QUICK LINKS TO IMPORTANT DEPARTMENTS

Office of Clinical Student Affairs (OCSA) – for scheduling all clerkships and electives
http://www.aucmed.edu/student-services/key-departments/ocsa
305-446-0600*option 4  advisorg@aucmed.edu

Office of Student and Professional Development (OSPD) – For all residency-related matters including timelines for students in September, January, and May classes
http://www.aucmed.edu/student-services/key-departments/ospd
305-446-0600 *option 6  ospd@aucmed.edu

Associate Dean of Clinical Student Affairs
Kimberly Kirkland, PsyD  kkirkland@aucmed.edu  305-569-8848

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AUC Clinical Connections | 1
It has been a busy four months since our first Clinical Connections newsletter went out in February, and a lot of exciting things have happened. The National Resident Matching Program® was held on March 19th, 2016 and AUC graduates successfully obtained residencies at over 150 sites in 36 states, the District of Columbia, and Canada. Congratulations to all of our graduates who are now entering residencies. A full report detailing the 2016 MATCH™ will be released soon and posted on our website.

In April, Dr. Julie Taylor, AUC’s Senior Associate Dean for Clinical Sciences, several AUC clinical students, and I attended the Academy of Women’s Health 24th Annual Congress in Washington, DC. This was an informative meeting with presentations ranging across diverse topics in women’s health, including transgender healthcare and management of dementia. This was also an ideal opportunity for students to network with national and international leaders in women’s health, including leaders from the National Institutes of Health. I am hopeful that AUC’s presence at this annual event will continue in 2017 with even more clinical students and faculty attending.

AUC’s 2016 Commencement Ceremony was held in Sint Maarten in May. The keynote speaker, Dr. Paul Nanda, is an AUC graduate who specializes in family medicine. In his speech, Dr. Nanda reflected upon his experiences as a medical resident completing an international rotation in Zimbabwe and how this rotation provided him with invaluable training in primary medical care, ultimately leading to his successful career.

Soon after commencement, AUC held our annual Clinical Symposium and on campus Hospital Fair. Clinical faculty and staff from our sites around the US, UK, and Canada came to Sint Maarten to take part in continuing education opportunities and to talk to first- and second-year students about clinical sites. Dr. Patricia Wetherill, from the Western Connecticut Health Network (WCHN), attended and spoke to students about clinical training opportunities at Danbury Hospital in Danbury, CT, in addition to Global Health Clinical Electives available through the WCHN. This program affords AUC students the chance to complete an elective clinical rotation in one of five countries: Vietnam, Russia, Dominican Republic, Uganda, and Zimbabwe. Learn more about global health electives on our website and read about an AUC’s graduate’s recent experience in Vietnam on page 8.

Given the overarching global theme of the last several months, I thought it would be fitting to highlight global health in this issue of Clinical Connections. Our Faculty Connection this month is Dr. Helen Coutts who specializes in pediatrics and is based at Blackburn Hospital in the UK. We have also included an article from the journal Academic Medicine which discusses the importance of global health experiences in the training of physicians.

I hope that you will use this newsletter as a jumping-off point in your own journey of discovery about where global health rotations might lead you. These experiences will not only add depth to your residency application, but will also provide unparalleled opportunities for you to gain personal and professional development while improving your diagnostic, physical exam, and primary care aptitudes.

As always, I welcome your feedback and suggestions for future newsletter topics.

My very best to all of you!

Associate Dean for Clinical Student Affairs
Assistant Professor of Behavioral and Clinical Sciences

“Local health and local health care are linked to sources of ill health elsewhere in the world. Today, not only are health problems global, but lessons, insights, and fresh solutions regarding such problems flow in all directions.”

Harvey V. Fineberg, MD, PhD, past President of the Institute of Medicine
David J. Hunter, MB, ScD, MPH, Acting Dean of Faculty of Harvard Chan School of Public Health
A Global View of Health – An Unfolding Series
New England Journal of Medicine 2013
Global Health in Medical Education: A Call for More Training and Opportunities

Drain PK1, Primack A, Hunt DD, Fawzi WW, Holmes KK, Gardner P.

Worldwide increases in global migration and trade have been making communicable diseases a concern throughout the world and have highlighted the connections in health and medicine among and between continents. Physicians in developed countries are now expected to have a broader knowledge of tropical disease and newly emerging infections, while being culturally sensitive to the increasing number of international travelers and ethnic minority populations. Exposing medical students to these global health issues encourages students to enter primary care medicine, obtain public health degrees, and practice medicine among the poor and ethnic minorities. In addition, medical students who have completed an international clinical rotation often report a greater ability to recognize disease presentations, more comprehensive physical exam skills with less reliance on expensive imaging, and greater cultural sensitivity. American medical students have become increasingly more interested and active in global health, but medical schools have been slow to respond. The authors review the evidence supporting the benefits of promoting more global health teaching and opportunities among medical students. Finally, the authors suggest several steps that medical schools can take to meet the growing global health interest of medical students, which will make them better physicians and strengthen our medical system.

Need to Know

UK Orientation and Sign-Up at St. Maarten Campus

AUC’s UK Clinical Dean, Dr. Stephen Ash, and the UK Coordinator, Helen Black, will be on campus Thursday, July 28 to talk about tracked clinical rotation opportunities in the UK and to sign-up interested 5th semester students. This date is tentative and subject to change – look for further updates and notifications via Angel.

UK Symposium: Chichester, England

The annual UK Symposium will be held September 2-3, 2016 in Chichester, England. This Symposium is designed to provide educational opportunities and showcase research and achievements of clinical students rotating in the UK and their faculty.

Clinical Skills Assessment

The Clinical Skills Assessment (CSA) is provided to better prepare students for the United States Medical Licensing Examination® (USMLE) Step 2 Clinical Skills (CS) exam. This complementary practice assessment is provided through Becker Professional Education at sites in the US (Chicago, Miramar, Detroit, and New York).

Students who are close to completing all of the graduation requirements and have not yet taken and passed the USMLE Step 2 CS can register for a location and date at: www.becker.com/AUCMed.

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*Please note that these dates are subject to change based on enrollment size. Students are allowed only one opportunity to sit for the CSA. If you have attempted the CSA previously, you will not be eligible to register again.
Updated Information and Practice Materials for the Step 2 CK Examination

Updated information and practice materials for the USMLE Step 2 Clinical Knowledge (CK) examination have been posted to the USMLE website at www.usmle.org. They include:

- USMLE Step 2 CK Sample Test Questions booklet (PDF)
- USMLE Step 2 CK Content Description and General Information booklet (PDF)
- Four blocks of downloadable practice test items, with tutorial

USMLE Resources for AUC Students

AUC students can now access USMLE Step 2 CK and CS study aids and frequently asked questions on our website. Visit www.aucmed.edu/academics/usmle-preparation for more information.

Physician Match Advisors

If you are a 4th-year student preparing for the National Resident Matching Program®, also known as “the MATCH,” we highly encourage you to speak with a Physician Match Advisor (PMA). All of AUC’s PMAs hold MD degrees and can give you individualized recommendations with the end goal of enhancing your chances of successfully obtaining a desired residency position in the MATCH™.

Students can schedule a one-hour meeting either by phone or in-person (M-F | 9AM - 6PM) with a PMA to discuss the below. Simply submit an online request form on our student services webpage (www.aucmed.edu/student-services).

- MATCH strategy
- Academic performance in medical school and how it relates to specific specialties
- Personal Statement and CV
- Residency interview
- Backup specialty

2016 Residency Match Information

- **August 12:** Deadline to take USMLE Step 2 CK to have score report on Sept. 14
- **August 15:** AUC Deadline for submitting Transcript requests
- **August 30:** AUC Deadline for submitting MSPE Letter requests
- **September 15:** Use the MyERAS website to transmit your MyERAS application, supporting documents, and Personal Statement(s) to residency programs. Programs may begin downloading applications
- **September 15:** Register for the MATCH™ on the NRMP website and begin applying to programs
- **October 1:** MSPE Letters are released to programs
- **November 30:** NRMP Early Registration Deadline for applications
- **December 31:** Deadline for taking USMLE Step 2 CK and CS and in order to participate in the MATCH™

Student Research Scholarship Stipends

AUC subsidizes registration and travel costs up to $1,000 per student per conference for students who present original clinical research at a recognized professional meeting – regional, national, or international. For more information, please contact the Associate Dean of Clinical Student Affairs, Dr. Kimberly Kirkland, at kkirkland@aucmed.edu.

Remaining Graduation Dates for 2016

- August 19, 2016
- October 28, 2016
- December 16, 2016
Welcome and Goodbye

In May 2016, Joelise Tillman-Josey joined the Office of Student and Professional Development (OSPD) and will be advising students on the residency application process, timelines and strategy. She has worked in the higher education field for 8 years, working as an Academic Advisor and Student Mentor for the University of Phoenix and as an Academic Advisor at Florida Atlantic University. Joelise has an Associate of Science Degree in Broadcasting, a Bachelor of Science Degree in Healthcare Administration, and a Master of Arts Degree in Education/Curriculum and Instruction. What she enjoys most about working as an advisor is the combination of working with people and with processes and procedures. She looks forward to adding to the amazing culture that AUC has and working closely with her colleagues in OSPD to continually make a difference in students’ lives.

Renita Revere, who previously served as a Professional Development Advisor in the OSPD, was recently promoted to Manager of the Office of Clinical Student Affairs (OCSA) where she manages the team of Clinical Education Advisors. Mrs. Revere has more than six years of experience in higher education and has been with AUC for two years.

Patricia Scolavino, who previously served as an Executive Assistant, was recently promoted to Accreditation and Professional Regulations Specialist. In her new role, Mrs. Scolavino will work with AUC’s Director of Accreditation & Professional Relations to ensure ongoing regulatory compliance.

After two years of service with AUC, we say goodbye to Jennifer Frasier. Ms. Frasier joined the Office of the Registrar team in June 2014 as Associate Registrar and played a pivotal role in the creation of the Office of the Registrar and its evolution to date. She was a vital part of policy and procedure change led by the Office of the Registrar and continued to develop as an invaluable colleague throughout AUC. She will be missed as she has left an indelible mark on AUC. We wish her all the best in her future endeavors.

SHARE YOUR RESEARCH/CLERKSHIP/PERFORMANCE PHOTOS!

AUC would love to receive a few of your best research, clerkship, or creative activity photos from past year to use on our website and publications, to give us ideas for feature articles, and just to let us know about and share in the exciting things you’re doing!

Please send original (largest) photo files to AUC’s Communications Manager, Ms. Shannon Toher, at stoher@aucmed.edu.
CURRENT ELECTRONIC EDUCATION RESOURCES DURING CLINICAL TRAINING

APGO-uWise:
The APGO Undergraduate Web-Based Interactive Self-Evaluation (uWISE) is a 542-question interactive self-exam designed to help medical students acquire the necessary basic knowledge in obstetrics and gynecology. To access uWISE v.2, you must create a new account using your AUC email address (e.g. @students.aucmed.edu or @aucmed.edu). All students and faculty must create their own account with a username and password of their choice. uWise can be accessed at www.apgo.org/student/uwise2.html

Access Medicine – Case Files:
High-yield cases for clerkship and shelf exam preparation. Accessible at www.accessmedicine.com
- Username: auclibrary
- Password: medicine

Med-U:
Virtual cases for clerkships. Accessible at www.med-u.org. Self-register by going to homepage and click on “sign in” and then “register” as a first time user. You must use your AUC email address.

BMJ Case Reports:
BMJ Case Reports is an award winning journal that delivers a focused, peer-reviewed, valuable collection of cases in all disciplines so that healthcare professionals, researchers and others can easily find clinically important information on common and rare conditions. This is the largest single collection of case reports online with more than 11,000 articles from over 70 countries. Case reports can be submitted through BMJ Case Reports for publication. Access them by going to: http://casereports.bmj.com.
- Username: aucmed
- Password: aucmed

Exam Master:
Access USMLE style question banks for self-study purposes. Available at: http://aucmed.myexammaster.com. Click “Not Registered Yet?” located below the “Login” tab. Fill out the Registration form using your AUC email address and click “Save.” Within 24 hours, check your email and follow the activation instructions.

i-Human Patients:
Virtual cases for clerkships. Accessible at www.i-human.com. Click on the “Login” button at the top right of the screen; Click on “forgot your password?” Enter your AUC email address. It will automatically send a new password token to your email.
new!
INTRODUCING YOUR CLINICAL STUDENT GOVERNMENT REPRESENTATIVES

You asked, we listened! Clinical sciences students now have a voice and representation in AUC’s Student Government Association (SGA).

Clinical SGA representatives will collaborate with faculty and administration to address student concerns, improve student life, and improve integration of medical and clinical programs through communication, information, and service.

Representatives went through a vigorous application process, including vetting by faculty, staff, and administrators in St. Maarten, the Coral Gables office, and at various hospital sites. Eighteen students were selected and are positioned in close proximity to our regional clinical teaching sites.

Meet your inaugural Clinical SGA representatives:

NORTHEAST 🇺🇸
- Ross Watson
- Natasha Chase
- Edwin Chou
- Varshini Chakravarthy
- Pallavi Kumar
- Francisca Valenzuela
- Ali Beydoun
- Alexandria Tremis

NORTH CENTRAL 🇺🇸
- Mohammed Altamimi
- Angela Barreto

MID ATLANTIC 🇺🇸
- Vishak Kumar

SOUTH CENTRAL 🇺🇸
- Dillon McCarty

SOUTHWEST 🇺🇸
- Andrew Iskandar

UNITED KINGDOM 🇬🇧
- Brittany Furrow
- Madison Bangert
- Cameron Lancarte
CLINICAL ROTATIONS AND ELECTIVE NOW AVAILABLE IN SIX COUNTRIES

The globalization of health is changing the way medical professionals approach, understand, and deliver healthcare. Today’s physicians have increasing opportunities to work internationally, become exposed to different healthcare systems, and develop core competencies in culturally-diverse environments.

To afford our students those same experiences, AUC now offers global health opportunities in the United Kingdom, Dominican Republic, Russia, Uganda, Vietnam, and Zimbabwe. Students can explore dynamic patient care abroad and discover emerging global health challenges.

THE UK CLINICAL EXPERIENCE

AUC’s UK Clinical Experience was established more than 25 years ago. Since then, more than 1,500 students have fulfilled rotations at eight hospitals across the UK—with all but two sites offering full core tracks. Affiliated hospitals are located in urban and suburban areas of the UK and serve diverse sets of patients. Ealing Hospital in bustling London City, for example, sees over 100,000 patients in the emergency room annually while Epsom Hospital in the beautiful southwest countryside sees about 44,000.

Cameron LanCarte, a third-year student and Clinical Student Government Association representative, is completing a full core track at Stepping Hill Hospital in Manchester, England. He describes the program as diverse, didactic, flexible, and focused on teaching.

“The UK emphasizes retrospective learning, which has been personally beneficial” says LanCarte. “On a daily basis, I get a lot of time to study and research cases from the floor.”

The program has also been advantageous from a scheduling perspective. LanCarte is able to complete his core rotations in 10 months versus the 12 month standard in the United States. Other students credit the UK with providing a deeper understanding of socialized medicine, increased sense of autonomy and independence, one-on-one teaching, and unique stories that standout during residency interviews.

NEW GLOBAL HEALTH CLINICAL ELECTIVE OPPORTUNITIES

In addition to the UK, students can now fulfill six-week clinical electives in the Dominican Republic, Russia, Uganda, Vietnam, or Zimbabwe. AUC began offering the electives early in 2016 through a partnership with the Western Connecticut Health Network (WCHN).

Each global opportunity is highly academic and rigorous, and offered in a structured, established environment. Students are immersed in the culture and community and can learn invaluable lessons about the practice of medicine in other areas of the world.

Before starting a global health elective, students complete a virtual orientation to learn about the specific country, what to expect, and clinical responsibilities. The program includes flights from John F. Kennedy Airport in New York City, transportation from the airport to host sites, and visa expenses.

“Students who choose to train abroad have access to different disease states, pathologies, and physical examinations,” says Patricia Wetherill, MD, FACP, Director of Global Health for AUC at the WCHN. “We continually find that the experience changes them—makes students more prepared, insightful, and culturally-aware as physicians.”

During the elective, students keep a journal and are required to write weekly reflections about their experience and how it has changed or enhanced their personal understanding of health. Once the elective ends, students participate in a final session with WCHN to review their journal and discuss the trip as a whole.

Clinical electives are offered every six weeks on a first come, first serve basis. If you are interested in a global health elective, submit an online electives request form or contact Ashley Glenn, Clinical Education Advisor for AUC, at aglenn@aucmed.edu.

### 2016-2017 GLOBAL ELECTIVE SCHEDULE

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Dominican Republic
The Hospital Programa de Asistencia a Paraiso (Hospital PAP) in the remote Barahona province of Dominican Republic is WCHN’s newest elective site. Health services in the region are extremely limited despite the significant presence of communicable and tropical diseases. Students who participate in this program will have access to hands-on training and will gain valuable insights on the role of community and environment in health.

At this time, the program is only accepting students who are fluent in Spanish.

Russia
WCHN has a 20-year relationship with Kazan State Medical University (KSMU), a top medical school in Russia and a member of the UN Academic Impact Global Initiative.

With 65 departments, internationally-respected faculty members, an abundance of research opportunities, and advanced technology systems, KSMU provides students with an enriched academic experience. More than 50 onsite faculty members are fluent in English and many spent time training at Yale University.

Uganda
With multiple hospital sites around the country, Uganda has become one of WCHN’s most popular elective programs. Students have the rare opportunity to work in urban and rural communities affected by communicable and non-communicable diseases like HIV/AIDS, and train alongside experts in the field.

During the elective, students are placed in homestays with faculty members, which provides an incredible avenue to form deep and lasting relationships.

Two AUC students will participate in the Uganda elective this fall.

Vietnam
The Cho Ray Hospital in Ho Chi Minh City, Vietnam serves the city’s 8 million residents. With 1,800 beds and more than 3,100 employees, students will encounter all aspects of medicine.

The first student to participate in this elective, Scott Lawler, describes his experience later in this issue (page 10).

Zimbabwe
Students rotate at the University of Zimbabwe College of Health Sciences (UZCHS), a well-developed medical school and the only institution in the country that trains healthcare professionals. The university is in Harare, the largest city in Zimbabwe, and has world-renowned faculty.

This elective is focused on the health needs of people in Zimbabwe, with an emphasis on disease prevention. Students have the opportunity to work at nationally-recognized HIV sites and alongside residents and attendings.

Two students from AUC will participate in the Zimbabwe elective this fall.
student connection:
SCOTT LAWLER DESCRIBES ONCE IN A LIFETIME EXPERIENCE TRAINING IN VIETNAM

In the months before graduation, Scott Lawler, MD, heard about AUC’s new global health electives. Here, he thought, was a chance to train in a foreign country, learn new ways to practice medicine, and become immersed in a different culture. For Lawler, it was a no brainer. He signed up immediately for a cardiology elective in Vietnam.

To prepare for the big trip, Lawler had frequent contact with Western Connecticut Health Network (WCHN)—a partner institution that manages global health electives for AUC students. He was given emergency contact information, photos of point persons in Vietnam, contact information for onsite Danbury Hospital residents, and details about Cho Ray Hospital—where he would be clerking.

“I felt very comfortable when it came time to leave,” he said. “And when I got to Vietnam there were no surprises. My first night there, several of the residents took me out and the [WCHN] program called regularly to check in.”

And while he felt prepared for the elective, the scene walking into Cho Ray Hospital was a whole different story.

As the largest general hospital in the most populated city in the country, the volume of patients was significant. Cho Ray acts as the lead hospital for 37 cities and serves a total population of 40 million. Lawler went from seeing one patient treated per room in the US to two to three people per bed and 20 beds per room in Vietnam.

“Seeing that kind of patient volume makes you appreciate the healthcare system in the United States,” he said. “But it also opened my eyes to new techniques and procedures that I’ve taken back with me. I’m a more well-rounded physician because of it.”

Lawler learned those techniques and procedures while training across the hospital’s interventional cardiology, cardiovascular surgery, and coronary care departments—opportunities he hand-selected. The supervisors at Cho Ray were eager to create an elective that would give him the experiences and instruction he was looking for. Hearing Lawler reflect on his time in Vietnam, it’s clear that they were successful.

On the floors, attendings translated various patient cases to students and residents who would collectively come up with differential diagnoses and a plan. Some were easy to determine, others were new to Lawler.

“I got to see a lot of things that I’ll probably never see in the US,” he said. “Several adult patients presented with tetralogy of fallot, which is typically treated in utero in the US. There, people don’t have the money to pay for it which leads to needing open heart surgery in their 40s and 50s. Seeing a beating heart on the surgery table for the first time is something I’ll never forget.”

In addition to open heart surgery, Lawler saw numerous high-stakes operations, including a kidney transplant. The exposure to these procedures and the fast pace environment of the hospital was motivating and gave him a new sense of confidence—something that proved valuable during the MATCH™ process.

“The experience was an incredible talking point during my residency interviews,” he said. “Completing a global elective shows initiative and willingness to step out of your comfort zone and I think a lot of residency directors saw it as a strength.”

Just how much the Vietnam elective stood out during Lawler’s residency interview is hard to say but he did match in his first choice of Internal Medicine at Henry Ford Hospital in Detroit, Michigan. He began his residency earlier this month.

For Lawler, AUC’s global health offering was beneficial both personally and professionally. His advice to other students:

“If there’s a once in a lifetime opportunity knocking at your door, take it!”
AUC officially welcomed our 2016-2017 cohort of Clinical Education Fellows during an orientation in June!

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<td>Ryan Hauser</td>
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This year’s cohort will build on the work and progress of our 2015-2016 fellows who played an integral role in several AUC initiatives, including the Transition to Clinical Medicine (TCM) Program.

Clinical Education Fellows are recent AUC graduates who are responsible for facilitating virtual groups of third-year medical students during the TCM Program. Student groups meet weekly for five weeks and then monthly during their clinical clerkships. More than 700 students have participated in TCM—a mandatory community-building program—since it was established in 2014 in response to students’ request for more connections to the school and each other during clinical sciences.

Over 14 months, fellows develop essential medical education skills, facilitation techniques, training in virtual groups and community building; and, leverage opportunities for research, conferences, and professional development.

Interested in learning more about the Clinical Education Fellowship program? Contact Dr. Joy Checa, Project Manager, at jcheca@aucmed.edu.

They also serve as mentors for AUC students—acquainting them to Millennium Program resources like E*Value™, i-Human Patients®, APGO uWise, BMJ Case Reports, Med-U, Access Medicine®, and Exam Master Online®. These resources allow student to electronically log their patient encounters, submit self-assessments and course evaluations, as well as complete virtual clinical cases to complement their clinical experiences.
alumni connection:

DR. PAUL NANDA REFLECTS ON GLOBAL HEALTH EXPERIENCES AS KEYNOTE GRADUATION SPEAKER

During his speech, Nanda recalled unique experiences from his time in Zimbabwe.

“I remember one of the first nights I spent there. I was staying in a little thatched hut in a kind of rural area of Zimbabwe. I was going to sleep and in the background on the warm breeze of the African bush, I heard some drum beats and I thought, ‘Wow, this is a really cool organic experience that I get to have.’ About five minutes later, there was some intense pounding on my door and I was summoned to the hospital. No one took the time to inform me that those drums beating were the hospital paging system to signal emergency. I found myself in the middle of a c-section, assisting for a patient who had failure to progress. We delivered her baby, the baby struggled a little bit, and in one foul swoop I realized I was able to provide anesthesia for the patient, help deliver this baby, and also function as a paediatrician—as only a well-trained family physician can do.”

Since Zimbabwe, Nanda’s global health contributions have been numerous and significant. He provided care to HIV/AIDS and tuberculosis patients in Sub-Saharan Africa; led medical rescue courses in the remote jungles of Belize; helped with disaster relief services following the earthquake in Haiti; provided urgent care in low socioeconomic areas of New Zealand; and led a team of 45 medical students on a month-long mission trip to remote Northern India. These experiences reignited a passion for medicine and underscored the opportunity to effect lives and leave a sustainable, permanent difference.

Nanda urged graduates to use their skillset as physicians to speak for patients without a voice, serve as conduits of change, and champion individuals and communities currently underserved.

“I believe that AUC students are educated with a broad problem-based background and learning structure that further prepares them to move the healthcare system forward. Students who choose to do their rotations, volunteer, or work overseas are further uniquely qualified to participate in discussions about the future of healthcare in the United States.”
DESTINATION WORLD CLASS: HIGHLIGHTS FROM THE 2016 FACULTY SYMPOSIUM

More than 100 colleagues and faculty members traveled to St. Maarten in early June for AUC’s annual Faculty Symposium. The meeting, which continues to grow every year, provides clinical faculty, hospital coordinators, and program directors the opportunity to collaborate on educational initiatives that benefit our students during their clinical education.

With the travel theme: Destination World Class, the Symposium focused on AUC’s continued journey as a leading international medical school and an institution of choice and opportunity for students. Workshops, presentations, and roundtable meetings facilitated open dialogue about important issues in medical education and practice—topics like curriculum mapping, innovative learning strategies such as flipped classrooms, career advising opportunities, the cognitive social and emotional aspects of medical education, and interventions to support challenged learners, among others.

“Medical school is a long journey and there is no question that students have more to learn today than they did in the past—physical exams, critical thinking and reasoning, communication,” said Heidi Chumley, MD, Executive Dean and Chief Academic Officer of AUC. “These are critically important skills and we need to build a better train to help students understand what they have learned and what they have left to learn.”

Patty Carney, PhD, Professor of Family Medicine and Preventive Medicine at Oregon Health & Sciences University’s Knight Cancer Institute, gave a keynote presentation on the changing landscape of medical education. While early educational strategies were standardized, convenient, and focused primarily on memorization, more contemporary approaches, she explained, encourage active learning, consider cognitive load, and place greater weight on individualized learning. This shift aims to turn students into adaptive learners able to retrieve and reuse information.

The flipped classroom is one such emerging technique. In this model, students do the majority of preparation before they come into the classroom and then work in small groups or “learning studios” to discuss and debate. Here, the instructor takes on more of a facilitator role.

Carney also noted the integration of live student dashboards at several schools. These cloud-based, crowd-sourced systems give students access to assessment grades but more importantly break down information to chart individual competency progress, areas of weakness, reflections, and summative comments. These platforms pull students away from the obsession of grades and instead show a more holistic picture of their training to be a physician.

Carney ended by reminding those in attendance that medical education is not solely about outputs. Borrowing a quote from the musician Drake, she noted “Sometimes it’s the journey that teaches you the most about your destination.”

At the close of Symposium, AUC hosted a Hospital Fair on campus for first- and second-year students. Representatives from 22 of AUC’s affiliated US and UK clinical sites provided students with information about site facilities and the communities served, unique training opportunities, core rotations and elective offerings, and personalized answers around site-specific questions.

Virtual hospital fairs with key AUC clinical sites will continue to be held throughout the year and will provide students with additional opportunities to plan and prepare for clinical sciences.
We sat down with Dr. Helen Coutts, Consultant Pediatrician and Site Director for AUC students at East Lancashire Hospitals NHS Trust (known as Blackburn) in the UK, to learn more about this vivacious, accomplished faculty member.

Q: How did you become involved in healthcare?

I suppose my love of medicine stemmed from growing up in a household with a mother who was a general practitioner in family medicine and father who was a university lecturer and organic chemist. All of our dinner conversations inspired my love of medical education and the importance of pastoral care.

For the past seven years, I have had the privilege of being the site director at Blackburn Hospital Trust for AUC students. Although our trust is a busy teaching hospital—with students coming from Manchester University as well as AUC—we have always had an ethos of small firm numbers, excellent hands-on experience, and most importantly knowing and being there to support all our students. I hope we have achieved this over the many years that AUC students have been coming.

Q: What do you like most about your job?

One of the most satisfying activities is the weekly sessions where everyone gets to meet and help support each other; not only academically but also socially! It’s great seeing students develop over the nine months that they rotate here and really witnessing their transformation into practicing doctors.

Additionally, as a clinician at Blackburn, I’m able to provide acute, stimulating medicine. Blackburn is the biggest district general hospital in the northwest of England with over 70 pediatric beds and is full of fascinating cases. Due to the population we serve—with a very high consanguous marriage rate—no diagnosis is too obscure!

Q: Describe your other academic positions.

For the last nine years, I’ve been a consultant pediatrician (attending). I qualified from Newcastle University 20 years ago. I’m also critical care/HDU lead and APLS instructor.
Academically, I am the pediatric module lead for the University of Manchester with a recent role in developing a fair assessment process for students, improving the quality and reliability of the feedback, and grading from all aspects of the students placement from academic to professionalism.

I’m also involved with the Manchester curriculum mapping and development and I found all the experience invaluable when writing the new pediatric curriculum for AUC and representing pediatrics on the AUC curriculum committee.

**Q: What’s one of your fun facts that people might not know?**

I have an identical twin who works in Edinburgh as a consultant geriatrician. We both have the same role, just at different ends of the spectrum! No patient can be fully sorted until the family and social situation is tackled and in these last two generalized areas of medicine it is never truer. I hope that I have been able to impart the importance of this to the students who I have had the pleasure of teaching.

**Q: What advise do you have for clinical students?**

Work is only a part of life and to survive successfully as a doctor it is vital to have another life to escape to, to relax in. I have the luxury of working part time and spending quality time with my three children and husband.

I would encourage everyone in their training to think hard about what you really need in life to help cope and relax. Take time to fulfill that just as schedule time to practice for your CK exams. This will not only make you a better doctor but this in turn will help not just yourself but also your patients.

For me, I love the outdoors and the countryside around the UK is perfect for hiking with its dedicated footpaths and camping. And, there’s no poisonous creatures or bears! The stunning Lake District is very close and perfect for camping (well truthfully glamping, I do like my kettle and fairy lights).

“I really enjoy working with the AUC and hope to meet some of you some day in the UK or even in Blackburn.”