

2022 Faculty Open House

HACKENSACK MERIDIAN SCHOOL OF MEDICINE
October 19th, 2022

Disclosure Statement

There are no relevant financial relationships with defined commercial interests for anyone who was in control of the content of this activity.

All planners involved with this educational activity have nothing to disclose.

CME Information

CME is being offered for this session

- You should receive a RedCap survey within 48 hours of attendance.
- Please be sure to complete this survey to receive CME credits.
- Please reachout to Joseph Martinelli for any questions regarding CME for this event.
 - Joseph.Martinelli@hmhn.org

Tonight's Presenters:



Jeffrey R. Boscamp, MD
Interim Dean



Miriam Hoffman, MD
*Senior Associate Dean of
Academic Affairs*



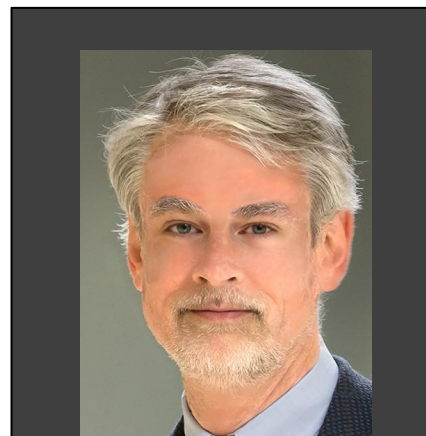
**Michael Giuliano M.D.,
M.Ed., M.H.P.E., M.A.**
*Assistant Dean of Faculty, Resident &
Student Dev.*



Ofelia Martinez, MD
*Assistant Dean of
Medical Education*



Stanley R. Terlecky, PhD
Vice Dean of Research



Florian P. Thomas
*Interim Associate Dean
of Faculty*



Laurie Sullivan, PhD
*Senior Associate Dean,
Student Affairs and Wellbeing*

Agenda

Time	Topic	Presenter
6:30 pm-6:45 pm	Welcome & Introduction to the HMSOM	Dr. Jeffrey Boscamp, MD
6:45 pm-6:55 pm	Introduction to overall SOM Curriculum	Dr. Miriam Hoffman, MD
6:55 pm-7:05 pm	Overview/Opportunities in Phase 1	Dr. Michael Giuliano, MD MEd, MHPE, MA
7:05 pm-7:15 pm	Overview/Opportunities in Phase 2/Phase 3	Dr. Ofelia Martinez, MD, MPH
7:15 pm-7:25 pm	Research and Scholarship at the SOM	Dr. Stanley Terlecky, PhD
7:25 pm-7:35 pm	Faculty Appointments	Dr. Florian Thomas, MD, PhD
7:35 pm-7:45 pm	Student Affairs Overview	Dr. Laurie Sullivan, PhD



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HMSOM Faculty Open House
19 October 2022

Jeffrey Boscamp, MD
Interim Dean, Hackensack Meridian School of Medicine



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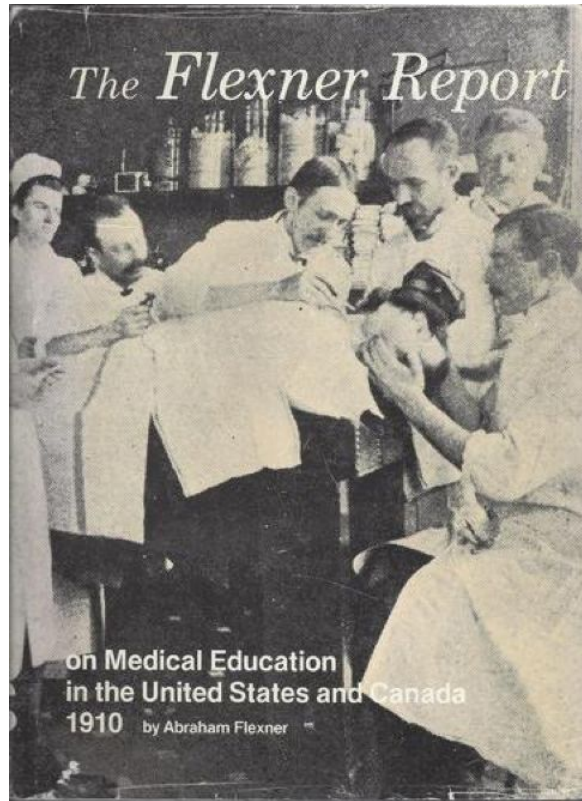
2022: A Challenging Year for the School of Medicine



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If you could build a new medical school: Not just to produce more doctors!



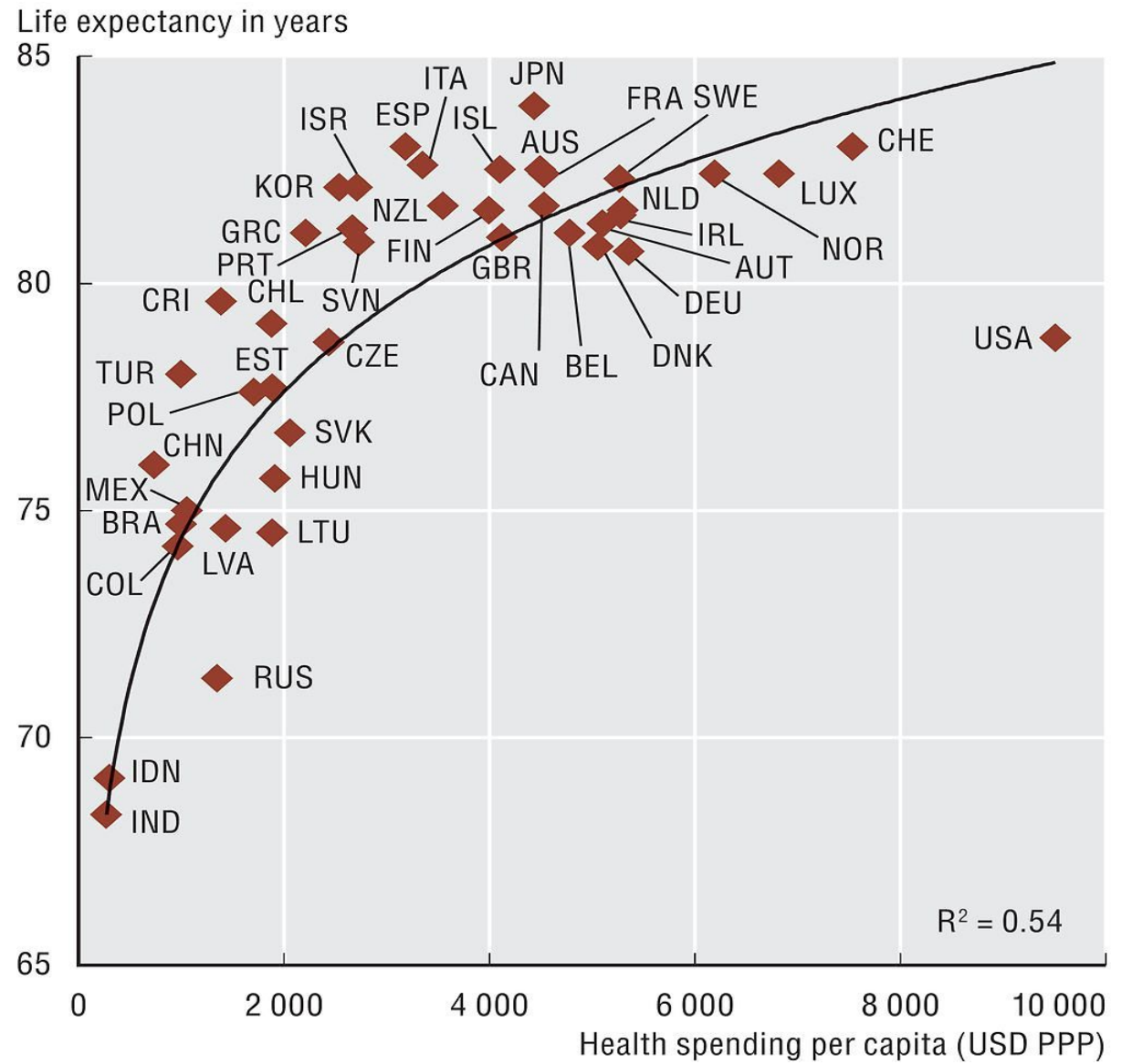
- Health outcomes
- Cost
- Educational considerations



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Health spending and life expectancy: OECD Nations



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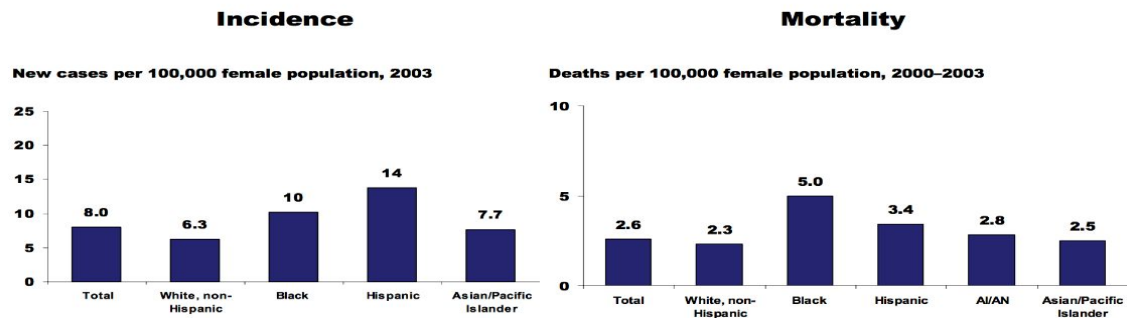
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Inequities in preventable mortality

Cervical Cancer deaths

38

Chart 3-15. Hispanic women are twice as likely to have cervical cancer than whites; black women are twice as likely to die from the disease.



AI/AN = American Indian/Alaska Native.

Note: Data are age adjusted.

Source: National Cancer Institute, *Surveillance Epidemiology and End Results (SEER) Cancer Statistics Review, 1975-2003*.

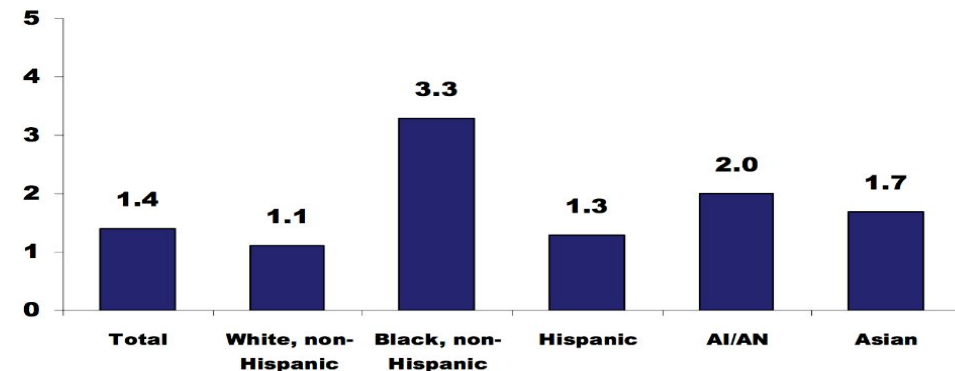


Asthma deaths

42

Chart 3-19. Blacks are three times more likely to die from asthma than whites.

Number of asthma deaths per 100,000 people, 2003



AI/AN = American Indian/Alaska Native.

Note: Data are age adjusted to the 2000 United States standard population.

Source: L. Akinbami, *Asthma Prevalence, Health Care Use and Mortality: United States, 2003-05*. National Center for Health Statistics.



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Is there hope?



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Determinants of Health as a Frame

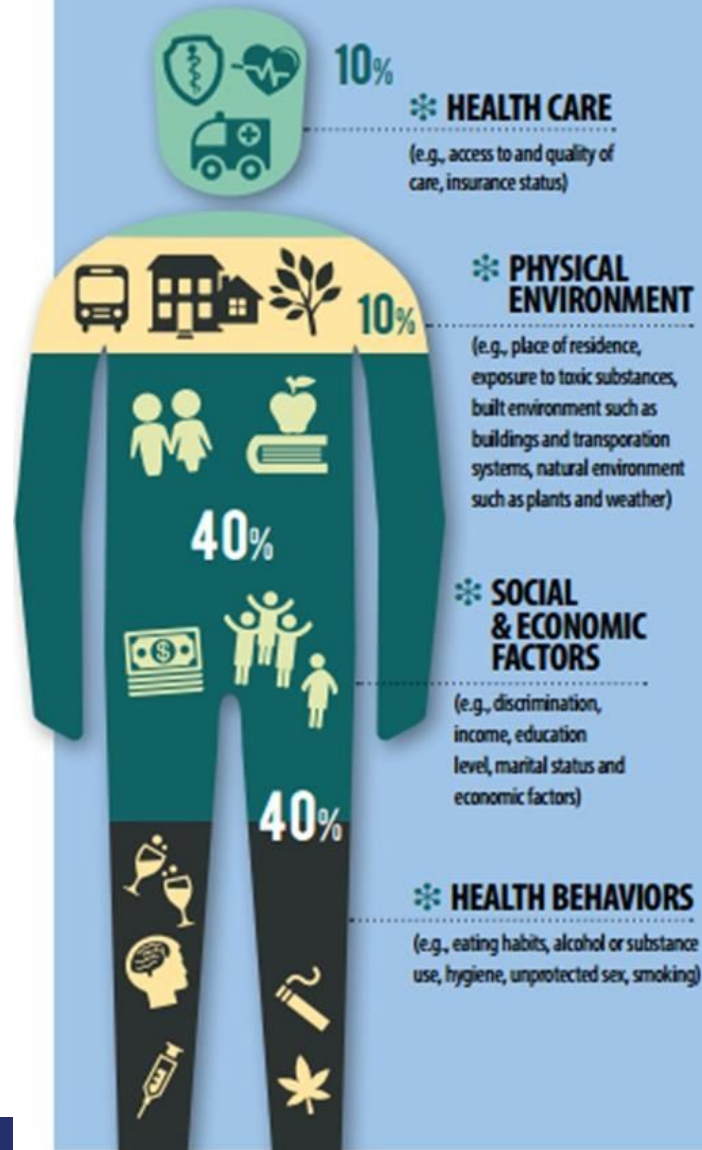


The many factors that influence health outcomes (good or bad):

1. Biologic/genetic
2. Social
3. Behavioral
4. Environmental
5. Health care



PERCENTAGE CONTRIBUTING TO OVERALL HEALTH



Source: Eoake B.C., Athens J.K., Kinding D.A. et al. County Health Rankings Working Paper: Different Perspectives for Assigning Weights to Determinants of Health. February 2010. Available at: www.countyhealthrankings.org/sites/default/files/different_perspectives_for_assigning_weights_to_determinants_of_health.pdf.

Source: *National Association of Counties*



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VISION

Each person in New Jersey and in the USA, regardless of race or socioeconomic status, will enjoy the highest levels of wellness in an economically and behaviorally sustainable fashion.



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Mission

To develop our students, residents, faculty, and healthcare environment to deliver the highest quality care for all.

- Embrace and model our professional roots of empathy toward suffering, excellence in medical care, and humility in service;
- Continue to serve and learn from the engagement of underrepresented minority populations among students, faculty, staff, and community;
- Integrate lifelong learning and inquiry into their practice;
- Work in communion with scholars and practitioners of other disciplines to integrate their perspectives, experiences, and tools; and
- Understand that context, community, and behavior, drive wellbeing.



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Our approach

Underlying structure

- No distinction between basic science and clinical curriculum; basic science content presented in clinical context with clear medical relevance.
- Learn within integrated curriculum; team-oriented, collaborative environment.
- Utilize best components of different evidence-based teaching methods for adult learners (competency-based, TBL, PBL)
- Structure curriculum to thrive in modern, technically demanding, clinical settings

The importance of community

- Health and wellness occur in communities, not in hospitals
- Through immersive and longitudinal experiences, students understand the distinct but interrelated roles of the individual, community and clinical context in determining health and wellbeing and disease treatment and prevention.
- Empathy and compassion—essential components of all health care delivery



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Our approach *cont'd*

A curriculum that respects our students dollars and time

- Three-year *core curriculum*, meeting rigorous, standardized learning outcomes.
- Complemented in fourth year by self-directed, personalized, individualization of SOM experience.
- Choose from range of options including dual degrees, research-intensive concentrations, specialty immersion, global health electives, community-based projects, innovation programs or early entry into residencies.



A Perfect Design Built from the New Curriculum



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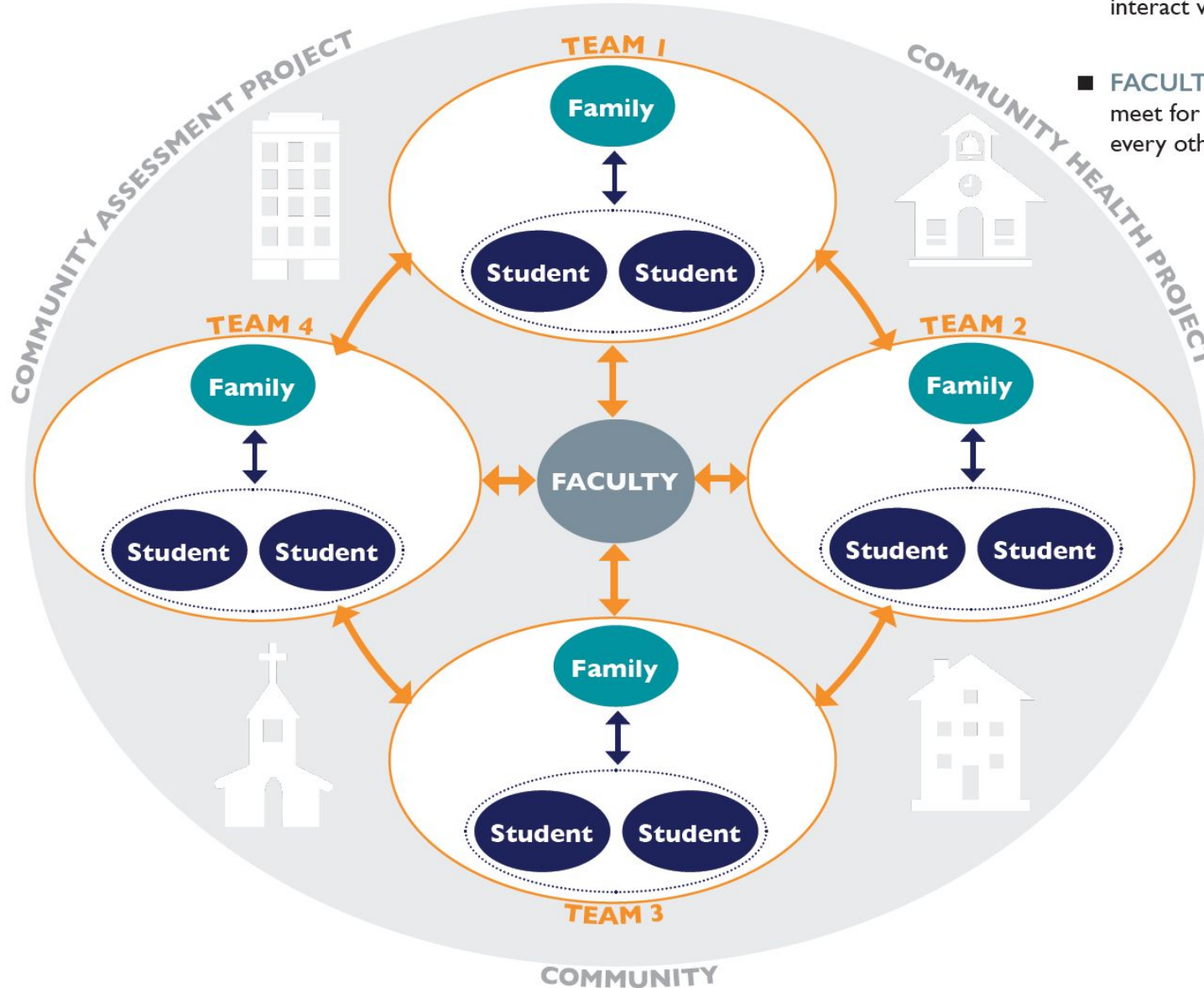
SOM Opening

- Inaugural class started July 9, 2018
- First graduation June 3, 2021
- Interprofessional Health Sciences Campus
 - School of Medicine
 - SHU College of Nursing
 - SHU School of Health and Medical Sciences



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- **STUDENT TEAMS** and **FAMILIES** interact weekly
- **FACULTY** and **STUDENT TEAMS** meet for **Small Group Sessions** every other week

Small Group Sessions
(Every Other Week)

Consist of:

- Preparing for community work
- Debriefing experiences
- Theme Workshops

Themes:

- Determinants of Health
- Health Care Disparities
- Health Outcomes
- Community Systems
- Social and Legal Services
- Health Care Delivery Systems



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The Continuum of Medical Education

Premedical



Undergraduate Medical Education (UME)- medical students



Graduate Medical Education (GME)- residents/fellows



Continuing Medical Education (CME) - practicing physicians



Or

Continuing Professional Development



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Hackensack Meridian Health: A Sustained Commitment to Healthcare Education

- Teaching affiliations with >500 academic institutions in all areas of healthcare
- Medical Students
- Residents
- Fellows



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Phase 3 Residency (P3-R)

- Students may enter a residency (GME) program after Phase 2
- Most likely will be an HMH GME program but can apply elsewhere
- Advantages:
 - Reduced student debt by eliminating one year of tuition
 - Ability to enter practice one year earlier
 - Having the security of a known residency program
 - Early access to enhanced faculty advising and mentorship in their chosen department
 - Research opportunities in their chosen field of interest



Hackensack Meridian School of Medicine Phase 3 Residency (P3-R)

- 25 different Hackensack Meridian residency programs
- 9 hospital options
- 12 specialty options
- Timeline: Apply at end of 2nd year, interviews at beginning of 3rd year, P3-R acceptance October of 3rd year. Take Step 1 before January. NRMP match participation.



HMH Residency Programs/Sites for Phase 3 Residency

Hackensack University Medical Center

Internal Medicine, Pediatrics, Obstetrics and
Gynecology, General Surgery, Anesthesia,
Emergency Medicine

JFK University Medical Center

Family Medicine, Neurology, Physical Medicine and
Rehabilitation

Jersey Shore University Medical Center

Internal Medicine, Psychiatry, Obstetrics and
Gynecology, General Surgery, Pediatrics,
Child Neurology

Mountainside Medical Center

Internal Medicine, Family Medicine

Englewood Hospital and Medical Center

Internal Medicine

Ocean University Medical Center

Internal Medicine, Psychiatry, Family Medicine

Palisades Medical Center

Internal Medicine, General Surgery, Family Medicine

Raritan Bay Medical Center

Internal Medicine

St. Francis Medical Center (Trenton)

Internal Medicine



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P3-R Results - 2019 Cohort; Graduated in June 2022

- Anesthesia - 2 (HUMC - 2)
- Child Neurology -1 (JSUMC - 1)
- Family Medicine - 3 (Mountainside - 3)
- Internal Medicine -8 (HUMC - 5, JSUMC - 2, Palisades - 1)
- Internal Medicine Preliminary - 1 (JSUMC - 1)
- Neurology - 1 (JFK - 1)
- OB/GYN - 2 (HUMC -1, JSUMC - 1)
- Pediatrics - 5 (HUMC - 3, JSUMC - 2)
- Physical Medicine and Rehabilitation-1 (JFK)
- Psychiatry - 4 (JSUMC - 2, Ocean - 2)
- Surgery - 2 (HUMC - 2)

- 1st Choice: 27, 2nd Choice: 4, Not paired: 2



HMSOM: A Great Pipeline for Hackensack Meridian Health and NJ

63 students graduated in 2022:

- 60% of the 2022 graduates will be in NJ for their 1st year
- Of the 38 students who are staying in New Jersey, 37 matched into an HMMH residency program:
 - Hackensack University Medical Center (16)
 - Jersey Shore University Medical Center (11)
 - Ocean University Medical Center (3)
 - Palisades Medical Center (2)
 - Mountainside Medical Center (3)
 - JFK University Medical Center (2)



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Examples of student accomplishments to date

- Outstanding performance on standardized tests by first two cohorts....the innovative curriculum works!
- Almost all students who have elected to graduate in 3 years placed into an HMM residency; other students placed in outstanding residencies across the U.S.
- Immersion into HMM research by many students; among current students in Phase 3, 43% actively engaged in research with specific learning objectives
- 55 students are authors on 108 peer-reviewed publications
- Community involvement by students recognized nationally



Accreditations attained

1. LCME provisional
2. MSCHE candidacy
3. OSHE license
4. BME approval
5. Dept. of Education ECAR



LIAISON COMMITTEE ON
MEDICAL EDUCATION

State Board of Medical Examiners



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The Star-Ledger, 6/14/2022



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Opinion

Cornel West: This New Jersey medical school could teach Harvard a few things | Opinion

Updated: Jun. 14, 2022, 5:50 p.m. | Published: Jun. 13,
2022, 12:16 p.m.



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How Can You Help Us?

Scholarships for Medical Students:

- No debt at graduation: Langone NYU, Vagelos Columbia P&S
- Major debt reduction: Zucker SOM at Northwell/Hofstra
- Scholarships make our class more competitive; gives the admissions committee the power to shape our class/culture!
- Working on a loan repayment/debt forgiveness program if students stay at HMMH in certain specialties

Future Physician-Scientists:

- M.D.-Ph.D.
- Basic research taken to bedside; elite applicants are a pipeline to the future of HMMH innovation. HMSOM-CDI synergy
- Need total support for medical school and research years



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Any
Questions?



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Curriculum Overview

MIRIAM HOFFMAN, M.D.

VICE DEAN FOR ACADEMIC AFFAIRS



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The Goalpost

All of our graduates will integrate into their usual practice an understanding of:

- Their responsibility as physicians to advocate and lead to improve health outcomes and equity
- The role of community and context on health outcomes
- The many drivers of health outcomes—the Determinants of Health—including social, biologic/genetic, behavioral, economic, and environmental factors
- How to effectively use evidence to drive medical decision making
- The impact of healthcare system fragmentation on health outcomes

Our graduates will shape the healthcare system and workforce of the future to be one that:

- Is not confined to the walls of hospitals or medical offices
- Seamlessly integrates with community-based activities and agencies
- Utilizes advanced technologic and other systems to promote continuity, communication, and patient-centeredness
- Has a physician workforce optimized to produce high quality, high value, equitable healthcare

Key Features of the Curriculum

Integration

- Of the Biomedical, Behavioral, Social and Health System Sciences

Grounding in **context and community**

- Clinical relevance

Active **application** of knowledge

Lifelong learning and adaptive expertise

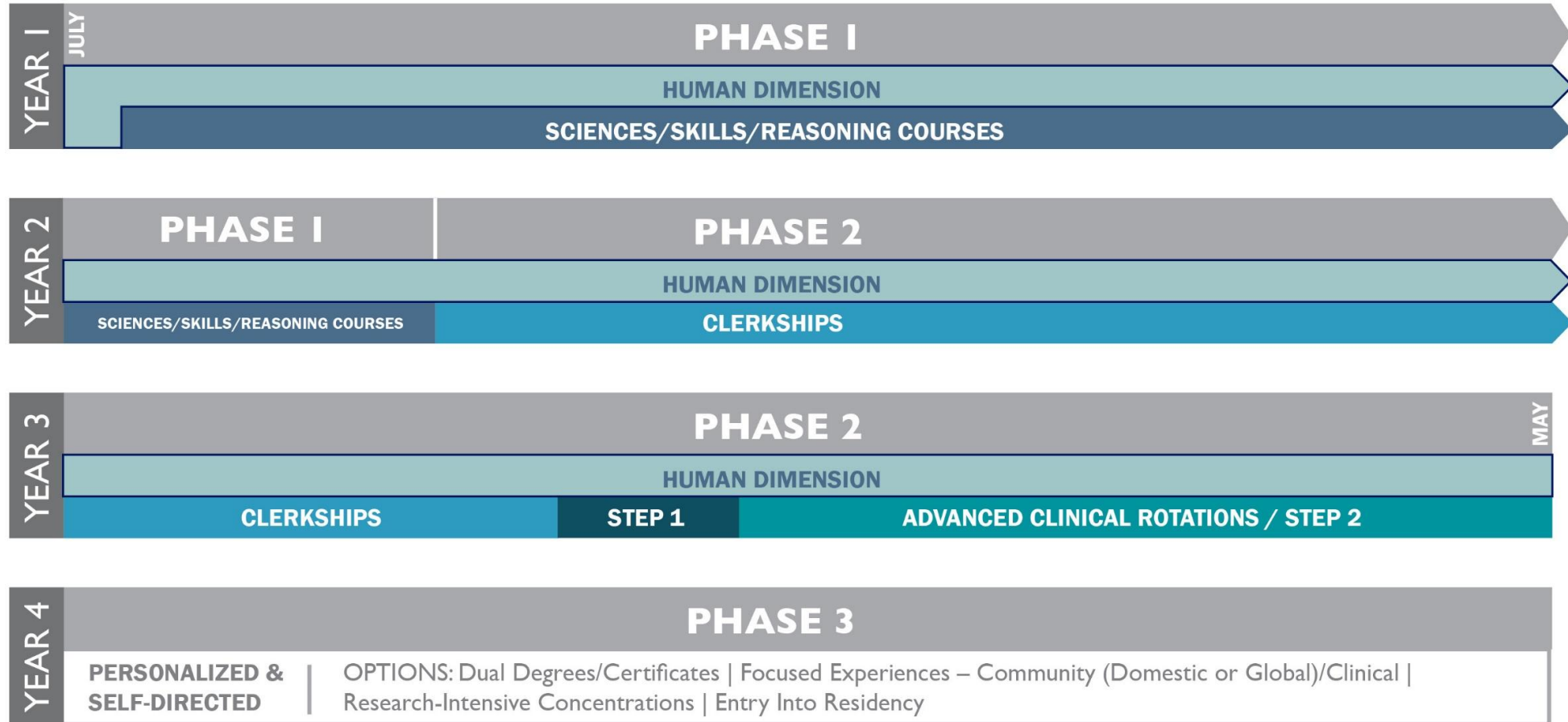
Integrated and developmental **Competency-based** Educational Program

- Structured by 18 Entrustable Professional Activities (EPAs)

Medicine is a **team-sport**

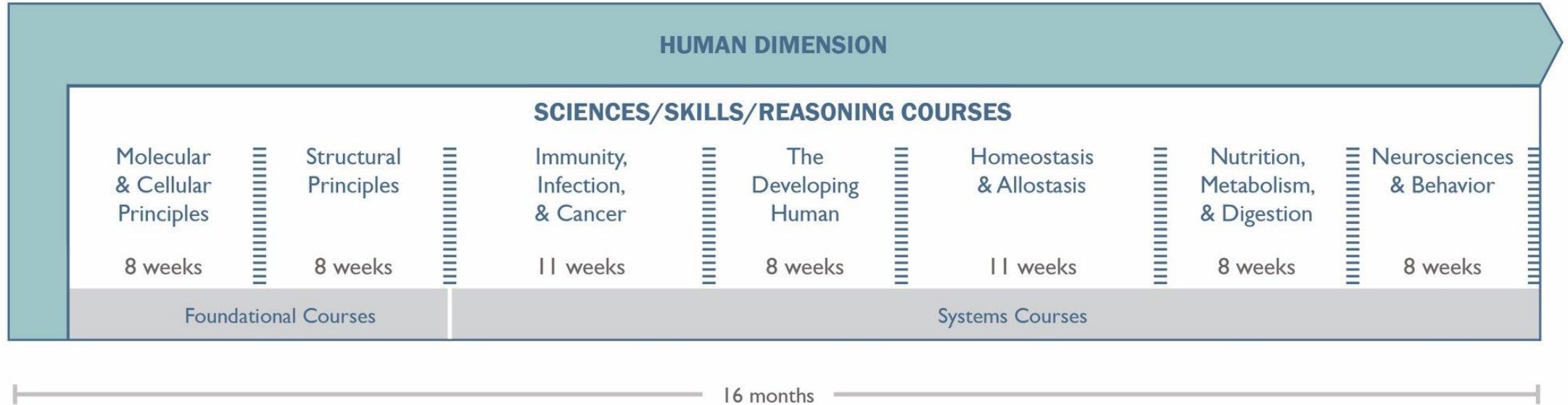


Overall Curriculum



Phase 1

≡ = Assessment & Reflection Week



Phase 1 Typical Week

KEY

Patient Presentation PBL Curriculum (PPPC)
Team Based Learning
Lab / Large Group Active Learning
Clinical Skills / Human Dimension / Clinical Placement
Independent / Self-Study
Break

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	Patient Presentation PBL Curriculum (PPPC) Large Group	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
8:30 AM					
9:00 AM	9:30 AM			10:00 AM	10:30 AM
9:30 AM	Team-Based Learning	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
10:00 AM					
10:00 AM	10:30 AM			11:00 AM	11:30 AM
10:30 AM	Team-Based Learning	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
11:00 AM					
11:00 AM	11:30 AM			12:00 PM	12:30 PM
11:30 AM	Team-Based Learning	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
12:00 PM					
12:00 PM	12:30 PM			1:00 PM	1:30 PM
12:30 PM	Team-Based Learning	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
1:00 PM					
1:00 PM	1:30 PM			2:00 PM	2:30 PM
1:30 PM	Team-Based Learning	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
2:00 PM					
2:00 PM	2:30 PM			3:00 PM	3:30 PM
2:30 PM	Team-Based Learning	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
3:00 PM					
3:00 PM	3:30 PM			4:00 PM	4:30 PM
3:30 PM	Team-Based Learning	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
4:00 PM					
4:00 PM	4:30 PM			5:00 PM	
4:30 PM	Team-Based Learning	Lab or Large Group Active Learning	Clinical Skills or Human Dimension	Team-Based Learning	Patient Presentation PBL Curriculum (PPPC) Small Group
5:00 PM					
5:00 PM	5:30 PM			6:00 PM	

Phase 2

HUMAN DIMENSION

CLERKSHIPS*								STEP I & Vacation	ADVANCED CLINICAL ROTATIONS*				
Transitional Clerkship 4 weeks	Internal Medicine	Surgery	Family Medicine	Pediatrics	OB/Gyn	Psychiatry	Neurology		8 weeks	Sub- Internship 4 weeks	Critical Care Selective 2 wks	Step 2 & Vacation 4 weeks	Elective 4 weeks
	Emergency Medicine												

20 months

*Individual sequence will vary



Competency-based Clinical Training

2 goals:

- Contributing member of the clinical team with a high level of clinical competence on day 1 of clerkships
- High functioning intern on day 1 of internship

Clinical skills curriculum begins immediately

IHSC, clinical setting (outpatient and inpatient)

18 Entrustable Professional Activities (EPAs)

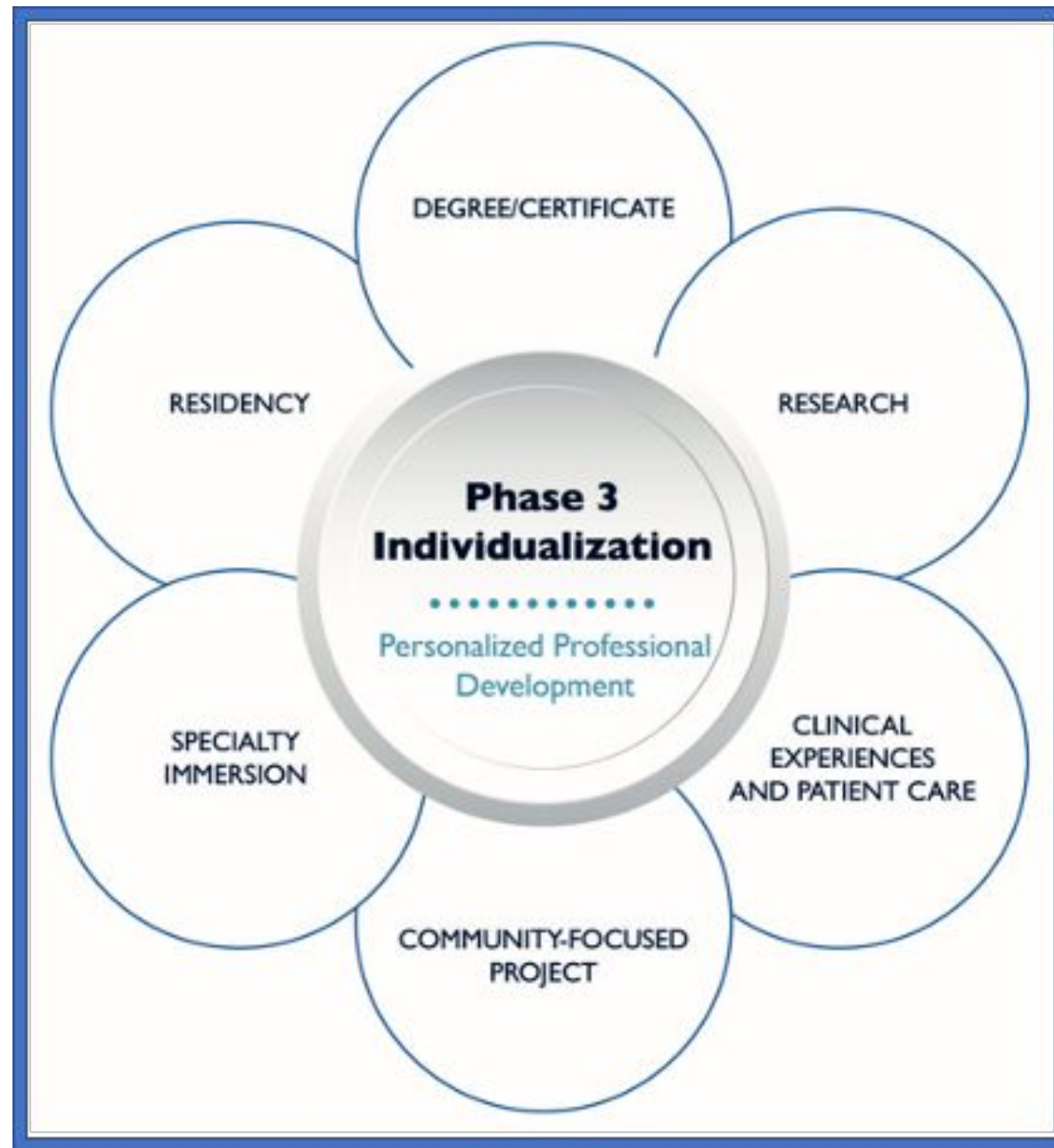
Professional Identity Formation - key thread throughout the entire curriculum



Professionalism and Professional Identity Formation (PIF)



Phase 3



Teaching Opportunities in Phase 1

MICHAEL GIULIANO MD, MED, MHPE, MA

ASSISTANT DEAN OF FACULTY, RESIDENT, & STUDENT DEVELOPMENT

Phase 1: Spans 16 months

Classroom, Clinical and
Community based experiences

Focus is on gaining the
foundational knowledge and
skills that form the biomedical,
behavioral, Social and Health
System Sciences

These foundational skills will
be applied throughout the
medical school years and in
their future careers.



Teaching Opportunities in Phase 1 of the Curriculum: Something for Everyone: large group teaching session



Teaching a Large group active learning session (LGAL) or Team based learning (TBL) in your area of content expertise. This will require a few hours. These sessions are held in the mornings almost weekly. They will require some training in active learning and modification of your current “slide set” you have probably been using in a more traditional lecture. Some faculty development will be needed.

Timing: All year round in AM/topic specific
Target: Specialties: ALL

For Those Who Really Want to work with Students in their practice setting over a longer time frame

Longitudinal clinical placement 1: (LCP1) This is the first clinical experience for our phase 1 students in outpatient offices in the afternoon

- Involves 10 afternoon visits over a nine month period with one or more students depending on practice setting.(most faculty take at least 2 students)
- Involves faculty development and elective monthly webinars to understand learning objectives and expected models for teaching (one-minute learner)
- Involves serial evaluations of the student and their write ups utilizing the forward with feedback model

Timing: January 2023 – Oct 2023

Target Specialties: Internal medicine/Family Medicine/Pediatrics

Contact: Harini.Kumar@hmhn.org or lcpsom@hmhn.org or George.Noll@hmhn.org

Working With Students at the School of Medicine in intimate small groups of 8 students over a ~year.

Human Dimension (HD) every other Wednesday morning from 8:00am to 12:00pm over the entire Phase 1 (potentially into phase 2).

Clinical Skills (CS) the alternate every other Wednesday morning from 7:30am to 12:00pm.

Patient presentation problem curriculum (PPPC) held each Friday morning at 8:00am to 10:00am or 10:00am to 12:00pm

Contact: Michel'le J. Bryant, M.P.A.



The Human Dimension

“The patient is our teacher & the community is our classroom”



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Human Dimension (HD) Facilitator

- Facilitates a group of 8 every other Wednesday morning over the course of the Phase 1 pre-clerkship curriculum
- Students work with families & communities to understand the Determinants of Health
- Faculty work with students to reflect and debrief those experiences to
 - Develop Humanism
 - Develop a Professional Identity Formation
 - Build resilience
 - Coach student



Requirements for HD Facilitators

- Teach approximately 2 Wednesdays a month
 - 8-10am Required Faculty Development
 - 10-12pm HD Small groups
- Understand the challenges of caring for patients from underserved areas
- Start date: July 2023

Contact: Carmela Rocchetti - HD Course Director

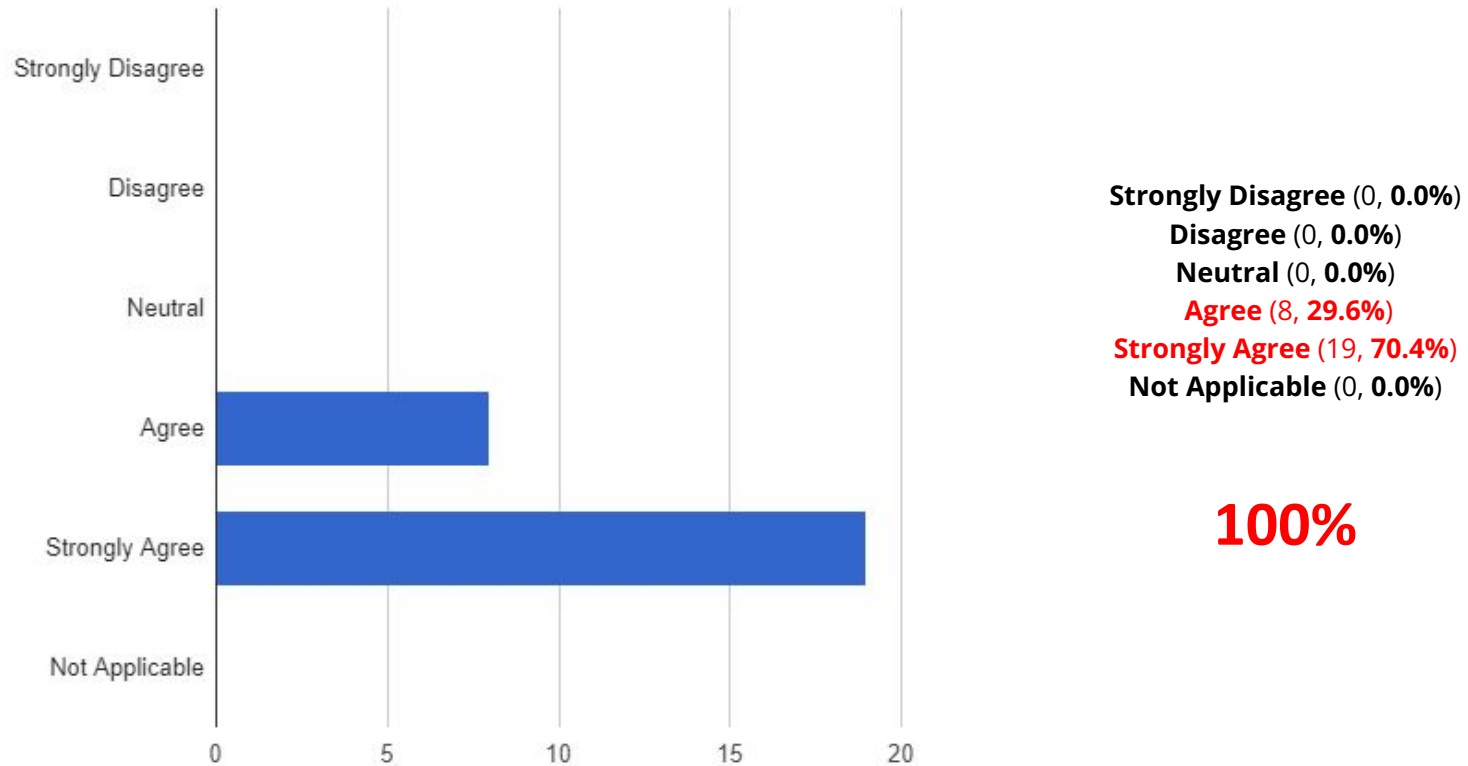
Preferred Skills for HD

- Prior experience facilitating small group learning sessions
- Clinical experience with underserved or vulnerable populations
- Willingness to develop your own knowledge through the HD Course
 - Community Health
 - Health Equity
 - Integrative Medicine
 - Environmental health



2020 Faculty Survey of 35 HD faculty:

“Being a part of this course has led to my own professional growth and development”



Patient Presentation Problem Based Curriculum PPPC or P3C



A Patient presentation begins each Monday morning of systems-based learning, with the students creating differentials for the presenting symptom and asking key questions



Ongoing learning during the week will inform the case further



Friday morning small group session with a facilitator (maybe you?) explores the clinical case with two short presentations by the students on areas for further learning to understand the case. The session concludes by utilizing a tool (Concept map) to help organize the entire weeks learning.



Patient Presentation Problem Based Curriculum (PPPC) Small Group Facilitator



- Weekly component of Phase 1 (Friday morning 8 to 10am) or 10am-12pm)
- Main focus is integrating the learning from the week, developing skills in clinical reasoning and self-directed learning, as well as presentation skills. Faculty will be provided with extensive faculty development in each of these areas. All specialties are welcome
- **Contact:** Tovah Tripp - PPC Course Director

The role of the Clinical Skills(CS) Small Group Facilitator



- Facilitates a group of eight students every other Wednesday morning (year 1) and/ or Tuesday morning (year 2) over the course of the Phase 1 curriculum (pre-clerkship)
- The facilitator is responsible for:
 - Debriefing the following experiences:
 - Experiential activities with standardized patients
 - Simulation sessions
 - Debrief Preceptor sessions (LCP)

The Role of the CS Facilitator

Facilitates Development of the following skills:

- Patient and team communication
- History and Physical examination
- Diagnostic reasoning
- Creating Dx plans using labs and imaging
- Oral presentation skills
- Writing patient notes and documentation in the EMR
- Guide the student in the development of core clinical skills and professional identity
- One on one coaching sessions to give each student individualized feedback



Contact Information

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Office of Medical Education: OMEadmin@hmhn.org Office of Student Affairs and Well Being: saw@hmhn.org Longitudinal Clinical Placement: lcpsom@hmhn.org		



Teaching Opportunities in Phase 2/3

Ofelia Martinez, M.D., M.P.H.
Assistant Dean of Medical Education

Session Objectives

1. Identify opportunities for faculty to teach in the clerkships.
2. Identify the various teaching roles the faculty can assume during Phases 2 and 3.
3. Identify a point person in your or a related department to further explore available opportunities.

Phase 2 curriculum

HUMAN DIMENSION											
CLERKSHIPS*						STEP I & Vacation	ADVANCED CLINICAL ROTATIONS*				
Transitional Clerkship 4 weeks	Internal Medicine	Surgery	Family Medicine	Pediatrics - OB/Gyn	Psychiatry - Neurology		8 weeks	Sub-Internship 4 weeks	Critical Care Selective 2 wks	Step 2 & Vacation 4 weeks	Elective 4 weeks
	8 weeks	8 weeks	8 weeks	12 weeks	12 weeks	Emergency Medicine					

20 months

*Individual sequence will vary

Clinical Sites

 Hackensack Meridian Health
Jersey Shore University Medical Center



 Hackensack Meridian Health
Hackensack University Medical Center



 Hackensack Meridian Health
Palisades Medical Center



 Hackensack Meridian Health
JFK Medical Center


ENGLEWOOD
HOSPITAL AND MEDICAL CENTER

 Hackensack Meridian Health
Raritan Bay Medical Center



 Hackensack Meridian Health
Mountainside Medical Center

 Hackensack Meridian
School of Medicine

 Hackensack Meridian Health
Ocean Medical Center



 Hackensack Meridian Health
Riverview Medical Center

Clinical sites: *where is my specialty?*

Family Medicine

- JFK
- Mountainside
- Palisades
- Ocean

Internal Medicine

- HUMC
- JSUMC
- Mountainside
- Raritan Bay
- Ocean
- Englewood

Pediatrics

- HUMC
- JFK
- JSUMC

OB/Gynecology

- JSUMC
- HUMC
- Palisades

Psychiatry

- HUMC
- JSUMC
- Raritan Bay
- Ocean/Riverview

Surgery

- HUMC
- JSUMC
- Englewood
- Mountainside
- JFK
- Ocean
- Riverview

Emergency Medicine

- HUMC
- JSUMC
- JFK
- Ocean

Neurology

- HUMC
- JFK



Core clerkship: *Faculty roles*

- Clerkship clinical teaching faculty (day-day)
- Clerkship primary preceptor/preceptor
- Clerkship curricular day teaching faculty
 - Case-based learning
 - Large group active learning sessions
 - Simulation sessions

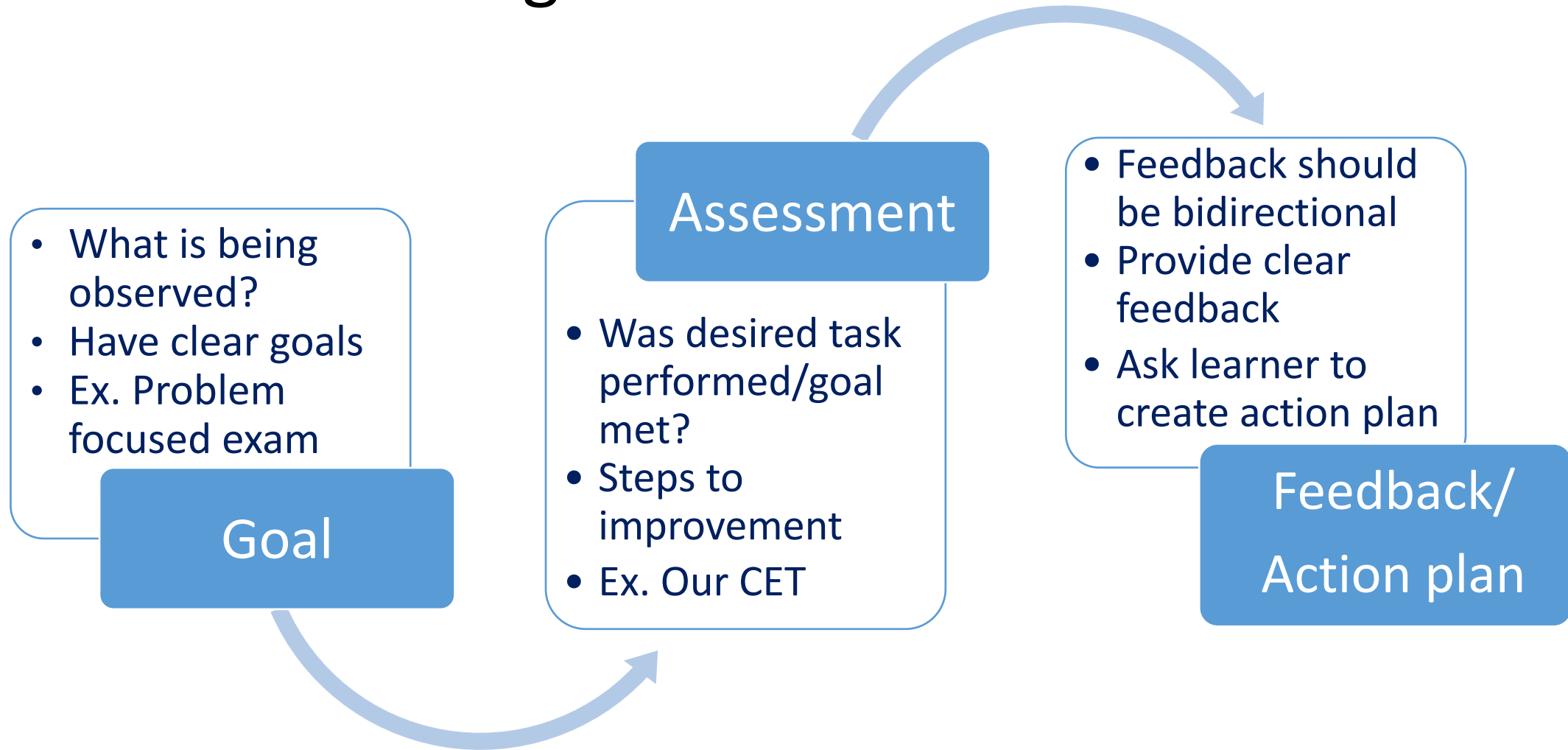


Primary Preceptor/Preceptor

- Is the main point of contact for the student
- Serves as a mentor during the clerkship
- Assists goal setting and growth
- Provides feedback and assessment
- Is accessible and available for the student



Feedback: Making it Count for Students



Clerkship Curricular Teaching Days

Clerkship	Teaching Days
Family Medicine	MONDAYS
Internal Medicine	THURSDAYS
Neurology	VARIABLE DAYS
OB/Gynecology	FRIDAYS
Pediatrics	TUESDAYS
Psychiatry	THURSDAYS
Surgery	MONDAYS or TUESDAYS
Emergency Medicine	WEDNESDAYS (~ monthly)



Core curriculum day instruction (*example*)

Wk	Session Topics	Simulation Skills
1	Orientation Inpatient surgery (rounds/oral presentations/note writing) Informed consent	Asepsis, surgical scrub Knot tying, suturing
2	Abdominal pain; Gastrointestinal bleeding	Interpreting images in surgical patients Order writing
3	Jaundice (Biliary tract disease, Pancreatitis); Surgical Emergencies (Trauma, Shock)	High-fidelity trauma simulation Ethics in Surgery
4	Abdominal Tumors; Breast	Difficult conversations Informed consent
5	Vascular (Peripheral vascular disease, Abdominal Aortic aneurysm, DVT) Endocrine (Thyroid, Parathyroid)	simulated patient encounters Knot tying & suturing practice w/ feedback
6	Student oral (clinical query/research) presentations	
7	NBME review	



Advanced clinical rotations: *Faculty roles*

- Course Director (*Electives*)
- Clerkship curricular design (*Electives, etc.*)
- Clinical teaching faculty (day-day)
 - Electives
 - Critical care selective
 - Sub-internship
- Mentorship



Electives (*selected examples*)

Anesthesiology: Introduction to Anesthesiology

Emergency Medicine

- Emergency Medicine Advanced Clinical
- Emergency Medical Services

Family Medicine

- Sports Medicine
- Integrative Health and Medicine (IHM)

Internal Medicine

- Geriatric Rotation
- Infectious Diseases

Obstetrics and Gynecology

- Maternal Fetal Medicine/High Risk Patients
- Advanced OB/GYN and Women's Health

Ophthalmology: Ophthalmology/Pediatric Ophthalmology

Orthopedic Surgery: Orthopedic Surgery Rotation

Neurosurgery: Advanced Neurosurgery

Pathology: Anatomic and Clinical Pathology

Pediatrics

- Gastroenterology
- Hematology/Oncology

Physical Medicine and Rehabilitation

- Advanced Traumatic and Acquired Brain Injuries
- Advanced Physical Medicine and Rehab

Plastic and Reconstructive Surgery

Psychiatry and Behavioral Health

- Child and Adolescent Psychiatry
- Emergency Psychiatric Services

Radiology: Diagnostic Radiology

Surgery: Pediatric Surgery

Urology: Advanced Urology



Subinternship *(4-week requirement)*

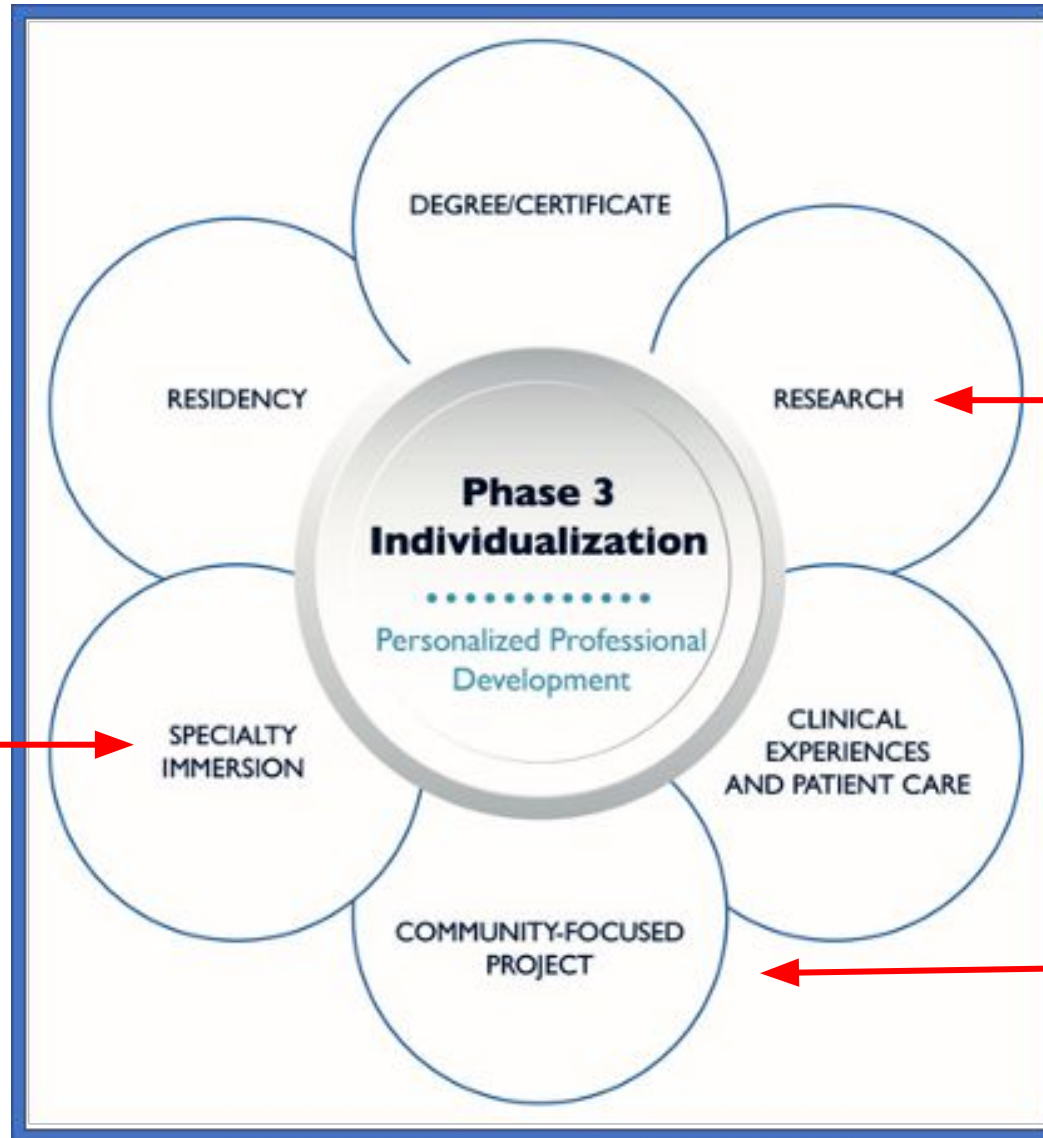
Specialty	Sites	Sub-I Lead
Pediatrics	HUMC JSUMC	Jasmine Gadhavi, MD (HUMC) Janet Schairer, MD (JSUMC)
General Surgery	HUMC JSUMC	Michael Knight, MD (JSUMC) Burton Surick, MD (HUMC)
Internal Medicine	HUMC JSUMC	Marcella Katsnelson, DO (HUMC) Sameh Girgis, MD (JSUMC)
Family Medicine	JFK MMC	Adity Bhattacharyya, MD (JFK) AnnGene Anthony, MD (MMC) Elizabeth August, MD (PMC) Kelly Ussery Kronhaus, MD (OMC)



Critical Care Selective *(2-week min. req.)*

Setting	Location	Contact
Adult Critical Care	Englewood	Nisha Gandhi, MD; Margit Kaufman, MD
Adult Intensive Care Unit	Mountainside	Ali Elsayed, MD; Zaza Cohen, MD
Cardiac Surgical Intensive Care Unit	HUMC	Raghad Said MD
Medical Intensive Care Unit (MICU)	HUMC	Taaran Ballachanda, MD
Neurocritical Care Unit (NCCU)	JFK	Jawad Kirmani, MD; Haralabos Zacharatos, DO
Pediatric Intensive Care Unit (PICU)	JSUMC	Matthew MacCarrick, MD
Pediatric Intensive Care Unit (PICU)	HUMC	Mark Siegel, MD
Neonatal Intensive Care Unit	HUMC	Nicole Spillane, MD; Malik Sabrina, MD
Surgical Intensive Care Unit	HUMC	Sara Dayal, MD; Sanjeev Kaul, MD
Surgical Intensive Care Unit	JSUMC	Joyce Bonitz, MD

Phase 3: *more opportunities to teach!*



Mentorship

P3 Electives
Specialty
Immersion

Mentorship

All Faculty responsibilities

- Serve as teaching faculty (day-day)
- Student assessment and feedback
- Attend faculty development sessions
- ***Actively engage in clinical teaching and student feedback***

Departmental contacts: *get involved!*

Clerkship	Clerkship Director	Associate CD/ Site Directors	Department Chair
Internal Medicine	Anne Marie Van Hoven, MD	Sameh Girgis, MD (JSUMC) Issac Solimon, MD (MMC) Bhaveshkumar Garsondiya, MD (Raritan Bay) Pramil Cheriyaath (OMC)	Laurie Jacobs, MD
Surgery	Ellen Hagopian, MD	Michael Sullivan, MD (ACD) Tara Balija, MD (HUMC) Anish Nihalani, MD (JFK) Karl Strom, MD (MMC)	Howard Ross, MD
Family Medicine	Rosa Mendoza, MD	AnnGene Anthony, MD (ACD) Elizabeth August, DO (PMC) Kelly Ussery Kronhaus, MD (OMC)	Robin Winter, MD
Obstetrics & Gynecology	Ginja Morreale, MD	Sara Bittman, MD (ACD) (HUMC)	Manuel Alvarez, MD
Pediatrics	Katharine Clouser, MD	Jasmine Gadhavi (HUMC) Janet Schairer (JSUMC) Ranbir Kaur (JFK)	Harpreet Pall, MD
Psychiatry	Naomi Ambalu, DO	Kristen Clark, MD (JSUMC)	Ramon Solhkhah, MD
Neurology	Felicia Glikzman, MD	Haralabos Zacharatos, DO (ACD) Hao Huang, MD (HUMC)	Florian Thomas, MD
Emergency Medicine	Monica Hernandez, MD	Atul Pasricha, DO (ACD) Hetal Joshi, MD (JFK); Julia Dippl, MD (JFK)	Joseph Underwood, MD





Research and Scholarship at the SOM

STANLEY R. TERLECKY, PHD

VICE DEAN OF RESEARCH; CHAIR, DEPARTMENT OF MEDICAL SCIENCES

The ideal academic and learning environment is one that **promotes lifelong learning and develops and nurtures an appreciation of research, scholarship, and innovation.**



We envision the academic environment of the
Interprofessional Health Sciences campus as
a culture of inquiry in a community of scholars.



SOM – Office of Research and Graduate Studies

Contact information

- *Stanley R. Terlecky, Vice Dean of Research stanley.terlecky@hmhn.org
- *Zhiyong Han, Director, Student Research and Scholarship Programs zhiyong.han@hmhn.org
- *Michael Oppenheim, Project Lead - Research michael.oppenheim@hmhn.org
- *Nicole Mastrogiovanni, Research Associate nicole.mastrogiovanni@hmhn.org
- *Nepheny Breton, Administrative Associate nepheny.garcia@hmhn.org

ORGS@hmhn.org

Hackensack Meridian School of Medicine - REDCapTM Research Database

REDCapTM Research Database

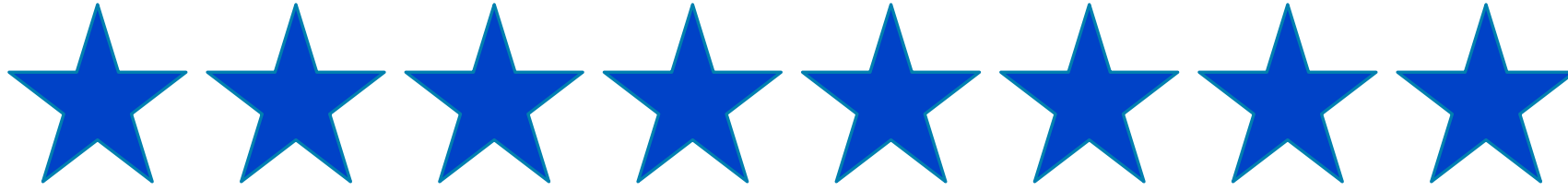
The Research Database is sorted by department, and searchable by keyword, providing for faculty and students to identify opportunities of interest and enabling departments to account for research activities conducted by their faculty.

<https://redcap.link/4q75678h>

Published Research and Scholarship

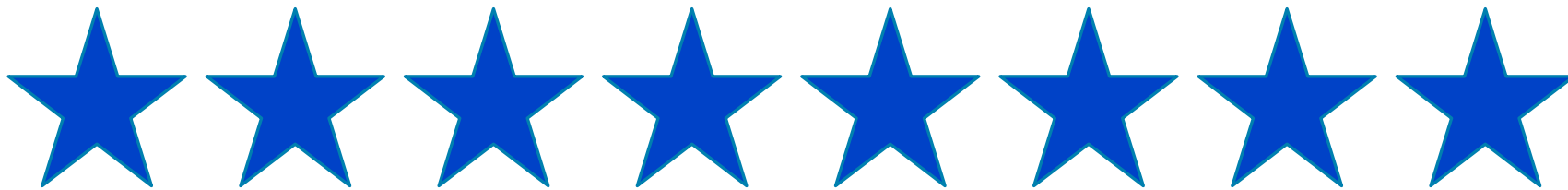
In tandem with the Research Database, an accurate and up-to-date *Publications List* enables students to identify potential mentors, faculty to find collaborators, and for Chairs/Vice Chairs to account for faculty scholarship within their departments.

The *Publications List* was forwarded to all new faculty members; please contact ORGS@hmhn.org if you have not received a copy.



Affiliation:

***Hackensack Meridian School of Medicine,
Nutley, New Jersey, USA***



Hackensack Meridian
School of Medicine

IHS Campus Interprofessional Research Seminar Series



Hackensack Meridian
School of Medicine

IHS IPE Research Seminar Series

"Stem Cell Educator Therapy in Type 1 Diabetes: From Bench to Clinic"

Yong Zhao, MD, Ph.D, Associate Scientist, Center for Discovery and Innovation (CDI), Hackensack Meridian *Health*

"Writing Review Articles: Why possessing the skill to write one is priceless, how it can be done, and some important pitfalls to avoid"

Zhiyong Han, Ph.D., Professor, Hackensack Meridian School of Medicine at Seton Hall University

"Across the Board: Research on the IHS Campus"

A panel discussion on the various research opportunities available at the IHS campus. Dr. Nancy Innella (CON), Drs. Betty Sgouras and Michael LaFountaine (SHMS), and Dr. Zhiyong Han (SOM). Assistant Director Chris Duffy (IHS Library) led the discussion.

"When is Institutional Review Board approval required, and when must consent be obtained?"

Kim Bazylewicz, Human Research Protection Program Director, Office of Research Administration, Hackensack Meridian *Health*

"Translational and Clinical Research in Pediatric Endocrinology"

Steven Ghanny, MD, Hackensack University Medical Center

"Biomimicking the Bone Niche in Cancer...and More!"

Jenny Zilberberg, Ph.D, Associate Scientist, Center for Discovery and Innovation (CDI), Hackensack Meridian *Health*

"Autonomy in Medical Research and Practice: Participant, Patient, and Practitioner"

Bryan Pilkington, Ph.D., Seton Hall University

"It All Starts with a Question: Understanding the Research Process"

Tracy Andrews, Ph.D. and Elli Gournas Paleoudis, Ph.D., Hackensack Meridian *Health*

IHS IPE Research Seminar Series

“How tuberculosis antibiotics reach and kill the pathogen in lung lesions” - [Veronique Dartois](#)

“Antibiotics and Antibiotic Resistance: An 80 Year Conflict” - [Barry Kreiswirth](#)

“The Economic Impact of the Opioid Epidemic: Nurses’ Call to Action” - [Marie Foley/Kathleen Neville](#)

“Induced protein degradation: emerging drug discovery paradigm used by an old TB drug” - [Thomas Dick](#)

“Biomarker discovery for cancer” - [Olivier Loudig](#)

“Novel strategies for cancer immunotherapy and immunosurveillance” - [Johannes Zakrzewski](#)

“How to Communicate Research and How to Write Scientific Articles” - [Erika Shor](#)

“Drivers of antifungal drug resistance” - [David Perlin](#)

“Innovation” [Sandra Elliott](#) - postponed

“Reprogramming the epigenome of cancer cells by chemically and/or genetically targeting epigenetic modifiers to improve clinical outcomes using existing cancer therapies” - [Byungwoo Ryu](#) - scheduled

<https://library.shu.edu/IHSIPEResearchSeminar>



Investigator Training Lecture Series

Presented by the Hackensack Meridian *Health* Office of Research Administration and the Hackensack Meridian School of Medicine



Hackensack
Meridian *Health*
Office of Research
Administration



Hackensack Meridian
School of Medicine



Hackensack Meridian
School of Medicine

Investigator Training Lecture Series

Target Audience: Physicians, scientists, nurses, and any other team members that may be involved or interested in research

OBJECTIVES:

- Guide researchers on getting started in research, including obtaining funding, feasibility, and study design;
- Create awareness regarding regulatory and scientific issues surrounding research;
- Inform researchers on processes related to managing the project and thereafter, including publishing.

Accreditation Statement

Hackensack Meridian *Health* is accredited by the Medical Society of New Jersey to provide continuing medical education for physicians.

Hackensack Meridian Health designates each live activity for a maximum of 1 *AMA PRA Category 1 Credit(s)*[™] .



Investigator Training Lecture Series - 2021

RESEARCH MENTORING – Robert Korngold, Ph.D., *Center for Discovery and Innovation*

PROCESS OF PUBLISHING – Deborah Magnan, MLIS, AHIP, *Samuel and Sandra Hekemian Medical Library (HUMC)*

WHEN THINGS GO WRONG WITH RESEARCH: FROM SCIENTIFIC AND REGULATORY STANDPOINTS – Zoltan Turi, M.D., *Medicine and Cardiology*, and Martin Kleber, CHRC, MA, MS, MFA, *HMH Corporate Compliance*

CRITICALLY REVIEWING BIOMEDICAL LITERATURE – Stanley R. Terlecky, Ph.D., *Hackensack Meridian School of Medicine*

GRANTS II: REVIEWING GRANTS – Linda Siracusa, Ph.D., *Hackensack Meridian School of Medicine*

FEEDBACK FROM A CHIEF EDITOR: BEST PRACTICES FOR AVOIDING THAT REJECTION LETTER – Florian Thomas, M.D., M.A., Ph.D., M.S., *HUMC Department of Neurology*



Research Pilot Project Funding Program

ORGS@hmhn.org

Boyer's Model of Research / Scholarship

In addition to acquisition of knowledge through discovery, there is scholarship through:

- integration,
- application, and
- teaching

Glassick's Criteria of Scholarship

- clear goals,
- adequate preparation,
- appropriate methods,
- significant results,
- effective presentation, and
- reflective technique

Faculty Mentorship Network

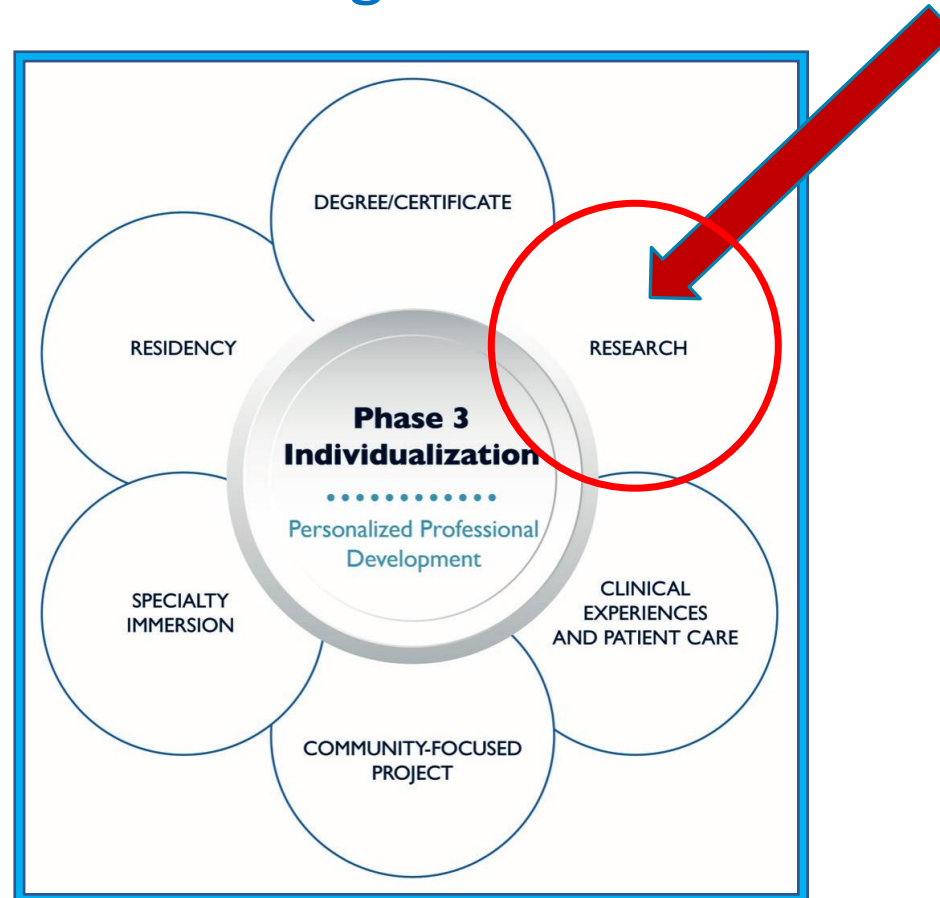
The Hackensack Meridian School of Medicine has created a program by which junior and mid-career faculty seeking career development mentorship have access to a variety of clinicians, scientists, and academic leaders from across the Hackensack Meridian *Health* network.

The faculty mentorship network is overseen by the Office of Faculty, working closely in the research and scholarship sphere with the Office of Research and Graduate Studies.

Research Opportunities for Students

Extracurricular opportunities in Phase 1 and 2

For credit activities including research electives in Phase 3





Faculty Appointments

Florian Thomas, MD, PhD

Interim Associate Dean of Faculty

FACULTY APPOINTMENT/PROMOTION PROCESS

Required steps

1. Applicant reviews [Navigation Guide to Appointments and Promotions](#)
2. Applicant connects with [academic department chair](#)
 - Receives guidance re rank, CV, [portfolio](#) & referees
 - CV to include Service, Teaching, Publications, current rank; must be up-to-date
3. Applicant submits [initial interest form](#)
4. OOF sends applicant Digital Measures instructions including username
5. Applicant completes application in WORKFLOW & hits the “[Submit](#)” button
6. Academic chair uploads letter of support specifying recommended rank



What is the process & timeline for submitted applications?

1. Once the academic chair uploads letter of support, application is forwarded to OOF.
2. OOF contacts the listed references & requests LORs
3. Once all LORs are in, OOF submits application to APC Chair who determines if everything is acceptable and ready for APC review at next monthly meeting
4. For appointments/promotions to senior rank, APC chair & OOF convokes ad hoc committee that reviews candidacy
5. If candidate is approved by APC, APC Chair reviews the application with Dean. Upon concurrence, applicant receives faculty appointment once background check is complete.



Office of Faculty

Florian Thomas, MD, PhD

Chair, APC Committee & Interim Associate Dean of Faculty Florian.Thomas@hmhn.org

Marina Kaplan-Iosim, EdD, ABD, MA, CPC,
Assistant Dean Marina.KaplanIosim@hmhn.org

Michael Giuliano, MD, Med, MHPE, MA,
Assistant Dean of Faculty, Resident, & Student
Development MichaelAGiuliano@hmhn.org

Margot Okula, Office of Faculty Generalist
Margot.Okula@hmhn.org

Joseph Martinelli, MA, Sr. Faculty Development Trainer
Joseph.Martinelli@hmhn.org

Eva-Maria Harthaus, Technical Support Specialist
EvaMaria.Harthaus@hmhn.org

George Noll, EdD, MS, Faculty Development Trainer
George.Noll@hmhn.org

Asiah Jordan, Administrative Coordinator
Asiah.Jordan@hmhn.org

Digital Measures Help Sessions

Having trouble with your Digital Measures Faculty Appointment Application?

We have scheduled 4 Drop-In Sessions to help assist you. There will be a Digital Measures expert as well as someone to answer your background check questions.

For Questions: somapc@hmhn.org

- Thursday, October 27th, 2022: 8:00am-9:00am
 - <https://hmhn.zoom.us/j/82327250362>
- Wednesday, November 9th, 2022: 8:00am-9:00am
 - <https://hmhn.zoom.us/j/82327250362>
- Thursday, November 10th, 2022: 5:30pm-6:30pm
 - <https://hmhn.zoom.us/j/82327250362>
- Monday, December 5th, 2022: 5:30pm-6:30pm
 - <https://hmhn.zoom.us/j/82327250362>



Office of Student Affairs and Wellbeing

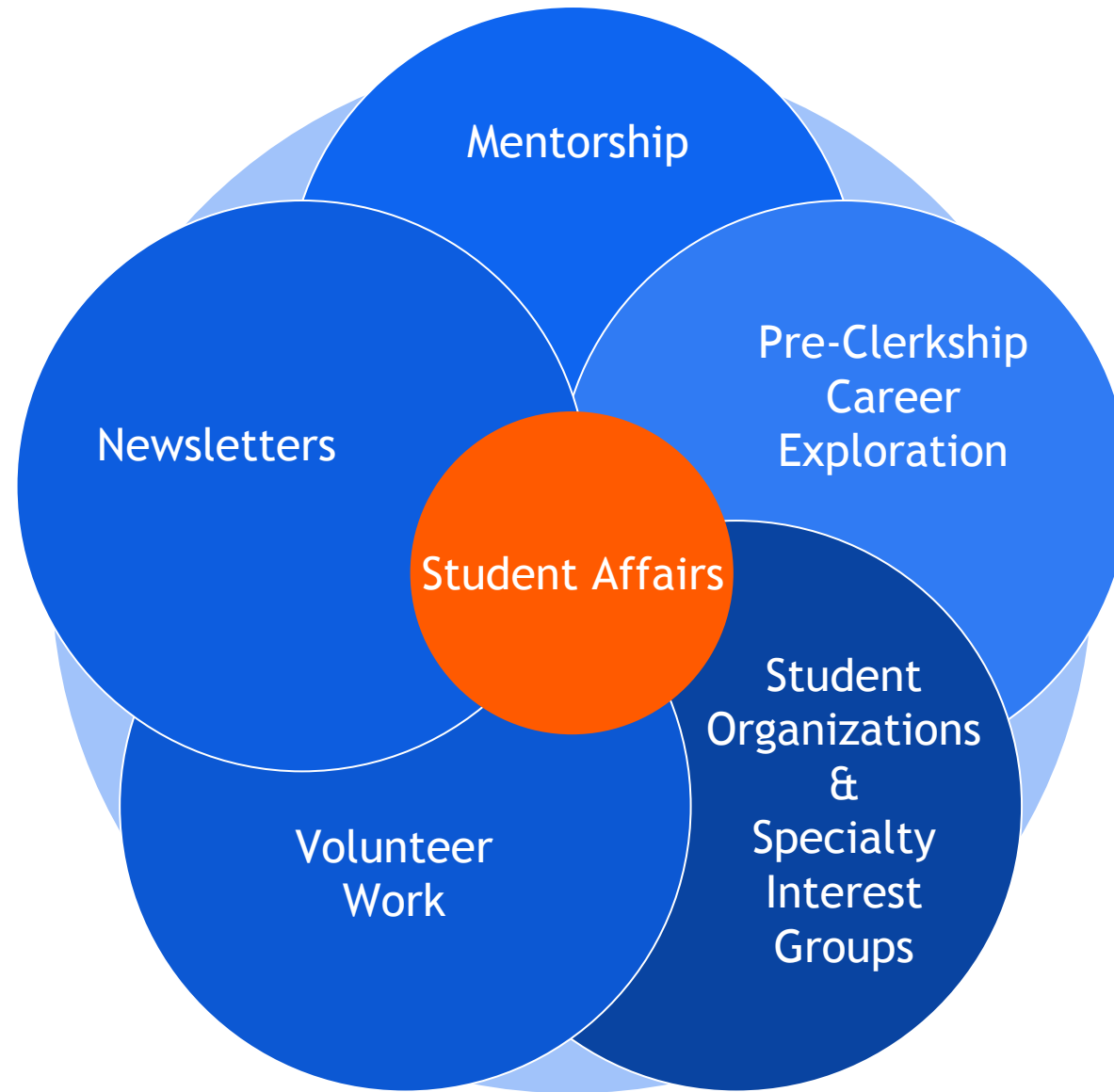
Laurie Sullivan, PhD
Senior Associate Dean, Student Affairs & Wellbeing

Naomi Ambalu, DO
Assistant Dean, Student Affairs & Wellbeing

Lindsey Dedow, PsyD
Director, Academic Advising & Career Development



Hackensack Meridian
School of Medicine



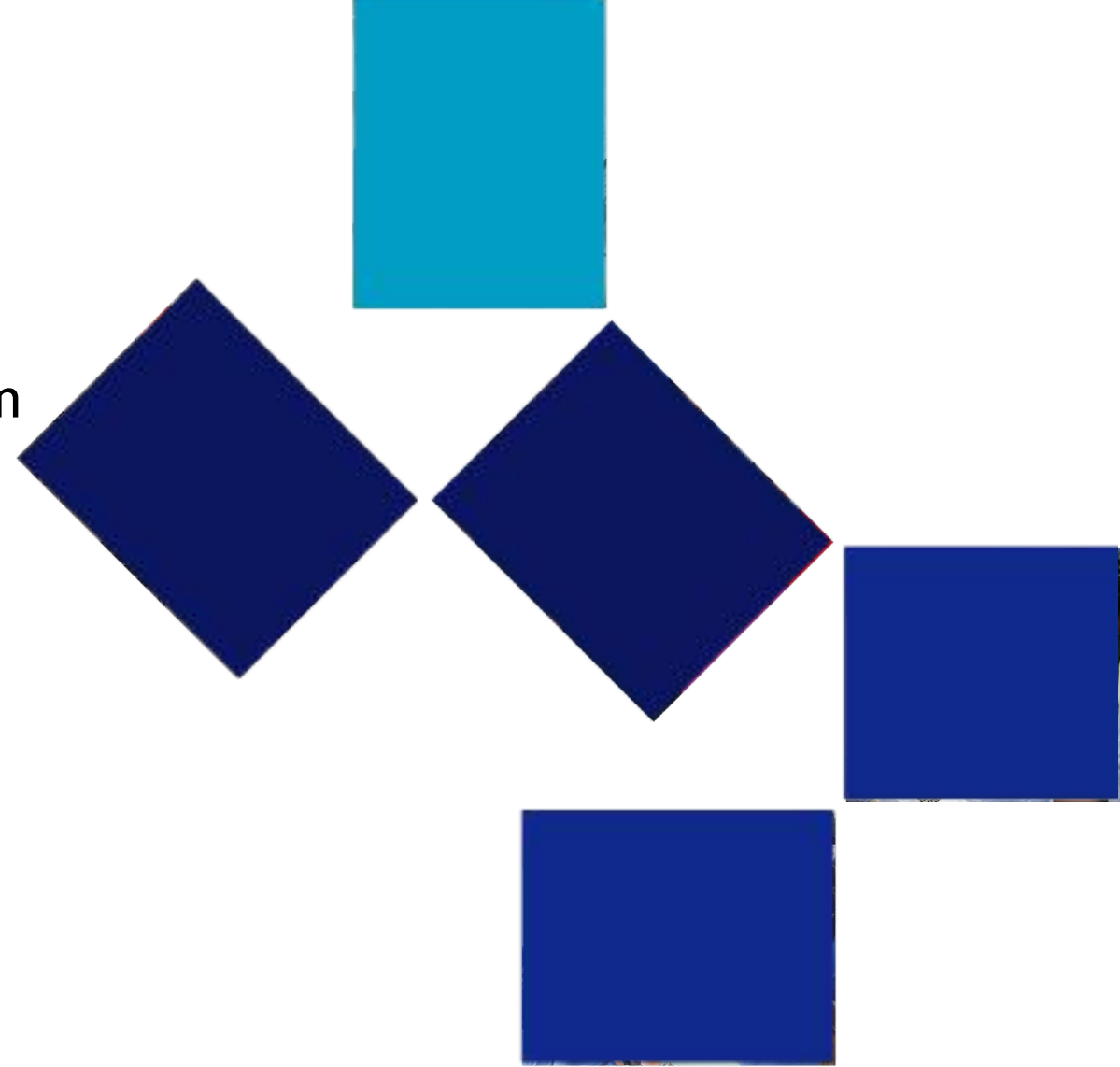
Pre-Clerkship Career Exploration (AKA Shadowing)

- No long-term/ongoing commitment or outside work
- Specialties: ALL!
- Activity:
 - Observation of your practice: patient visits, procedures, rounds, etc
- Timeline:
 - One-time or multiple, brief afternoon or weekend visits (outside of class time).



Mentoring

- Paired with a student over the long-term
 - To help guide a student's professional development,
 - Facilitate a student's discovery of what specialty is right for them
 - Assist with 4th year and residency planning decisions
- Three types:
 - Specialty
 - Affinity
 - Undecided student



Mentoring

- Timeline:
 - Long term, ongoing, intensive; minimum 6 months but potentially through the residency match process.
- Activity:
 - Conversation and discussion at least once quarterly
 - Review of Phase 3 and residency plans
 - Can include shadowing



Shadowing & Mentoring Sign-Up

- This code takes you right to the sign up form, or you can email lindsey.dedow@hmhn.org



For Those Who Want More of a Relationship: Specialty Mentors

- Representatives from all specialties needed. Paired with a student interested in your area of medicine. This is an ongoing relationship over a long period of time, advising the student about ways to prepare for a residency/career in your area.
- Meet with students at least quarterly throughout med school.
- This attending cannot have any responsibility for evaluating the student they are in a relationship with. All students are encouraged to have a mentor.
- Ongoing faculty development is available for all mentors

Timing: All year round/ set by student mentor

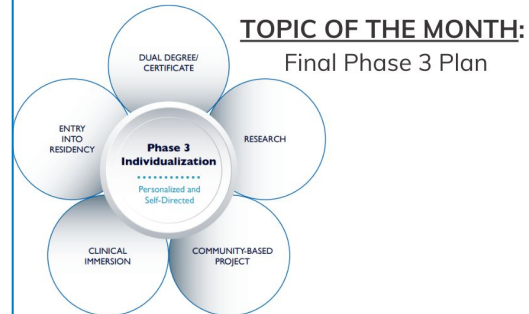
RESOURCES: Mentor Faculty Development

- The Steering Your Mentorship newsletter is issued monthly and includes relevant topics for that particular month to mentors, as well as an excerpt from chosen mentor about their mentoring experience

STEERING YOUR MENTORSHIP

WHAT OUR STUDENTS ARE WORKING ON

- M1 - Immunity, Infection and Cancer
- M2 - Clerkships
- M3 - Step 1 Dedicated Study
- M4 - Phase 3 (Individualization), Residency Interviews



What is the Final Phase 3 Plan?

- A curricular plan that details the work the student will do during their M4 year
- Acts like a "contract" that students need to complete to graduate
- Is reviewed by the student's advisor, specialty mentor (you!), and a committee of faculty (Phase 3 committee).

What am I doing as a mentor?

- Checking for an alignment with the student's goals and specialty plans
- Will this help the student prepare for residency?
- Is this Phase 3 plan feasible?

Mentor Spotlight

Name: Dr. Joshua Josephs

Specialty: Internal Medicine

Why I choose to mentor: "I enjoy the process of watching people grow in their career and figure out what part of the practice of medicine they might find rewarding and fulfilling for their careers. I also have been the beneficiary of good mentorship in the past and wanted to be able to pass that along to other folks."

My advice to new mentors: "The key thing is that you have to start on time. Meaning you want to create a set schedule with devoted carved out time for your mentees. I try to do a lot of email correspondence with them to check in on the more day to day important things and reserve meetings for quarterly or every semester to check in on bigger picture issues like residency planning or P3R, ACR etc."

I have found it helpful to fold such meetings into my clinical work if the student is on rounds at my site so that meetings can happen over lunch instead of early in the morning or at night. I think it is also helpful to be willing to have weekend meetings as many meetings only take five or ten minutes and its just as easy to do them then, if not easier. The other key part is to recognize what is and what is not time sensitive. Many meetings are really just "are you ok!" check ins which I think can be accomplished via text message even."



Student Organizations

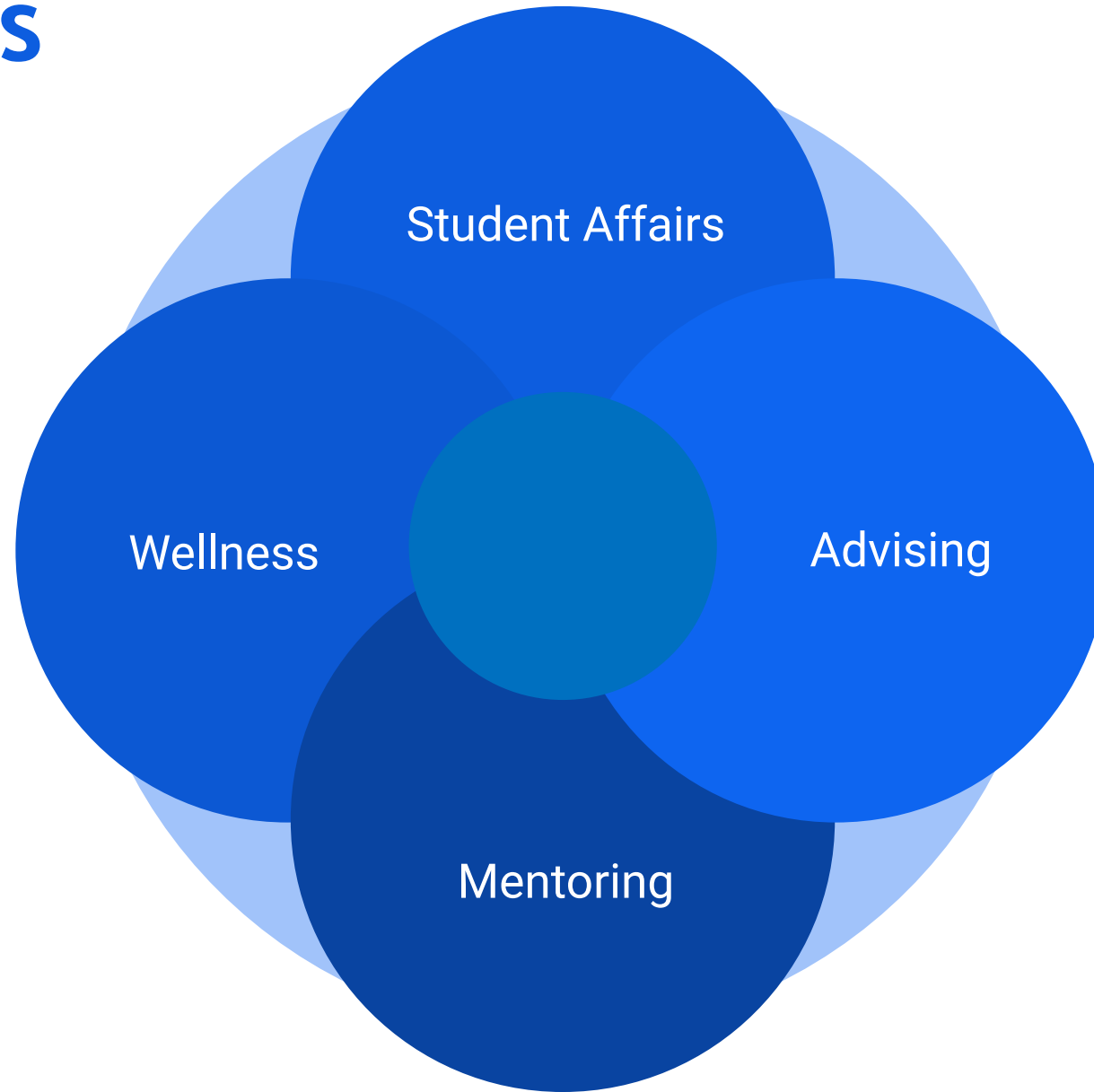
- American Medical Student Association (AMSA)
- American Medical Women's Association (AMWA)
- Arts In Medicine
- Asian Pacific American Medical Student Assoc (APAMSA)
- Bergen Volunteer Medical Initiative Student Clinic (BVMI Student Clinic)
- Black Medical Student Association (BMSA)
- Business In Medicine (BIM)
- Chef MD
- Engineering in Medicine
- HMSOMmeliers
- Jewish Medical Student Association(JMSA)
- Latino Medical Student Association (LMSA)
- Medical Student Pride Alliance (MSPA)
- Medical Students for Choice (MSFC)
- PASE
- Socially Responsible Surgery
- South Asian Medical Outreach Student Association (SAMOSA)
- Student National Medical Association (SNMA)
- Students For Life
- Students Helping Students (SHS)
- Food RX
- Parks and Recreation
- SOMLifts
- Wellness Committee



Specialty Interest Groups

- ACOG Student Chapter
- Anesthesiology Interest Group
- Cancer - Oncology Interest Group
- Cardiology Interest Group
- Dermatology Interest Group
- Emergency Medicine Interest Group
- Evolutionary Medicine Interest Group
- Family Medicine Interest Group
- Harm Reduction & Addiction (HRAM)
- Internal Medicine
- Surgery Interest Group
- Urology Speciality Interest Group
- Neurosurgery Interest Group
- Organ Transplant Speciality Interest Group
- Orthopedics and Sports Medicine Interest Group
- Otolaryngology (ENT) Interest Group
- Pathology Interest Group
- Pediatrics Interest Group
- Physical Medicine and Rehabilitation Interest Group
- Plastic and Reconstructive Surgery Interest Group
- Psychiatry Student Interest Group
- Radiology Interest Group

Newsletters



Contact Information

01

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03

Laurie Sullivan, PhD

- laurie.sullivan@hmhn.org



QUESTIONS?





Get “FRAMED”

Models for Teaching in the Clinical Setting



Michael Giuliano MD, MEd, MHPE, MA

Assistant Dean for Faculty, Resident and Student Development

FRAMED Curriculum for Faculty

Faculty as Researcher Assessor Mentor Educator Diagnostician

Michael Giuliano, MD,
Med, MHPE,MA
Assistant Dean for Faculty,
Resident and Student
Development



FRAMED Workshop Series in Three Workshops

1. **Educator 101**-exploring lifelong learning and the Master Adaptive Learning model/skills of an educator/ review of competencies/EPO/EPA's
2. **Educator 102**-in depth review of the one-minute preceptor and teaching in complex groups (SFDP model) and in the OR
3. **Assessment 101**- Utilizing the EPAs to build the comprehensive evaluation tool (CET) and effective narrative assessment and forward with feedback
4. **Mentor 101**-Guiding/coaching students through the complexities of learning in the clinical setting and selecting career paths
5. **Thinking 101**-Modeling and teaching diagnostic reasoning and avoiding diagnostic error
6. **Research 101**- Transforming your daily teaching into research

View These Workshops on our Website:

<https://www.hmsom.org/faculty/faculty-development/framed-freeze-dried-faculty-development/>



Hackensack Meridian
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