

Upstate Medical University Undergraduate Medical Education Office NEWSLETTER

NOVEMBER
2021

*Improve the health of the communities we serve
through education, biomedical research and health care*

Letter from the UME Office

The UME Office is responsible for managing, coordinating and evaluating the medical School curriculum. In addition, we provide support to the students, faculty, and administration.



Dear Students & Faculty:

Greetings from the UME Office,

Fall is in the air and Thanksgiving is right around the corner. Shortly after that, we plan to submit our curriculum change plans to the LCME for their review.

Thank you to all who have helped and continue to help with this large endeavor! The revised curriculum includes three semesters of organ system-based foundational science courses and a pre-clerkship longitudinal clinical skills course, one year of core clerkships, enhanced content in health systems science and health equity throughout, and acting internships, electives, and individualized opportunities for scholarly pursuit in the fourth year. The structure also will allow for an accelerated three-year pathway for appropriate candidates.

Questions and comments on the curricular revisions are welcome! Please feel free to contact the leaders of any of the working groups or threads: the [pre-clerkship curriculum](#) (Rebecca Greenblatt), [longitudinal pre-clerkship clinical experience](#) (Rachel Hopkins), the [core clerkships and electives](#) (Matt Mason), [innovations](#) such as micro-credentials, combined degrees, and the three-year option (Lynn Cleary), [health systems science](#) (Amy Caruso-Brown and Travis Hobart) and [assessments](#) (Lauren Germain). Suggestions for names for the revised curriculum are also welcome!

Given the challenges that our healthcare system has faced since the start of the pandemic in early 2020, this also is a good time to recognize and thank the many people who work with us in healthcare settings. We could not exist without each other.

On the evening of October 25, a group of third year medical students joined (remotely) with advanced physical therapy and nursing students to participate in a case about a patient with low back pain. That afternoon, students at the Binghamton

Clinical Campus had joined pharmacy students from Binghamton University to interview a standardized patient who was presenting to an outpatient pain management clinic two weeks after back surgery. A month earlier, incoming students from all Upstate colleges came together for Upstate 101, an annual introductory interprofessional exercise (IPE) session that was started five years ago.

As defined by the World Health Organization, IPE “occurs when two or more professions (students, residents and health workers) learn with, about, and from each other to enable effective collaboration and improve health outcomes.”

When training to be a physician, of course it is important to individually gain the necessary medical knowledge and clinical skills for practice. It also is essential that we learn to work and collaborate with the entire medical team – to enhance the quality of patient care, reduce errors, and lower costs. My first job after residency was with a pediatric practice in the Boston area. The office was structured in teams and I had the great fortune to be paired with an experienced (20+ years) nurse practitioner who taught me so much about the care of children (and about interacting with their parents). I also worked with nurses (RNs and LPNs), medical assistants, physician assistants, nutritionists, physical and occupational therapists, speech pathologists, phlebotomists, child life specialists, and more. Every one played an important role in the care of our patients.

Take some time today to notice all the healthcare professionals that cross your path and enhance your patients’ care and well-being. And in the spirit of the approaching holiday, offer your thanks as well.

Sincerely,
Leann Lesperance, MD PhD FAAP
Associate Dean for Undergraduate Medical Education

www.upstate.edu/ume

For questions regarding this publication, please contact:
Susan (Anderssu@upstate.edu)



WELCOME to the UME Office!



The UME office is pleased to welcome Melissa Neary as our newest team member.

Ms. Neary comes to us from the Radiology department where she was the medical student program coordinator. Melissa is in the process of onboarding to coordinate the PTP and FRM courses.

We are excited for her to join us in supporting students, faculty and staff.

Phase 1

It's great to be in the middle of the fall semester with students in class, the leaves changing and falling, and the days getting shorter and shorter. Winter is coming! Everyone is getting adjusted to the pace of studying the systems units and longitudinal courses in both the MS1 and 2 years and looking forward to Thanksgiving and the winter holidays. **Be responsible ... wear a mask ... social distance ... travel safely!**

MS2 students, we know the Step 1 exam is weighing on many of your minds even though it is almost surely going Pass/Fail in late January. We have been working with the Academic Success office to help you through this process and working to establish even better predictors to help students through this process even earlier. Know that Course Directors and faculty are here to help you in any way possible to ensure your success. It is great to see some of you in person. It feels a little strange this year to not know you better already, but Zoom and WebEx do not give us the same opportunities for casual conversation.

MS1 students, we hope that your first year so far has been successful and enjoyable and that you are starting to think of the various options you have for the summer; clinical shadowing, research, or spending time at home. We encourage you to seek out these opportunities. Please make sure you are planning ahead for assignments in your longitudinal courses and units once the new year starts. Spring can be a busy time of year.

Updates/Reminders

- Reach out to University support for study or wellness concerns – we have many resources.
- Course Annual Reviews continue on a rolling basis. Phase 1 Meetings hold annual reviews of your courses throughout the year, which include reviewing your faculty and end of course evaluations. Peer Reviewers and Class Officers are able to provide additional feedback to each unit.
- The Undergraduate Medical Education Office Suite is located in SET 4508. This includes the offices of POM, P2P, FRM, and MS2 Unit administrative staff, the Testing Coordinator, Deans Lesperance & Poole, Directors Susan Anderson and Theresa Stowell.
- Continue attending course introductions so you don't miss something. Directors and Thread Leaders use this time to illustrate the expectations of each unit – which are not all alike. At the very least, be sure to check out the 'Course Introduction' ppt uploaded to the 'Course Overview' section of each Blackboard site.
- All MS1 and MS2 learning sessions the week of November 22 will be held remotely.

Thomas J Poole, PhD
Assistant Dean for the Foundational Sciences

Phase 2

Dear students, faculty, and staff,

Our fourth-year students are approaching the upcoming residency interview season. We wish you many interview offers and productive interviews. We hope you are all able to find a residency program that fits what you are looking for!

Our 3rd-year medical students are getting close to halfway through their clerkships. With the daylight getting scarcer and the weather getting colder, it can be tough to stay motivated and prioritize studying, finishing charts, and complete evaluations. Students, keep at it! Remember to make a schedule of study activities that you need to stick to each day. Faculty, let's set a good example by getting our student evals done as soon as possible! Over the next few months, we will be having meetings with the 3rd-year class about how to prepare for the 4th year, with topics like the Step 2 exam, 4th year electives and Acting Internships, away rotations, letters of recommendation, and the residency application process.

I want to thank all our faculty, staff, and students who help make the environment in which we take care of patients and learn from one another as positive as possible. Thank you for being courteous to one another, setting good examples for those learning from you, and for taking the time to teach each other even when you are busy! Remember that we can recognize each other for positive experiences and impacts on learning! A Gold Star can be given by anyone to anyone they feel deserves recognition for the great work they are doing, whether it is faculty, staff, resident, or student. (see QR code below)



Thanks to all of you for all your hard work and dedication to education and learning!

Matt Mason, MD
Assistant Dean for Clinical Sciences

Q&A with Colleen

In this Newsletter, I would like to answer some of the most common questions I receive on exams and technology.

ExamSoft/Examplify

Q: Why do I have trouble connecting to the secure review after the quiz?

A: There can be a few reasons for this. Use this as a check list:

- ✓ The secure review 1st screen is the EXAM PASSWORD. Many of you try to put the REVIEW PASSWORD in the first screen, that will not work. Make sure you enter the Exam password first and then the Review password.
- ✓ There were no items incorrect, so your screen did not open .
- ✓ Your quiz did not upload correctly.

Q: Why does it take so long to reconnect to Wi-Fi after an exam?

A: When you start your exam, Examplify blocks access from any other screen besides ExamSoft until you exit the exam. It also turns off your WIFI, which blocks your ability to access the internet from your computer.

Upon exiting the exam, Examplify must restore all accesses. The last that is restored is your Wi-Fi access because Examplify wants to make sure that your antivirus protection is back in place as quickly as possible after WIFI is restored.

Q: Is there something I can do so I don't get the unsuccessful upload errors?

A: The unsuccessful upload error is a result of the time it takes to reconnect to the internet. There are a few things that you can do to assist with this:

- ✓ Make sure you close out of all applications prior to starting the exam. The more apps open, the more Examplify has to restore after the exam, the longer it takes to get the WIFI back on.
- ✓ Make sure your laptop/device is connected via power adapter. It gives your device a boost on speed that your battery alone cannot provide.
- ✓ Make sure you are connecting to the Upstate network and not Upstate Guest
- ✓ Go into ExamSoft Dashboard, under the Home Menu and change the Preferences. Change the Upload Delay Time to 10 seconds longer than you have it now and see if that helps. If not, add 10 seconds more.

Applications Access

Q: What type of Epic Access do I need?

A: What year are you:

- MS1/MS2: Epic View Only will work best for you.
 - This is a great tool for clinical experiences, research and many other shadowing options.
 - If you are involved in an IRB related project and your PI wants you to have additional access, please contact me directly.
- MS3/MS4 Syracuse Campus: Epic Medical Student is for you.
 - You will be trained in this just before or during orientation week of your MS3 year. This will allow you to do some charting and complete notes (attending co-signed) on patient charts.
 - This comes with Slicer Dicer Aggregate.
 - If you are involved in an IRB related project and your PI wants you to have additional access, please contact me directly.
- MS3/MS4 Binghamton Campus: Epic View Only will work best for you for your Upstate needs.
 - Upstate Epic and UHS Epic are NOT the same. You will need separate training for both campuses.
 - If you had Epic view only, but have not logged in for a while, please try to log in. If you receive an error message, contact the help desk at helpdesk@upstate.edu. If they tell you that you need me to submit a new access request, that means that your access has been disabled and I need to let security know that you need your access again.
 - If you are working on an IRB related project, please ask your PI if you will need any additional accesses and include them in your request to me.

Q: I asked for Epic access, however, I cannot access it from my laptop. Why not?

A: Epic access and Remote access are controlled by two separate security areas. You can have Epic access without remote access and you can have remote access without having epic access. The Remote access form is on the Student Access Website:

<https://www.upstate.edu/ume/intra/student-access.php>

Q: I want to use Haiku and Canto with my clinical experiences as a MS2, why can't I access it.

A: These apps are authorized for the MS3/MS4 students at this time as they are clinically rounding and need to have the information available at their fingertips at all times while on the floors.

Calendar Corner

Q: Where is the calendar?

A: The calendar is now being housed in a program called 25Live which is the program used by our IMT Department for Room Reservations. We are actually combining efforts to reserve the rooms and produce the calendar at the same time.

✓ Link to Academic Schedules: <https://www.upstate.edu/ume/schedules.php>

✓ Look Under Daily Schedules for:

- MS1 Schedule
- MS2 Schedule
- How to Subscribe in Outlook
- How to Subscribe in Google
- Abbreviation List

✓ This page also has several other items that may be of interest to you.

Q: How long does it take to see updates?

A: It takes an average of 20-30 minutes for an update to appear in the calendar**

** If you use a Google Calendar, Google only updates their subscriptions on a 24-hour push basis. Depending on their push for that day, it could take 24-48 hours for you to see any updates.

Q: Why can I not look back on the calendar and see things from MCM or previous units?

A: The calendar can only produce a certain number of items on a calendar version before it starts to slow down on the updating and loading function. In order to keep at an acceptable load speed, we felt it best that everyone could see 30 days past and as far forward as we could allow. Please note that these items are still in the 25 Live database, they are just not viewable on the calendar.

If you have any other questions you would like answered, please submit them to:

Dennistc@upstate.edu

Colleen Denniston
Testing Coordinator
Setnor 4508

Greetings from the Office of Evaluation, Assessment and Research!

Welcome Jeremy French-Lawyer!



We are delighted to introduce our new Assistant Director, Jeremy French-Lawyer, MPH, CAS, CHES. Jeremy has a background in Public Health with a focus in education, health education, evaluation, curriculum design, and disability. She joins us from Upstate's Physical Medicine and Rehabilitation department, so many of you may already be familiar with her outstanding work!

Career Planning Evaluation

While you may not know it, most of you have already had an opportunity to interact with Jeremy via an ongoing Career Planning evaluation. Thank you all for your time completing the recent surveys, your feedback will be hugely helpful as the College of Medicine continues to plan additional Career Planning events. Two hundred and sixty-one students provided feedback, including comments about what was most useful and suggestions for future events. We really appreciate your feedback!

Congratulations Ally and Ned!

Two Upstate MD program students had posters accepted to the American Association of Clinical Anatomists conference.

Ally Zywicki and Dr. Mihaila worked together during the MedEd elective this year and proposed a poster about their project examining the outcomes of different ways to teach anatomy in medical school- this also informs some of Dr. Mihaila's leadership of components of curricular re-design.

Ally also worked with Ned Nye to create a podcast about anatomy, and their poster on the topic was accepted as well. We're lucky to have Ally and Ned working on podcasts for the Medical Education elective that will support the learning of the next round of MS3s on the Surgery and OB clerkships!

MSI & MSII Exam Item Review

Congratulations, MSI and MSII students on completing the first two blocks of the academic year. We know that is no easy feat! You may be wondering what happens to your exams after you take them. The College of Medicine takes student assessment very seriously. For example, our office reviews student performance data on each and every unit exam question. Our analysis looks at the point-biserial data point. The point-biserial is a correlation between the outcome of a given exam item (correct or incorrect) and a student's overall score on the exam. In other words, the point-biserial is a data point that signals how well a test item discriminates between students who perform well on the exam from students who did not perform as highly. If there is an exam item in which student performance is not as expected, we flag that item for faculty review.

Direct Assessment in The New Curriculum

One of the most exciting projects we are working on is supporting the College of Medicine as it prepares to submit a new curriculum proposal to the LCME, the College of Medicine's accreditation body. While much will be changing with the new curriculum, the Graduation Competencies and Educational Program Objectives (GC-EPO's <https://www.upstate.edu/ume/objectives.php>) will stay the same. As such, we have been charged with working with faculty and College of Medicine leadership to ensure that students are directly assessed in each of these domains.

Please feel free to reach out with any questions or comments!

Thanks!

Lauren Germain (germainl@upstate.edu)

Jeremy French-Lawyer (frenchlj@upstate.edu)

Josie Suser (Suserj@upstate.edu)

UPDATE FROM THE OFFICE OF ACCREDITATION

On December 1, 2021, Dean Chin will submit 2 applications to the Liaison Committee on Medical Education (LCME) to consider our proposals to institute a major curricular modification focused on integration of foundational and clinical science, including a pre-clerkship longitudinal clinical experience, expansion of health systems science and health equity content, and to create a new 3-year accelerated track.

The preparation of these applications has included the hard work of many faculty, students and staff. The Steering Committee and Working Groups have met frequently to: 1) develop draft blocks/schedules; 2) refine details (methods of instruction and integrated assessment methods across the entire curriculum); and identify new resources needed (IT, clinical rotations, faculty, staff, space, funding for precepting). The proposals have been reviewed by the Dean's Executive Committee, Curriculum Committee and its subcommittees, Medical College Assembly Executive Committee as well as in 2 open forums of the faculty and students. The Curriculum Committee will hold its final vote of the proposal on November 15, 2021.

The LCME will review the applications in February 2022, and with their approval, we will admit our first class with the new curriculum in August 2023.

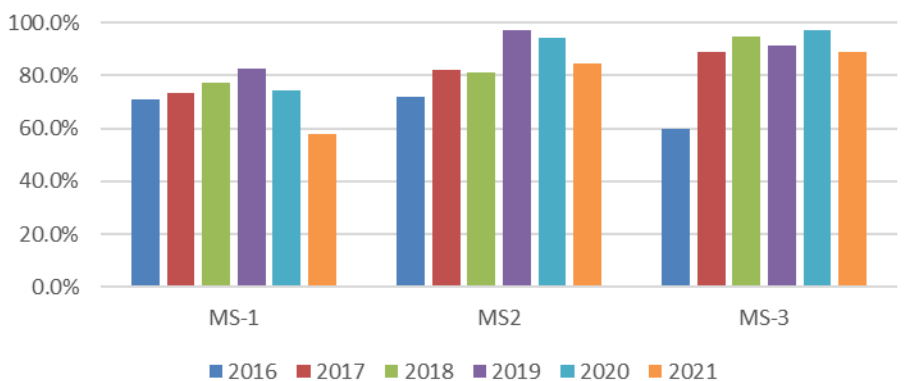
LCME Element 12.8: STUDENT EXPOSURE POLICIES/PROCEDURES

A medical school has policies in place that effectively address medical student exposure to infectious and environmental hazards

On the end-of-year evaluations, students are asked about their familiarity with the protocol following ...

Are you familiar with the protocol following exposure to infectious and environmental hazards?

(Students responding YES)



Please click on the links below and remind yourself of these policies:

Upstate's [Policy](#) on Student Occupational Health Exposure

Upstate's [Policy](#) on Blood Body Fluid Exposure Follow-Up

2021 AAMC Matriculating Student Questionnaire (MSQ)

Congratulations Noelle Ortiz
winner of the MSQ iPad raffle!

MSQ Completion Rate for Upstate		
SUNY Upstate	Total	Percent
Completed	118	67.4%
Started but did not complete	16	9.1%
Incomplete	41	23.4%

Where does our completion rate compare with the other 154 schools participating in the MSQ?	
Completion Rate	# of Schools
80% or above	43
60-79%	60
30-59%	45
Below 30%:	7

AAMC Year Two Questionnaire (Y2Q)

What is the Y2Q?

- National questionnaire administered annually by the AAMC to all MS2 students.
- Includes questions related to curriculum, learning environment, support services, and career planning

Why is it important?

- Your responses will be analyzed and aggregated by the AAMC and provided back to Upstate for quality improvement purposes

How do I access the Y2Q?

- To complete the Y2Q: Please look for your email from the AAMC sent on October 1 with the link to the survey. Questions: contact the AAMC at Y2Q@aamc.org.

How to access raffle?

- Once you complete the Y2Q, look for the **Y2Q Attestation in MedHub** to confirm you have completed the Y2Q and submit your name into the raffle for your chance to win an iPad.

Incentive to complete the Y2Q...

On January 4, Dean Chin will raffle off one iPad to the students who have completed the Y2Q.



Once you complete the Y2Q, complete the attestation form found in your MedHub surveys to submit your name into the raffle to win an iPad.

Y2Q Completion Rate for Upstate		
SUNY Upstate	Total	Percent
Completed	55	35.0%
In Progress	9	5.7%
Not Started	93	59.2%



**WHERE ARE THEY WHEN YOU
NEED THEM?**

<https://www.upstate.edu/ume/procedures.php>
[Website](#)

OFFICE OF RESEARCH FOR MEDICAL STUDENTS

It is widely accepted that promoting research education through initiatives and early exposure to research experiences boosts long-term student career profile and increases the culture of evidence-based medicine in clinical practice.

LCME Element 3.2: COMMUNITY OF SCHOLARS/RESEARCH OPPORTUNITIES

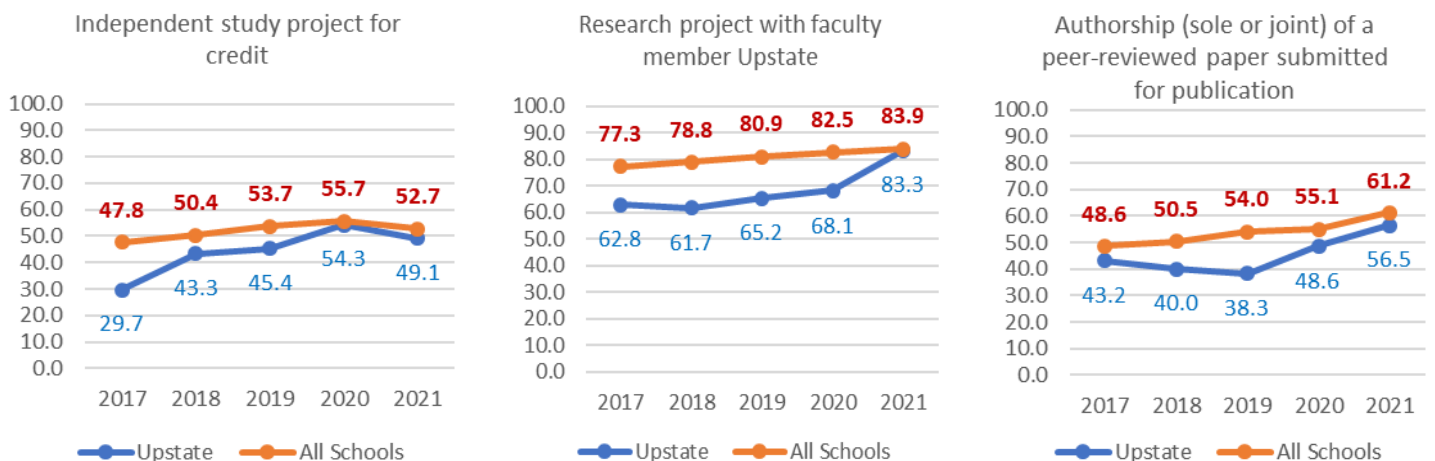
A medical education program is conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate to a community of scholars and provides sufficient opportunities, encouragement, and support for medical student participation in the research and other scholarly activities of its faculty.

QUICK LINKS

- Student Research [Website](#)
- Student Research [Portal](#)
- Faculty/Resident Request for Student Researchers [Portal](#)

GRADUATION QUESTIONNAIRE DATA ON RESEARCH

Indicate the activities you will have participated in during medical school on an elective (for credit) or voluntary not required basis: (Percent selecting)





GOLD STARS



In efforts to monitor positive influences on the learning environment within the College of Medicine, the Office of Undergraduate Medical Education provides several opportunities for students to provide feedback on faculty, residents, and staff to highlight individuals who have enhanced their experience on campus.

- Gold Star [Nomination link](#)
- MedHub Exceptional Teacher Nominations on end-of-course/clerkship evaluations
- MedHub Student Evaluations of Faculty



Here's what our students are saying:

Kelvin Little, Environmental Services

I don't think there is an employee at Upstate who could work harder than Kelvin. He is always going above and beyond to help others, keep things clean, which in turn keeps us safe. Kelvin always has a smile on his face and is such a pleasure to speak to. He learns the names of the people around him, even students. His work ethic is exemplary, and his dedication to the hospital/school is unmatched. Every time I see him walking by, it brings a moment of peace and pure enjoyment. Keep up the great work, Kelvin. You make a difference!

Jessica Henty-Ridilla, PhD, Biochemistry and Molecular Biology

Dr. Henty-Ridilla was an amazing presenter. I don't think I've ever had a teacher who was more excited to present on a topic, compared to Dr. Henty-Ridilla discussing the cytoskeleton. She was incredibly engaging and made it very easy to learn. It was a pleasure to attend her lectures. Her enthusiasm and passion for the subject makes you interested in the material.

John Alley, MD, Family Medicine

Dr. Alley was an excellent teacher, taking time between patients and at the end of the day to have one-on-one discussions with me about both medical knowledge/tips and about how best to grow into the best physician possible. When there were gaps in my knowledge, he challenged me to fill them, but in a very respectful and understanding way. On the first day, he gave me a sheet with "Dr. Alley's Life Medical Pearls," which were a list of several things he wished were taught in medical school, including things like "to be a great physician, you have to be a great human being" and "sit down and really listen to your patients. They will care more that you took the time to listen than the great diagnosis that you made." I was already considering family medicine as my top choice for residency, but witnessing his close relationships with and care for his patients made me even more confident in that choice.

Sharon Ekure, MD, Psychiatry

Dr. Ekure was an exceptional teacher and person. She went out of her way to explain every patient interaction to me and exposed me to unique presentations I would not have seen otherwise. She tested my MSE on multiple patients to help me develop this exam, and then also showed me that she actually used my assessment in her patient charts. This was a really rewarding feeling as a student. She answered all of my questions thoughtfully and helped me think through other patients I was assigned to follow that were outside of her care. She was welcoming and cheerful every single day and always asked how I was doing.



GOLD STARS

(continued)



Yahia Lodi, MD, Neurology at the Binghamton Campus

I followed Dr. Lodi and his team for an entire week and it was my favorite week in the neuroscience clerkship, by far. He is not only a compassionate and skilled physician, but always takes his time to answer my questions and explain what he thinks is the best course of action for each patient. During my week with him, I was able to incorporate clinical diagnoses with radiology, furthering my knowledge of the specific conditions he treats. I would find myself researching topics associated with his cases just so I would have a better understanding of his approaches. I was also able to spend some time watching his procedures, which was very exciting. I hope to have the opportunity to work with him in the future.

Derek Starkey, MD, Resident in Anesthesiology

I really appreciated all of Dr. Starkey's help during my SICU rotation. He was incredibly knowledgeable and helpful, and really made my rotation one of the best rotations I've ever been on. He was continuously supportive and kind, and went out of his way to make sure I understood what was going on and repeatedly facilitated ways for me to be directly involved in patient care. He went above and beyond any other teaching experience I've had in medical school so far, I hope to be a resident like him in the future— who emphasizes critical thinking (and shows how to do it), explains pathophysiology, clinical practice, and the paths between them in clear, well-thought out ways that just MAKE SENSE once he explains them, who is humble and knowledgeable and has a strong, caring bedside manner and always looks out for the patient.

Amarachukwu Okoye, MD Resident in Surgery

I interacted with this resident during my pediatric surgery rotation, which was late November 2020. She was amazing and taught me a lot. But what is most commendable is her reaching out to me on 3/11/21 when she heard about the





Student Clinician Ceremony

September 22, 2021

Dr. Amit Dhamoon, GHHS Faculty Advisor, welcomed everyone and provided opening remarks. Dr. Mantosh Dewan, President, and Dr. Kaushal Nanavati, Assistant Dean of Wellness, were the faculty speakers. Faculty members offered words of wisdom and inspiration, after which time Dr. Michelle Bernshteyn led the recitation of the oath. Comments which were written for each of the student and residents for nomination were read as they received their certificate and pin from Dr. Matt Mason.

The GHHS is sponsored through the Arnold P. Gold Foundation, and honors senior medical students for 'demonstrated excellence in clinical care, leadership, compassion and dedication to service.' The Society was organized to elevate the values of humanism and professionalism within the field of medicine and its constituent institutions. Please join us in congratulating the awardees.



Patty Gooden
Administrator, Gold Humanism Honor Society

Class of 2022 Student Awardees

Louis Arens	Joshua Mathew
Saadat Badruddin	Oghale Obaro-Best
Haley Burdge	Iyesogie Ojo
Scott Cooper	Amylisa Phillips
Rebecca Difabio	Guillermo Polanco Serra
Omoeffe Ebhohimen	Neveada Raventhiranathan
Priscilla Esadah	Samantha Rogers
Garrett Esper	Jaimie Rogner
Oluwaseum Fadairo	Ashley Shim
Acadia Fairchild	Almasa Talovic
Kathryn Forti	Angelique Woods
Allen Hoste	Alexsandra Zywicki
Daniel Katz	



Resident Awardees

Dr. Thomas Andrew Brooks, Pediatrics, Syracuse
Dr. Preet Kahai, Internal Medicine, Binghamton
Dr. Faiz Kidwai, Psychiatry, Syracuse
Dr. Michael Lynskey, Psychiatry, Syracuse
Dr. Vincent Skovira, IM/Cardiology, Binghamton
Dr. Holly Stacey, Pediatrics, Syracuse





The AOA senior elections were held on September 20, 2021. Please join us in congratulating the newly elected members in the Class of 2022!

*Mahin Choudhury
Omoefe Ebhohimen
Acadia Fairchild
Kathleen Heslin
James Lyon
Nathaniel Mercer
Oghale Obaro-Best*

*Justin Patricia
Neveada Raventhiranathan
Bethany Regan
Jaimie Rogner
Ashley Shim
Sarah Zainelabdin
Alexsaundra Zywicki*



*Patty Gooden
AOA Administrator, Upstate Gamma Chapter*

STATE UNIVERSITY OF NEW YORK

UPSTATE

MEDICAL UNIVERSITY

COLLEGE OF MEDICINE

September
2021

EXCEPTIONAL MOMENTS

IN TEACHING



Leonard S. Anderson, MD, is Assistant Professor of Clinical Campus – Surgery at Upstate Medical University’s Binghamton Clinical Campus, and the **September 2021** Recipient of the **Exceptional Moments in Teaching Recognition**.

COMMENTS FROM DR. ANDERSON’S STUDENTS:

“Dr. Anderson has been an incredible mentor to learn from and work with. Without question, my most memorable and enjoyable experience with a preceptor. The extensive time and effort spent teaching me clinical management points, in the OR, between cases, before/after rounds, was truly appreciated. He taught me skills (suturing, instrument handling, intraoperative device operation, drain pulling, dressing changes, etc.) that will not only serve as a foundation to build upon, but also ones that I will use throughout my training. His generosity of time was irreplaceable and he is a great role model.”

“Not only is Dr. Anderson’s a great teacher, but he also clearly enjoys teaching and makes it a priority. He is very inclusive of students in all aspects of surgery and patient management. He always ensured that I saw as many cases as possible and facilitated introductions to other physicians. He asked pertinent questions throughout the rotation that were thought provoking and allowed me to gauge my own studying. He also spent a lot of time explaining and demonstrating how to interpret various imaging modalities. Thank you so much for the introduction to surgery!”

The College of Medicine recognizes exceptional teachers with the monthly “Exceptional Moments in Teaching” program. Honorees are selected via student assessments from courses and clerkships. Recognized teachers—including medical faculty, residents, nurses and other educators—are those who challenge students and provide an exceptional learning experience.

STATE UNIVERSITY OF NEW YORK

UPSTATE

MEDICAL UNIVERSITY

COLLEGE OF MEDICINE

October
2021

EXCEPTIONAL MOMENTS

IN TEACHING



Kaushal Nanavati, MD, is assistant professor of Family Medicine at Upstate Medical University and the **October 2021** Recipient of the **Exceptional Moments in Teaching Recognition**.

COMMENTS FROM DR. NANAVATI'S STUDENTS:

"Dr. Nanavati has a unique approach in medicine that allows us to view and analyze patients in a compassionate and holistic way that isn't limited by the "expectation" of an MD. By teaching us to think outside the box, Dr. Nanavati promotes learning in a way that reminds us to open our minds and consider the whole body before letting ourselves become blinded by "textbook" symptoms. No two patients will present the same way and his method of analysis challenges us to think in that way to allow us to avoid any potential biases."

"Dr. Nanavati was a beacon of light during my first semester. He shared pearls of wisdom that kept me motivated when I was doubtful about medical school and my capabilities as a medical school student."

"He cares so much about each and every one of us. He always seems to know when we are struggling and sends out the nicest of emails encouraging us to keep going."

"I love his ability to reflect upon his own relevant clinical experiences and demonstrate the clinical applications of each week's topic/exercise. Great motivator and wealth of great advice. One of my new favorite quotes: 'Don't practice until you get it right, practice until you can't get it wrong.' Truly a pleasure to learn from."

The College of Medicine recognizes exceptional teachers with the monthly "Exceptional Moments in Teaching" program. Honorees are selected via student assessments from courses and clerkships. Recognized teachers—including medical faculty, residents, nurses and other educators—are those who challenge students and provide an exceptional learning experience.

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EXCEPTIONAL MOMENTS

IN TEACHING



Ahmed Ibrahim, MD, is a third-year resident in Neurology at Upstate Medical University and the **November 2021** Recipient of the **Exceptional Moments in Teaching Recognition**.

COMMENTS FROM DR. IBRAHIM'S STUDENTS:

"Dr. Ibrahim was passionate about teaching. He always found time to teach the students about imaging, neurologic pathology, as well as the social nuances of the field. He created a learning environment in which students could thrive as well as learn from his enthusiasm for the field. He advocated for students and taught three students in our cohort how to perform a lumbar puncture!"

"Ahmed was one of the best residents I have worked with all year. He went out of his way to teach at every opportunity, despite his busy schedule. He made sure to involve the med students in procedures we otherwise would not have seen. He also walked us through the complex imaging results for each of our patients. I had an amazing experience and learned a lot during my neurology experience thanks to Ahmed!"

"Ahmed was a wonderful resident to work with. He was always extremely kind and helpful and made the medical students feel valued. He was always willing to teach, answer questions, and make students feel comfortable doing neuro-exams and interacting with patients. He was so kind and a great person to work with."

The College of Medicine recognizes exceptional teachers with the monthly "Exceptional Moments in Teaching" program. Honorees are selected via student assessments from courses and clerkships. Recognized teachers—including medical faculty, residents, nurses and other educators—are those who challenge students and provide an exceptional learning experience.