It's mid-August, and the start of a new academic year. The 2017-18 academic year ushers in a number of exciting enhancements to our curriculum and our teaching and learning spaces. The year kicks off with the arrival of our newest students, members of the Class of 2021, and enhancements of our mobile Medicine Education (mMedEd) initiative. mMedEd uses an iPad platform to deliver course materials and learning resources directly to students’ iPad Home screen; it supports interactive teaching and learning activities; provides on-the-go access to learning tools, reference materials and productivity apps; allows access and interactions with the electronic medical record; supports a campus-wide sustainability initiative to reduce copy and paper costs; and provides a platform for innovation in medical education. Members of the Class of 2021 is the second to receive iPads upon entering the Stony Brook School of Medicine.

It gives me great pleasure to welcome yet another class of bright medical students into our school. This is the third year of our fully revamped LEARN curriculum. Our curriculum allows our students to start their clinical experiences early and provides ample opportunities for exploration of career choices. We are excited to initiate meaningful training in the use of ultrasound in clinical care as well as interprofessional learning experiences. Next year, we will initiate a new program called the 3Y MD program which allows for completion of the MD degree in three years. So right now there is a lot of innovation and excitement in our school.

This entering class will also have the opportunity to very actively participate in the Liaison Committee on Medical Education (LCME) accreditation of medical schools. We are fully accredited based on our last site visit in 2011. We will have another full site visit in April of 2019. I continue
Other exciting enhancements include beginning construction of the Clinical and Surgical Skills Centers, and a new Medical Student Lounge. Space in the library has been reconfigured to support mMedEd and collaborative small-group learning. A new retractable wall between the two computer classrooms allows for an open configuration that can seat 140 students. The library classrooms also received technology upgrades that include classroom audio/video, small-group areas with shared monitors, and a test-taking area for students with testing accommodations. And not to mention those two new buildings to the west and south of the hospital and medical center. Construction on the 240,000 sf MART building and the 225,000 sf, 150-bed Children’s Hospital and Intensive Care Unit pavilion is progressing, and will hopefully be near completion when I send out my August 2018 greeting!

It’s also a pleasure to report on how well our graduating class did, and how we expect even greater things from the Class of 2018. Recently, we devised a new way to evaluate how well our graduating class is doing in matching into outstanding residencies. Using data from our clinical department chairs, we have been following what fraction of our graduates match into the top 20 programs (for each specialty) in the nation. Please keep in mind that for most residencies, there are over 400 different programs throughout the United States. Thus, a top 20 program match indicates being in the top 5 percentile nationwide. Over the past 6 years, the percentage of our students who match into these programs has grown every year, with 26% of the Class of 2017 matching into such programs. Moreover, when we get a report at the end of the year on how our most recent graduates performed in their internships, Stony Brook students are consistently thought to perform in the top 20% of their internship class. All of this to say that we continue to expect great things from our graduates, and our graduating students are considered outstanding by the residencies throughout the region and the country. And that the matriculating class of 2017 has much to look forward to.

A new academic year, a new class of students, numerous new technologies, and new spaces. It is indeed, an exciting time for our School of Medicine community. I cannot think of a better start to the careers of 136 extremely talented individuals, who will soon earn the privilege and honor of being called doctor.
Stony Brook Medicine Academic Outcomes in a Nutshell

Wei-Hsin Lu, Ph.D., Director of Evaluation and Assessment; Research Assistant Professor of Family, Population and Preventive Medicine

For the Second Year in a Row!!

Our overall student satisfaction is Above the National Average!!
(Source: 2017 Association of American Medical Colleges Graduation Questionnaire)

National Standardized Exams.
Our students consistently perform at or above the national average.

Overall satisfied with quality of medical education

<table>
<thead>
<tr>
<th>Year</th>
<th>SBU agree/strongly agree</th>
<th>All Schools agree/strongly agree</th>
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<tbody>
<tr>
<td>2012</td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td>2013</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>2014</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>2015</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>2016</td>
<td>92%</td>
<td>90%</td>
</tr>
<tr>
<td>2017</td>
<td>91%</td>
<td>90%</td>
</tr>
</tbody>
</table>

USMLE Step 1 Performance

- Class of 2013: 234
- Class of 2014: 235
- Class of 2015: 236
- Class of 2016: 230
- Class of 2017: 234
- LEARN Class of 2018: 233

USMLE Step 2 CK Performance

- Class of 2012: 235
- Class of 2013: 243
- Class of 2014: 243
- Class of 2015: 244
- Class of 2016: 244
- Class of 2017: 245

NBME Exam Results (LEARN Class of 2018)

- Primary Care: Nat'l 50th Percentile 58.6
- OB/GYN: 60.6
- Pediatrics: 60.4
- Psychiatry: 73.1
- Surgery: 63.1
- Neurology: 58.4
Who’s Who in the Office of Academic and Faculty Affairs

The Office of Academic and Faculty Affairs is responsible for all aspects of undergraduate medical education (including curricular affairs, student affairs, and admissions), as well as faculty affairs and faculty development.

DEANS

Latha Chandran, M.D., M.P.H.
• Vice Dean for Academic and Faculty Affairs
• Miriam and David Donoho Distinguished Teaching Professor
• SUNY Distinguished Teaching Professor
• Founding Director, Donoho Academy of Clinical and Educational Scholars
• Professor of Pediatrics

Jack Fuhrer, M.D.
• Associate Dean for Admissions
• Associate Professor of Medicine

Aldustus E. Jordan, III, Ed.D.
• Associate Dean, Community Engagement & Service Learning
• Clinical Associate Professor
• Director, Center for Public Health and Health Policy Research

Mark Sedler, M.D.
• Associate Dean, Global Medical Education
• Professor of Psychiatry and Public Health

Andrew Wackett, M.D.
• Associate Dean for Student Affairs
• Clinical Associate Professor of Emergency Medicine

Grace Agnetti, M.S. Ed
• Assistant Dean for Admissions

Mary Jean Allen
• Assistant Dean for Student Affairs & Financial Aid

Howard B. Fleit, Ph.D.
• Assistant Dean for Curriculum
• Associate Professor and Vice Chair for Education, Department of Pathology

Lisa Strano-Paul, M.D.
• Assistant Dean for Clinical Education
• Clinical Professor of Medicine
• Director of Primary Care Clerkship

Jennie Williams, Ph.D
• Assistant Dean for Diversity

PROFESSIONAL STAFF

Linda De Motta, M.A.
• Learning Specialist

Lynette Dias, Ph.D.
• Interprofessional Education and Assessment Specialist

Richard J. (Rick) Iuli, Ph.D.
• Director, Pathways to Success
• Medical Education Specialist

Wei-Hsin Lu, Ph.D.
• Senior Education Specialist
• Director of Evaluation and Assessment
• Research Assistant Professor of Family, Population and Preventive Medicine

Caroline R. Lazzaruolo
• School of Medicine Registrar and Office Manager

Doreen Olvet, Ph.D.
• Research Project and Data Manager

Jeffrey Swain, Ph.D.
• Faculty Development Specialist
Who’s Who in the Office of Academic and Faculty Affairs

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**ADMINISTRATIVE SUPPORT STAFF**

<table>
<thead>
<tr>
<th>Person</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Acevedo</td>
<td>Administrative Manager for Admissions</td>
<td>4-3928</td>
</tr>
<tr>
<td>Alyceson Andrews</td>
<td>Administrative Assistant for Student Affairs</td>
<td>4-2341</td>
</tr>
<tr>
<td>Bonnie Chalson</td>
<td>Administrative Assistant for Student Affairs</td>
<td>4-1030</td>
</tr>
<tr>
<td>Jeanine Fazzini</td>
<td>Administrative Assistant for Student Affairs</td>
<td>4-9547</td>
</tr>
<tr>
<td>Donna Kaufman</td>
<td>Administrative Assistant for Academic Affairs</td>
<td>4-8111</td>
</tr>
<tr>
<td>Rhonda Kearns</td>
<td>Administrative Assistant for Academic and Faculty Affairs</td>
<td>4-1025</td>
</tr>
<tr>
<td>Kimberly Malamutt</td>
<td>Administrative Assistant for Academic and Faculty Affairs</td>
<td>4-2346</td>
</tr>
<tr>
<td>Barbara Miller</td>
<td>Clerk for Admissions</td>
<td>4-2997</td>
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<tr>
<td>Fabiola Moraes-Narvaez</td>
<td>Administrative Assistant for Admissions</td>
<td>4-2113</td>
</tr>
<tr>
<td>Roseanna Stasik</td>
<td>Administrative Assistant for Academic Affairs</td>
<td>4-1285</td>
</tr>
<tr>
<td>Dianne Tokar</td>
<td>Administrative Assistant for Academic and Faculty Affairs</td>
<td>8-1258</td>
</tr>
</tbody>
</table>
On May 3rd, 2017, approximately 500 Brentwood and Longwood High School students joined Stony Brook Medicine’s medical students and residents for the inaugural “Doctors’ Back to School Day.” Hosted on both high school campuses in Long Island, the program is in partnership with the American Medical Association’s nationwide effort to inspire minority students to pursue careers in medicine.

Increasing the diversity of the healthcare workforce can help to reduce racial and ethnic healthcare disparities across communities, as studies indicate that minority physicians are more likely to practice in underserved communities. Programs like “AMA’s Doctors Back to School Day” introduce high school students to professional role models and allow both medical students and residents to better understand the communities they serve.

The event featured a series of presentations, led by Stony Brook medical students and residents, focused on demystifying the road to medical school and the daily experience. The students spoke of the importance of getting good grades in high school and college and shared personal accounts of how they overcame academic challenges, to get accepted to medical school. Many of the medical students grew up on Long Island or in New York City, and their perspectives resonated with many of the high school students who were eager to hear about their diverse paths.

The high school students actively engaged the Stony Brook medical students and residents, expressing their excitement about the program. One student from Brentwood remarked, “This was one of the best medical visits I have ever been to. [The medical student] was really inspirational and told me and my friend to follow our dreams and convinced me to go into the medical field and become a doctor.”

Another Brentwood student stated, “I didn’t like medicine so much, but now I really like it and I want to be a doctor.” Students in Longwood had similar positive experiences. One student remarked, “I think it was very helpful to talk to actual med students/residents instead of doctors who graduated 40 years ago.”

The feedback from our medical students and residents was also extremely positive. In the words of one participating medical student: “As someone who grew up going to underserved public schools for most of his childhood, I felt that an event like today’s would have been immensely helpful in motivating me in my path to medicine.”

“Doctors’ Back to School Day” was truly an inspiring success, and we would like to thank Brentwood and Longwood High Schools for their collaboration and hospitality. See you next year!

Cordia Beverley, MD, Assistant Dean for Community Health Policy at the Stony Brook University School of Medicine and Yvonne Spreckels, MPA, Director of Community Relations at Stony Brook University Hospital coordinated the visit and plan to organize the next visit in Spring 2018.
The Scholarly Concentrations Program (SCP)

The Scholarly Concentrations Program (SCP) is a four-year track opportunity for medical students to engage in and attain recognition for scholarly pursuits in related areas of medicine. Under this Program, students have the opportunity to do academic exploration in (1) Basic, Translational & Clinical Research, (2) Global Health, (3) Medical Humanities & Ethics, (4) Medical Education, and (5) Social Science. The program aims to align the areas of interest of students with the academic mission of the School providing a longitudinal area of work to the student experience at the School of Medicine. For many students, this experience has been extremely helpful in identifying long-term career goals, exploring research project interests and in building an academic track record. The specific goals of the Scholarly Concentrations Program are:

1. To provide encourage and support students engaging in extracurricular scholarly pursuits aligned with their own area of interest.
2. To facilitate students gaining valuable career experience, networking opportunities and research project-based proficiencies to complement didactic medical education.
3. To provide special recognition to students who engage in such scholarly pursuits and complete all of the SCP’s requirements.
4. To implement the research methods of the identified track, including the life sciences, social sciences, humanities, law, policy, etc.

A Research Day is held every year in the spring to give graduating students an opportunity to present the results of their research in an oral and/or poster presentation. A research award is given to an outstanding student chosen by the SCP Committee as part of the graduation festivities. You can learn more about this program online at:
https://medicine.stonybrookmedicine.edu/ugme/education/Scholarly

Stony Brook HOME relies on its medical student volunteers!

Mission Statement: Stony Brook HOME is dedicated to improving the health and well-being of the underserved community in Suffolk County by:

- increasing access to free, dependable, and comprehensive health services
- empowering individuals and families through education and social services
- training future clinicians in culturally competent and compassionate care

Benefits of volunteering at SB HOME for medical students includes:

- giving back to the local community
- early clinical exposure
- interacting with upperclassmen
- learning clinical skills early
- working directly alongside attendings
- learning how to run a clinic
- satisfaction of helping those in need

For more information about participating in SB Home, please visit:
http://www.stonybrookhome.com/for-volunteers/preclinical-student-responsibilities-1

To inquire about any of the positions available or committees to get involved in, please email stonybrookhome@gmail.com.
**Joint Degree Programs**

The School of Medicine has four joint degree programs – MD/PhD (MSTP), MD/MBA, MD/MPH, and MD/MA programs.

**MD/PhD:** Stony Brook University, in conjunction with Cold Spring Harbor Laboratory and Brookhaven National Laboratory, sponsors a medical scientist training program (MSTP) leading to both the MD and PhD degrees. The purpose of the MSTP, partially funded by a competitive grant from the National Institutes of Health, is to train academic medical scientists for both research and teaching in medical schools and research institutions. Graduates of this program are equipped to study major medical problems at the basic level, and at the same time, to recognize the clinical significance of their discoveries. You can find more information at this website: http://www.pharm.stonybrook.edu/mstp/

**MD/MBA:** For the MD/MBA, the students apply to the School of Medicine and indicate that they are interested in the MBA program. They are accepted to the School of Medicine first, followed by acceptance to the School of Business. The MBA is 48 credits consisting of 16 courses. Students can take most of the MBA before starting medical school or after completing their medical degree. Some students opt to take a year off from medical school to complete the bulk of their MBA courses. You can find more information at this website: http://www.stonybrook.edu/commcms/business/academics/graduate-program/combined-masters/mdmba.html.

**MD/MPH:** The MD/MPH Program advocates a population health approach to public health. The hallmarks of population health are an ecological understanding of the determinants of health and a systems approach to solving health problems; emphasis on proactively stabilizing and improving health among all populations; and insistence on accountability, evidence-based practice, and continuous performance improvement.” The program focuses on developing public health leaders who will make an impact on society. You can find more information at this website: http://publichealth.stonybrookmedicine.edu/academics/degreeoptions/grad/md.

**MD/MA:** The Center for Medical Humanities, Compassionate Care, and Bioethics offers, on a selective basis, the opportunity for up to 2 medical students a year to participate in our joint MD/MA program. In addition to their coursework, these students enroll in the Scholarly Concentrations Program and take 18 credits from our MA program in Medical Humanities, Compassionate Care and Bioethics to receive a joint MD/MA upon graduation. Medical students wishing to enroll in this program should contact Michael Ortega (Michael.Ortega@stonybrookmedicine.edu) for details about how to apply. You can find more information at this website: http://www.stonybrook.edu/bioethics/medicaleducation.shtml.

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**Gold Foundation Humanism Honor Society**

Catherine Beuharnais  
Sydney Beck  
Lisa Bevilacqua  
Kristen Cagino  
Olivia Cheng  
Michael Croglio  
David Fell  
Justine Fenner  
Michael Fitzgerald  
Jonah Garry  
Danielle Gladstone  

danielle gladstone  
andrew hayes  
pierce janssen  
ramsey kalil  
natalie mackow  
surinder moonga  
michael moonga  
uzma rahman  
jonathan shih  
luisa sperry  
michael tao  
mohammad yazdanie

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Andrew Hayes  
Pierce Janssen  
Ramsey Kalil  
Natalie Mackow  
Surinder Moonga  
Michael Moonga  
Uzma Rahman  
Jonathan Shih  
Luisa Sperry  
Michael Tao  
Mohammad Yazdanie

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**Give Back – We thank the School of Medicine Alumni for their continuous support.**

For further information or to make a donation, please visit: http://www.stonybrook.edu/alumni/chapters/school-of-medicine/#view-scholarship or feel free to contact Duante Stanton at duante.stanton@stonybrook.edu.
WELCOME — CLASS ENTERING 2017

The Committee on Admissions is proud to introduce the 2017 entering class. Our 46th entering class is the school’s largest matriculating class (136) and we received 5,505 applications — most in our school’s history. 784 applicants were interviewed and we made 440 offers to fill our class. 75% of the class are New York State residents and 25% are out of staters which includes 9 international students. There are a total of 17 students with advanced degrees including 1 PhD and 1 Doctor of Pharmacy. Students performed well on the MCAT, and on average scored within the top 12 percent of all test takers. The average science and total GPAs remain strong at 3.70 and 3.75 respectively. Students majored in many fields of study, 89% in the sciences. They also attended 71 different schools (listed below) and include many of the finest universities in this country.

UNDERGRADUATE SCHOOL BREAKDOWN

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stony Brook University</td>
<td>23</td>
</tr>
<tr>
<td>New York University</td>
<td>7</td>
</tr>
<tr>
<td>Cornell University</td>
<td>6</td>
</tr>
<tr>
<td>Brown University</td>
<td>4</td>
</tr>
<tr>
<td>University of California – San Diego</td>
<td>4</td>
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<tr>
<td>University of Pennsylvania</td>
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</tr>
<tr>
<td>Boston College</td>
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<td>Boston University</td>
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</tr>
<tr>
<td>Colgate University</td>
<td>3</td>
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<tr>
<td>SUNY – Buffalo</td>
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<tr>
<td>University of California – Irvine</td>
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<tr>
<td>University of Western Ontario</td>
<td>2</td>
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</tbody>
</table>

The following schools have one acceptance:

- Bowdoin College
- Bucknell University
- CUNY – Baruch College
- Dartmouth College
- Dominican College
- Duke University
- Excelsior College
- George Fox University
- Harvard University
- Haverford College
- Johns Hopkins University
- Lafayette College
- Loyal University-Maryland
- Lynchburg College
- Middlebury College
- New York Institute of Technology
- Oberlin College
- Pacific Lutheran University
- Rensselaer Polytechnic Institute
- Rice University
- Rochester Institute of Technology
- St. John’s University
- St. Joseph’s College
- St. Lawrence University
- Stanford University
- SUNY – College at Potsdam
- Suffolk University
- Swarthmore College
- The College of New Jersey
- Tufts University
- Union College
- University of California – Berkeley
- University of California – Davis
- University of California – Los Angeles
- University of Connecticut
- University of Guelph-Canada
- University of Illinois at Urbana-Champaign
- University of Massachusetts-Amherst
- University of Michigan-Ann Arbor
- University of Richmond
- University of Victoria-Canada
- University of Washington
- Vanderbilt University
- Vassar College
- Washington University
- Wellesley College
- Yale University
- York University-Canada

TOTAL SCHOOLS REPRESENTED: 71

We all look forward to welcoming the 2017 entering class to Stony Brook and wish everyone all the best in medical school.

Sincerely,
Jack Fuhrer, MD
Associate Dean for Admissions
Make no mistake- medical school is difficult. Academically, financially, physically, mentally, emotionally- maybe even all of the above. We know that medical students all have their own personal experiences but that there is an underlying commonality to our journeys as well. Depression, burnout, and suicidal ideation impact medical students at disproportionate rates as compared to their non-medical student peers. We know that there is often a culture of silence that exists in medical school that can discourage some students from speaking up and seeking help due to stigma, shame, and fears of professional and personal repercussions. We know that this culture persists beyond medical school, because we know that attending physicians also experience depression, burnout, and suicide at disproportionate rates as compared to the general population.

But we also know that we can do something about it! Enter MeSH- Medical Student Health, Happiness, and Humanism, Stony Brook Medicine’s student-led and faculty-supported health and wellness group. Started in 2017 by student and faculty leaders, MeSH originally focused on promoting self-care and building community and fostering social networks in medical school. In 2018, MeSH has evolved to bring forth all of the passion and energy from last year, continuing to host social events promoting relaxation, stress relief, and building community, and added an additional dimension to our mission.

This year, MeSH is dedicated to heightening awareness of these issues and their prevention, and working to reduce the stigma that often accompanies mental health issues and their treatment, all while continuing to help build community among medical students to foster good social support systems. MeSH will also be a virtual resource center, able to provide information about where to seek assistance for physical and mental health issues, academic issues, and for anything else that relates to the well-being of students. In true medical student fashion, we may not have the answers, but we will show you where to find them!

We hope you’ll join us in some of our activities (which you’ll get to help decide on via our student body surveys)!, such as coffeehouses, movie nights, yoga, arts and craft night, and potluck picnics, consider submitting something to our monthly newsletter, assist in planning upcoming events, or helping heighten awareness of medical student depression and burnout.

Take care of your patients, but don’t forget to take care of yourselves and each other.

-MeSH Leadership
Medical students form their professional identity during all four years of training from the initial White Coat ceremony through the formal swearing of the Hippocratic Oath at graduation. The process of formation really pertains to a student’s very being: the growth over time of attitudes and biases, affective self-awareness, empathy, emotional intelligence, communicative skills, and virtues ranging from humility and diligence to altruism and self-care. The Stony Brook School of Medicine has recently made an active effort to highlight Professional Identity Formation (PIF) in the medical curriculum and throughout the institution. Stony Brook has from inception produced physician humanists who are empathically attentive to the illness experiences of patients to complement their technological and scientific skills. Thus PIF refers to the growth over time in becoming a “good” physician. The School of Medicine has recently launched a PIF website highlighting the history of PIF at Stony Brook, PIF’s role in the curriculum, student spotlights, and current events related to PIF. For additional information visit the PIF website at https://medicine.stonybrookmedicine.edu/pif.
WHAT A MATCH!
The Class of 2017 matched to the following residency specialties and programs:

**SPECIALTIES:**
- Anesthesiology
- Dermatology
- Diagnostic Radiology/Nuclear Medicine/Nuclear Radiology
- Emergency Medicine
- Family Medicine
- General Surgery
- Internal Medicine
- Interventional Radiology
- Neurology
- Ob/Gyn
- Ophthalmology
- Orthopaedics
- Otolaryngology
- Pediatrics
- Physical Medicine & Rehabilitation
- Plastic Surgery
- Psychiatry
- Radiation Oncology
- Radiology
- Urology
- Vascular Surgery

**SITES:**
- Boston U
- Brigham
- Brown
- Case Western
- Cedars-Sinai
- Children’s Hospital
- Children’s Hospital Oakland
- Children’s National
- Cincinnati
- Columbia
- Dartmouth
- Drexel
- Duke
- Einstein
- Emory
- Georgetown
- Halifax Med Ctr
- Hofstra
- Icahn
- Johns Hopkins
- Lahey Clinic
- Lincoln Medical
- LSU
- MacNeal Hospital
- Maimonides
- Main Med Ctr
- Med U of SC
- Memorial Sloan
- Montefiore
- Montefiore/Einstein
- Mt. Sinai
- NY Presbyterian-Columbia
- NY Presbyterian-Columbia/Cornell
- NY Presbyterian-Cornell
- NYMC
- NYU
- Palmetto Health
- Rush
- Rutgers
- Southern Illinois U
- St. Lukes-Roosevelt
- Stanford
- Stony Brook
- Strong Memorial
- Temple
- Thomas Jefferson
- Tufts
- U Buffalo
- U Colorado
- U Rochester
- U Vermont
- UC Davis
- UC Irvine
- UCF
- UCLA
- UConn, U Vermont
- UCSF
- UPMC
- USC
- Vanderbilt
- Winthrop
- Yale

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(631) 444-1030; Fax (631) 444-9521