
learner	T. I.I. 6 II. 1. 1. 4 T. I.I. 6 II. 20
Contact with	Total hours of direct teaching: 4; Total # of learners: 20
Learners	Four 25-minute pre-clinic didactics. Approximately 5
(Quantity)	different medical students (years 1-4) attended each
	session.
	Additional informal one-on-one teaching took place during
	clinic based on students needs.
# Years	1 year (2013-14)
Teaching	
Goals	My educational goals as were to provide student-clinicians
	with the knowledge and skills to practice thoughtful, cost-
	conscious, patient-centered care with an emphasis on women's
	health.
	The goals of my Pre-Clinical lesson plans:
	Dsypareunia: To educate students on the impact, causes
	and treatments of dyspareunia, as well as minimize their
	discomfort discussing the topic with patients.
	• <u>Vulvovaginitis</u> : To educate students on the different causes,
	signs, symptoms and treatments of vulvovaginitis.
Methods	Pre-Clinic didactics:
	I used a combination of direct lecture, and case-based
	discussions to teach my lesson to a small group of students.
Methods	I used a combination of direct lecture, and case-based

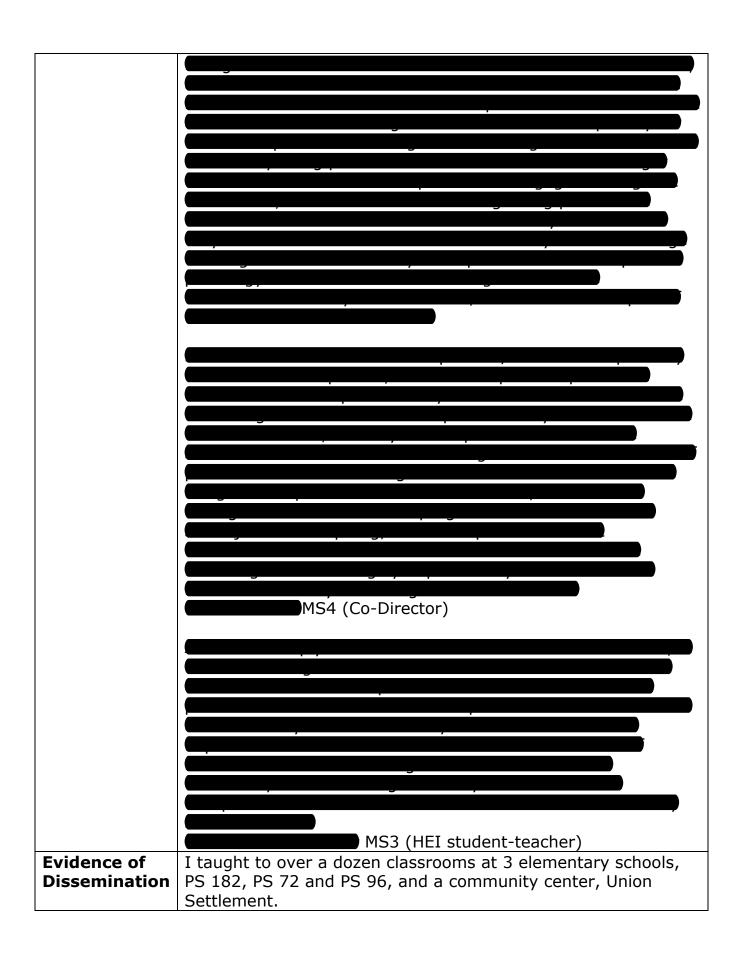
I included visual aids, such as slides, posters and worksheets to engage learners, and assessed their knowledge at the end of each session with quiz. • I participated in 3-day workshop on how to effectively teach adult learners, and modified my lessons accordingly. In-Clinic teaching: I provided one-on-one teaching based on the clinicians individual needs, topics include the breast and pelvic exam, screening guidelines, the referrals process and costconscious medicine. In addition, while in clinic I strived to be a role-model clinician and patient advocate to teach by example. Evidence of Qualitative data: As a result of the positive feedback I received from student Quality clinicians at EHHOP WHC I was offered the following teaching and leadership opportunities. <u>Letter(s)of support:</u>



A. Teaching Activities #2

Г <u></u>	
Title of teaching activity	is a student-run program through which Icahn students visit several elementary schools in East Harlem to teach health and nutrition classes. The program promotes healthy lifestyle choices in a fun and interactive manner. It encourages students to reflect on their lifestyle habits and learn the tools to distinguish healthy from unhealthy.
	As a leader of the majority of my time and effort was spent on preparing our medical-student teachers, and teaching over dozen 3 rd -5 th classes throughout East Harlem. I also developed two original lesson plans for the organization on the topics of diabetes and reading food labels.
Your teaching role	Lecturer and small group facilitator
Co-teacher/	
developer	
Level of	Elementary school students (grades 3-5) and medical students
learner	
Contact with Learners (Quantity)	 Total hours of direct teaching: 15; Total # of learners: 350 Four 45-minute medical student-teacher sessions. Approximately different 4 medical students (years 1-4) attended at each session. Fourteen 1-hour lessons (Nutrition & Exercise, How to Read a Food Label, and Intro to Diabetes). Each classroom had approximately 25 students (grades 3-5)
# Years	2 years (2010-2012)
Teaching	
Goals	The goal of is develop healthy eating and exercise habits in the East Harlem community by providing children with the necessary knowledge and skills at a formative age. We further hope that by connecting Icahn students to East Harlem youth we will build their commitment to promoting healthy behaviors in the community.
	 The goals of the core lesson plans: Nutrition & Exercise: To improve students' ability to differentiate between healthy and unhealthy foods and activities, and help students implement lifestyle changes to

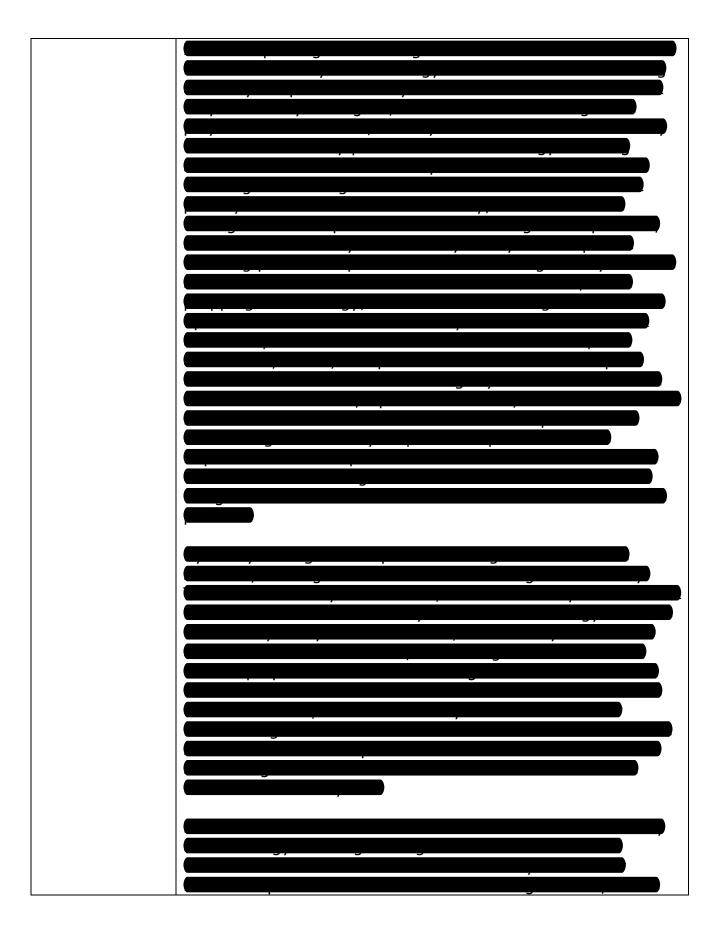
 promote their own health. How to Read a Food Label: To teach students how to identify, decipher and use food labels to distinguish between healthy and unhealthy foods. Diabetes: To educate students on the basic pathophysiology of diabetes, as well as ways to prevent the disease.
 Student-Teacher preparation: The sessions were small group and discussion. I reviewed the essons and materials, modeled some teaching techniques and ended with Q&A.
 Lessons: I taught each lesson using a combination of lecture, small group and individual activities. To ensure learning objectives were met students completed an assessment at the end of each class.
Quantitative data: The lessons were evaluated at the end of each with a worksheet assessing students' knowledge. Results of my students' assessments demonstrated that all learning objectives were met. Qualitative data: I received positive verbal feedback from classroom teachers and administrators, and was asked to teach to additional classes to at PS 182, PS 72, and at Union Settlement's after school program "Rising Stars". (Reference: Settlement's after school program "Rising Stars".)



The "How to Read a Food Label", and "Diabetes" lesson plans and materials I creates for continue to be used by the current leaders of HEI. (See Appendix for lessons)

A. Teaching Activities #3

Title of teaching activity	As a TA I developed and taught several review sessions for the first-year course. These class presentations were added to MedEd Portal for students review. I also provided small group and one-on-one tutoring during
	students' Histology labs.
Your Teaching role	Lecturer, small group and individual tutor
Co-teacher/ developer	
Level of learner	First-year medical students
Contact with Learners (Quantity)	 Total hours of direct teaching: 9; Total # of learners: 80 Three 1-hour review sessions taught to approximately 40 students. Three 2-hour in lab tutoring sessions. I taught approximately 10 different students during each lab session.
# Years Teaching	1 year (2011-2012)
Goals	My goal was to reinforce the concepts and skills taught during students faculty taught lectures. The objective of my review and tutoring sessions was for students to identify and understand the function of the various tissues and cells that comprise the organ systems of the human body.
Methods	 Review sessions: Lecture with PowerPoint presentation and handouts as aids Lab tutoring sessions: A combination of direct didactic, Q&A and case-based learning
Evidence of Quality	Medical Student Excellence in Teaching Award from the Institute for Medical, May 2012 The award was granted to myself and fellow Letter(s) of support:



	MS4
Evidence of Dissemination	Three review session PowerPoint presentations (Microscope & Stains, Epithelia, and Connective Tissue) were added to MedEdPORTAL. (See Appendix for lessons)

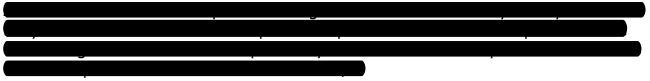
B. Quantifiable Teaching Data

Year	Direct Teaching Experience
Year 1 (2010-11)	
Year 2 (2011-12)	
Year 3 (2012-13)	•
Year 4 (2013-14)	

C. Overall Evidence of Teaching Quality

<u>Awards:</u> Medical Student Excellence in Teaching Award from the Institute for Medical,

Additional Quantitative:



Additional Qualitative Data:

In addition to the letters of support described above I have received positive verbal feedback from students in various settings, peers, administrators from outside institutions, and Icahn faculty. As a result, I have been asked to cofacilitate ASM I and II sessions. Thus, far I have facilitated 3 ASM sessions, which have been well received according to my co-facilitators and students.

III. INNOVATIVE CURRICULUM DESIGN AND/OR ASSESSMENT

INNOVATIVE CURRICULUM DESIGN AND/OR ASSESSMENT WORKSHEET

Brief description of curriculum or developed an assessment orientation curriculum and peer-mentorship program to product provide incoming students with the knowledge and skills needed to be confident and effective at the start of the clerkship. During the two-day orientation, we trained students to understand the expectations of each clinic, where to access pertinent information and how to maximize utility of the electronic medical record. We provided students with discipline-specific content, high yield resources and patient note templates. For the peer mentorship program, fourth year graduates were paired with incoming third year students. Mentors met with mentees six times throughout the clerkship for one hour to improve specific skills such as note writing and constructing a relevant differential diagnosis. We conducted online surveys to assess effectiveness of the curriculum and to evaluate the third year students' perception of the orientation. Your role in was created through The (development the shared efforts of the My shared responsibilities: Brainstorming the components, timeline and implementation of the curriculum and peer-mentorship program Editing the Pediatric and Surgery workshops Editing the Abstract: My individual responsibilities: Developing the Psychiatry workshop lesson plan and resources materials Teaching the Psychiatry workshop at orientation and

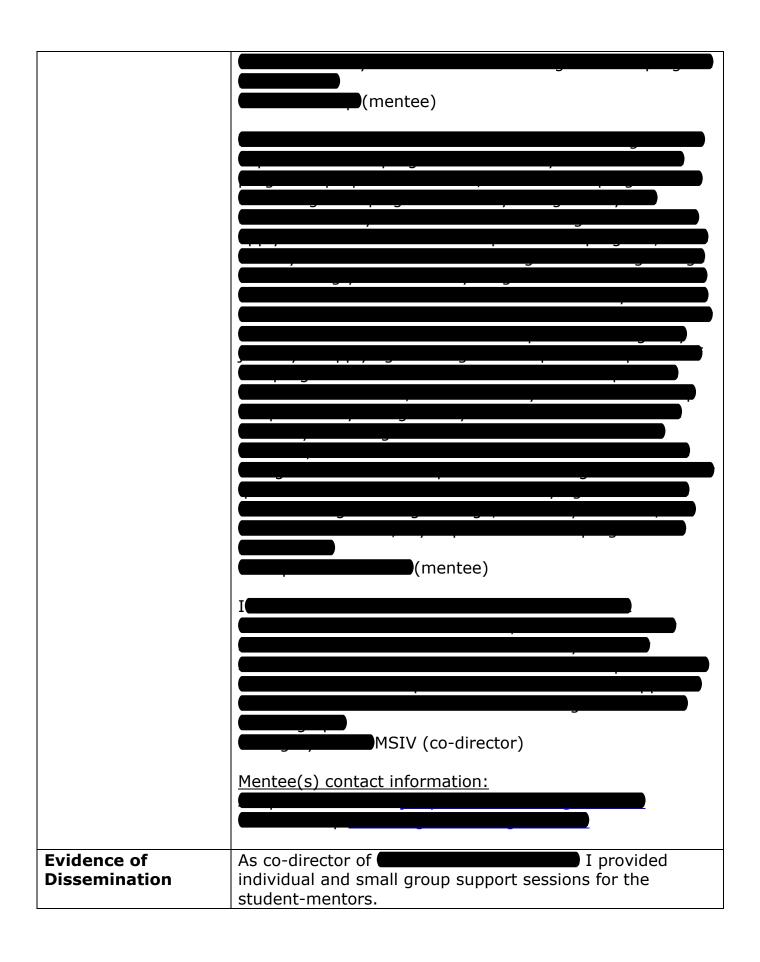
	adding the resources to ModEd Dortal
	adding the resources to MedEd Portal
	Mentoring
	, , ,
Co-teacher/	<u> </u>
developer	
Intended	Third year medical students participating in
Audience	
Number of	Total hours: 20; Total students: 12
Learners Taught	The prize orientation is 2-days, approximately 10
or Assessed	hours and takes place twice a year.
(Quantity)	Six different students were present at each of the two
	orientations.
# Years this has	1 year ()
been used	
Goals and	Orientation:
Objectives	The goals of orientation were to provide incoming third-
	year students with essential discipline-specific knowledge,
	skills and resources prior to clinic sites to maximize
	student learning early on and minimize student anxiety.
	Peer-mentorship:
	The goals of the peer-mentors were to support third-year
	students throughout develop an
	inter-generational community, and develop
	fourth-year students teaching skills.
Preparation	As a graduate of participated in a focus group
	with my cohort on how to improve the clerkship.
	The group concluded that the start of the was
	overwhelming due to the multitude of specialties' we
	encountered. In order to better prepare incoming
	students we identified a set of requisite knowledge and
	skills for each clinic site. Afterwards, we reviewed
	the literature on other Longitudinal integrated clerkships
	(LICs) to inform our curricular design.(1,2)
	(2205) to inform our curricular design.(1,2)
	[1] Levitt DS and Cooke M, "Tips for teaching in longitudinal clerkships" Clin Teach, 2011

Design	Orientation: The orientation consisted of five small-group didactic sessions: The sessions used a combination of lecture, group discussion and hands-on-activity. Peer-mentor program: Mentors and mentees completed a minimum of six 1-hour one-on-one sessions. The structure of these sessions was variable and dependent on the mentees needs.
Evaluation	Orientation: Students completed an anonymous online survey to assess effectiveness of the curriculum and to evaluate their perception of the orientation. Peer-mentor program: At the end of the clerkship students complete a to survey to assess the peer-mentorship program. Informal interviews were conducted to assess overall impression of the program thus far.
Evidence of Quality	Orientation: Results of survey indicate that the orientation was well received. The students overall impression of the psychiatry, surgery, and pediatrics workshops were 4.6, 4.3, and 4.4 out of 5, respectively. Most students remarked that the orientation reduced their anxieties about the clerkship making their transition to specific clinics easier and equipping them to take a detailed and relevant history in each discipline earlier in the year. Peer-mentor program: Students have noted that peer mentors have been valuable resources for support with time-management,

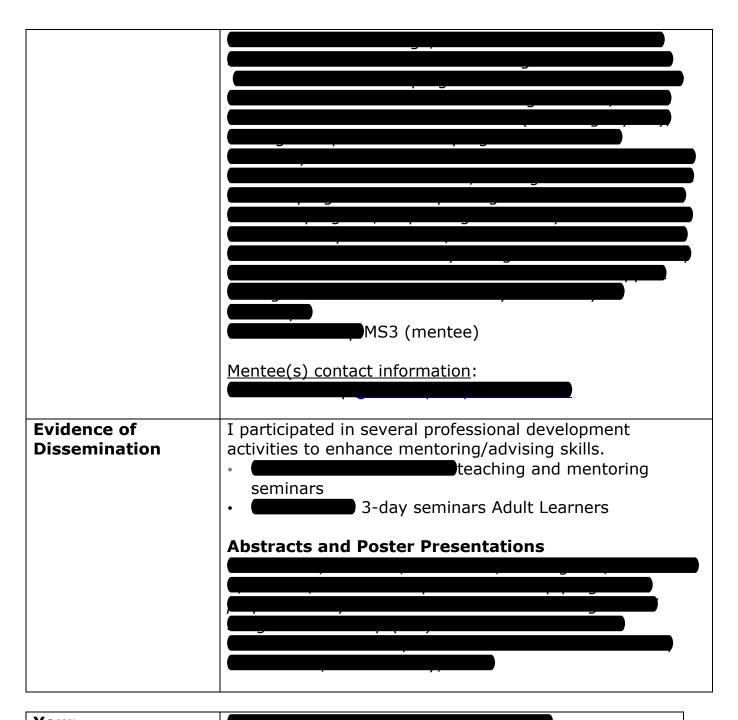
	developing differential diagnosis and note-writing. Formal evaluations are pending.
Evidence of Dissemination	All orientation materials are available on MedEdPORTAL
	Abstracts and Poster Presentations

IV. ADVISING/MENTORING WORKSHEET

Your advising/mentoring role	I mentored local high-school senior's who were the first members of their families to attend college. I helped my mentees with their college applications and essays. I continued to provide my mentees with academic and career advice throughout college.
Level of learner	High School seniors
Contact with Learners (Quantity)	I mentored two students. I spent approximately 20 hours/year with each student. My time was divided between in person meetings, phone and email.
# Years Teaching	4 years ()
Goals	My goals were to support my mentees academic and professional success, and to alleviate their anxiety surrounding the college application process.
Evidence of Quality	My two mentees, successfully completed their college applications, were accepted to over a dozen college combined, and are now attending their first choice schools. College. She will graduate with a BS in biology next year, and hopes to attend medical school in the future. College. She has not declared her major, but is interested in attending law school or the NY state police academy after graduation. Letter(s) of support:



Varia			
Your advising/mentoring role	I helped create the program, as well as participated as one of the peer-mentors. I worked with a third-year InterACT studen ut the clerkship. My responsibilities included providing direct feedback on patient notes, practicing oral presentations, precepting in clinic, and offering study materials and time management tips.		
Level of learner	Medical Student		
Contact with Learners (Quantity)	I mentored one student for approximately 10 hours/year. My time was divided between in person meetings, phone and email.		
# Years Teaching	1 year ()		
Goals	My goals were to help my mentee improve upon her clinical skills (i.e. note writing, constructing a relevant differential diagnosis and physical exam maneuvers), and to provide support throughout clerkships.		
Evidence of Quality	Letter(s) of support:		



Your advising/mentoring role

I mentored under-classmen at the Icahn School of Medicine starting in my second-year. I provided advice and support with study materials, pre-clinical coursework, USMLE exam preparation, third-year clerkships, scholarly projects, work-life balance and living in NYC. I checked-in with my individual mentees regularly, and was always available for additional support if necessary.

Level of learner	Medical students	
Contact with Learners (Quantity)	I mentored three students. I spent approximately 4-6 hours/year with each student. My time was divided between in person meetings, phone and email.	
# Years Teaching		
Goals	My goals were to support my mentees academic and professional success, and to alleviate their anxiety surrounding medical school.	
Evidence of Quality	My three mentees, have done well academically and have been involved with several service and/or scholarly projects at Icahn. Letter(s) of support: MS3 Mentee(s) contact information:	

ADVISING/MENTORING TABLE OF MENTEES

Name of Mentee (Contact Info)	Focus of Your Mentoring	Years Mentored	Mentee Level of Training at start and currently	Impact/ Outcomes
	See above (InterACT)	3 (1 st year medical student	See above (InterACT)
	See above (SFS)	3 (1 st year medical student	See above (SFS)
	See above (SFS)	1 (1 st year medical student	See above (SFS)
	See above (SFS)	1 (1 st year medical student	See above (SFS)
	See above (First Gen)	1 (High school senior	See above (First Gen)
	See above (First Gen)	1 (High school senior	See above (First Gen)

V. EDUCATION ADMINISTRATION AND LEADERSHIP

EDUCATION ADMINISTRATION AND LEADERSHIP WORKSHEET

Brief description of project	is a program that provides high school students, who will be the first member of their family to attend college, one-on-one mentoring for the college process, various group events, and eligibility for a book scholarship.
Co-teacher/ developer	
Number of people affected (Quantity)	58 students:29 medical student mentors29 high school mentees
Need/problem/ opportunity	The college application process is very daunting for high school students and parents. Unfortunately, due to large class sizes public school guidance counselors/college advisors do not have enough time to help every student in need. Students without the support of experienced family members are at a significant disadvantage compared to their peers in the application process.
Goal	The goal of the program is to provide a structured environment for high school students to receive support with their college applications, this includes help making a list of colleges, writing an admissions essay, completing college admission, financial aid and scholarship applications.
Leadership role and number of years in this role	My shared responsibilities with other co-directors: Advertising Budget Scheduling Mentor recruitment Scholarship searches My individual responsibilities: Mentee recruitment High school guidance counselor contact Event planning: College tour: Columbia University

	El Danie Maranna Gald Inin
	El Barrio Museum field tripGraduation banquet
	1 year ()
Actions Taken	 In addition to my responsibilities listed above I started the two initiatives below to further support our students. 1) College tour: After speaking with high school guidance counselors, mentors and mentees I realized that the majority of our mentees had never visited a college campus. In order to expose students to higher education I organized a college tour of Columbia University lead by alum for all mentees and mentors. 2) Financial aid speaker: All of our mentees' families require financial assistance for the cost college tuition. Thus, I invited a college financial aid officer to speak at the program's graduation banquet.
Resources Utilized	First generation used funds from Mount Sinai's Auxiliary board, Center for Multicultural Affairs (CMCA) and the Department of Medical Education to fund our college tour and graduation banquet. Funds were used for advertising, visit to El Barrio Museum, the college tour, the graduation banquet and book scholarship.
	The total budget was \$1000.
Outcomes/ Impact	The majority of the 29 participants informed us that they were accepted to one of their top choice colleges. For example, (MS4) mentee is now in her junior year at Georgetown.
Evaluation	evaluate the program. In addition, informal interviews were conducted to asses the program throughout the program.
Evidence of Quality	Results of the survey demonstrated that the majority of participants positively rated the mentorship program, college tour, financial aid speaker, and graduation banquet. A little less than 50% of the participants positively reviewed the field trip to El Barrio. Letter(s) of support:

	MSIV (co-director)
Evidence of Dissemination	Both the college tour and financial aid speaker have become permanent components of the