



WAYNE STATE
School of Medicine

ACADEMIC DIGEST

March 2021 Newsletter

MATCH DAY SUCCESS!



Congratulations to the Wayne State University School of Medicine Class of 2021, who matched last Friday to residency programs across the nation with a 99% match rate!

280 members of the School of Medicine Class of 2021 learned that they have matched into Residency Programs and where they'll be taking the next step in their medical careers

On Friday, March 19, the School of Medicine Match Day celebration stream went live at 10 a.m. via YouTube and Wayne.edu/live. It included speeches and special appearances from many School of Medicine student leaders, faculty leaders, staff, alumni and even Detroit-born Red Wings defenseman Danny DeKeyser. Special scholarships and awards for the Class of 2021 were also announced, and students shared humorous and poignant stories of friendship in a live "open mic" session.

The event was made possible through a collaborative effort between faculty, staff, and the Class of 2021 leadership group, who all worked together to ensure that a truly memorable event was achieved.

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CURRICULUM RESTRUCTURE

Hello, Restructured Curriculum

Medical Doctor Curriculum 2021-22, Four-year Track

Year	July	August	September	October	November	December	January	February	March	April	May	June
1	Segment One: Normal Structure and Function						Segment Two: Abnormal Structure and Function					
	Human Body Foundations 1		Human Body Foundations 2			Human Body Foundations 3			Human Disease Foundations 1			
	Population, Patient, Physician and Professionalism 1						Population, Patient, Physician and Professionalism 2					
	Service Learning 1						Service Learning 2					
	Clinical Skills 1						Clinical Skills 2					
	Electives						Electives					
2	Segment Two (continued): Abnormal Structure and Function						Segment Three: Clerkships					
	Human Disease Foundations 2		Human Disease Foundations 3				Step 1 Preparation and Clinical Discovery					
	Population, Patient, Physician and Professionalism 2 (continued)											
	Service Learning 2 (continued)											
	Clinical Skills 2 (continued)											
	Electives											
Clinical Experiential Course (Primary Care Clinics)						Clinical Rotations						
3	Segment Three (continued): Clerkships						Segment Four: Post-Clerkship					
	Clinical Rotations (continued)						Clinical Rotations					
	CRISP – Clinical Reasoning, Integration, Skills for Practice - Longitudinal (continued)						Doctor means Teacher...					
4	Segment Four (continued): Post-Clerkship											Graduation 
	Emergency Medicine • Step 2 Prep • Internship • Intensive Care, Physiology • Teaching, Learning, Clinical Reasoning • Electives • Interviews • Research • Medical Education • Clinical Elective • Residency Prep											
Doctor means Teacher: Student Educational Experience - Longitudinal (continued)												

The new curricular calendar structure that was presented to students Jan. 20 will begin April 12 for the Class of 2024 and July 6 for the Class of 2025.

While the Clerkship and Post-Clerkship phases will remain relatively unchanged, the restructuring will help solve issues in the current curricular structure of the Pre-Clerkship Phase. Some of these gaps include: lack of a calendar structure that allows for deep learning or course correction; less than ideal opportunity for students to apply the concepts and to engage in practice feedback loop; almost all courses have one high-stakes exam at the end; and academic calendar out of sync with main campus calendar and financial aid disbursements.

The restructuring provides key improvements, including the opportunity for early identification of academically at-risk students and adequate time for interventions. Additionally, the clean 11- and 12-week course blocks allow for a more seamless schedule, with built-in break periods between courses. Each systems-based course will now have three to five mid-stakes exams per course, with no single high-stakes exam.

You can read more about the new curriculum structure on our [Highways Curriculum website](#). The M.D. program curriculum schema illustrated below has been updated to depict the new curricular structure.



SHIFFMAN MEDICAL LIBRARY

Resource Highlight

Bates' Visual Guide to Physical Examination

Bates Visual Guide to Physical Examination is a systems-based physical examination tool with hours of instructional content for self-directed learning.



BATES' VISUAL GUIDE TO Physical Examination®

Search.....

SEARCH



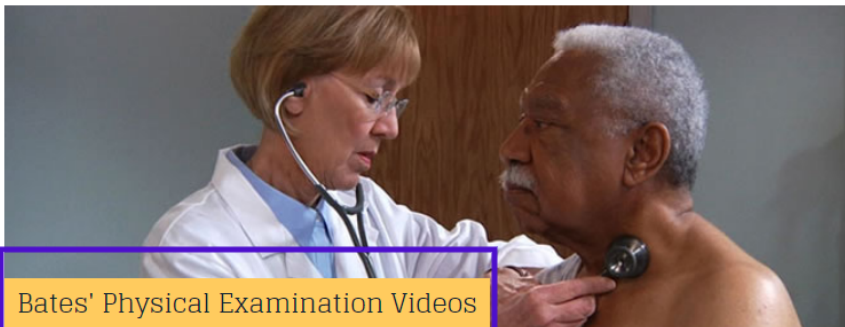
Bates' Physical Examination Videos ▾

OSCE Clinical Skills Videos

About

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NEW! You can now bookmark your favorite content when logged into a personal account!



Bates' Physical Examination Videos

Watch a full volume or view chapter-by-chapter.

- 1. Head-to-Toe Assessment: Adult >
- 2. Head-to-Toe Assessment: Infant >
- 3. Head-to-Toe Assessment: Child >
- 4. Head-to-Toe Assessment: Older Adult >
- 5. General Survey and Vital Signs >
- 6. Skin >

Create Free Personal Account

Register and sign in with a free personal account to access Bates' Visual Guide outside of your institution's IP for 90 days.

OSCE Clinical Skills Videos

Prepare for the OSCEs by observing a patient encounter and practicing your clinical reasoning skills.



OSCE 1: Chest Pain (14:33)

A 50-year-old school counselor presents with a complaint of sharp chest pains over the prior 2 weeks.



OSCE 2: Abdominal Pain (12:42)

A 64-year-old stockbroker presents with pain in the upper part of the abdomen, which has spread to the back.

The extensive library of examination videos is based on an introduction to clinical medicine, including a subset of modules to help learners prepare for the Objective Structured Clinical Examinations.

Set up a complimentary account to bookmark learning modules, test your clinical reasoning skills, download case transcripts and more.

Bates is accessible from the [Shiffman Library Years I and II Guide](#).



FACULTY AFFAIRS

Professional Development

Racism as a Social Determinant of Health



Lynn Smitherman, M.D.

The Office of Faculty Affairs and Professional Development has embarked on a program to help us understand how overt and subtle acts of social injustice adversely affect several aspects of the health of our communities. To that end, Lynn Smitherman, M.D., associate professor of Medicine and Pediatrics, gave an informative presentation titled “Racism as a Social Determinant of Health.” The following are the key lessons from her presentation:

Definitions

Race	Evolving social construct to categorize individuals into groups based on physical traits
Bias	Prejudice for or against a thing, person or group compared with another, usually considered to be unfair. May be explicit or implicit
Racism	A structure to assign privilege and power to a group based on race in a manner that unfairly disadvantages some groups
Structural Racism	Racial bias across institutions and society
Institutional Racism	Racial inequities within institutions and systems of power
Interpersonal Racism	Negative actions toward others based on racial prejudice
Internalized Racism	Private racial beliefs that individuals hold against themselves
Microaggressions	Brief and common daily verbal, behavioral or environmental indignities
Social Determinants of Health	How circumstances in which people are born, grow, live, work and age influence their health
Ethnicity	Self-defined concept based on group identity, such as culture, language, kinship and/or history

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(. . . Faculty Affairs Continued)

Aggravation of Health Disparities by Racism

- Increased poverty rate among Black and Hispanic children
- Infant mortality in Blacks and Hispanics are close to double that of White infants
- Percentage of Black infants with low birth weight is twice that of White infants
- Percentage of Black and Hispanic students graduating high school in 4 years is less than White students

Understanding Racism

Be comfortable in your skin	Being uncomfortable is how you learn
Everyone is equal	Value each other's differences
Do as I say	Do as I do
Read from authors we know and trust	Expand your media diet to hear different voices
Come with good intentions	Know your impact
Acknowledge that racism is wrong	Negative actions toward others based on racial prejudice

Confronting Racism

Personal	Self-education: Anti-racism and racial literacy
Workplace	Create a culturally safe practice; assess patients for stress due to racism/discrimination; screen for SDOH vital signs
Community	Advocate for more education about cultural awareness and communication; participate in pipeline programs; advocate for health equity

This presentation is part of a larger faculty development program that aims to assist faculty in all aspects of their academic endeavors. Please visit facaffairs.med.wayne.edu to learn more about events and programs and to sign up to join and participate in future programs.



ALUMNI AFFAIRS

Exclusive School of Medicine merchandise now online!

Purchase exclusive School of Medicine merchandise online for in-office pickup or nationwide shipping. The School of Medicine Office of Alumni Affairs is your one-stop shop for a full selection of accessories and attire for all ages.

[Order School of Medicine merchandise today.](#)

Medical Specialty Webinars

Practicing physicians and residents will speak on their experience, offer suggestions and answer questions about life in various medical specialties. The WSU Medical Alumni Association hosts a series of medical specialty webinars to help in the process of finding your specialty. [Click to view winter/spring Medical Specialty Webinars](#), more scheduled daily. All times are EST.

Wednesday, April 7 - 5–6 p.m.

Urology

Gabriel Haas, M.D. '82 ; John Lam, M.D. '98

[Register for webinar](#)

Monday, April 12 - Noon–1 p.m.

Dermatology

Beth McLellan, M.D. '07

[Register for webinar](#)

Tuesday, April 20 - Noon–1 p.m.

Internal Medicine

Nabil Al-Kourainy, M.D. '16;

Kristen Kingzett, M.D. '04, Res. '09

[Register for webinar](#)

Thursday, April 22, - 6–7p.m.

Neurology: Neuro-Rehabilitation, TBI Neurology

Jeanette Lopez, M.D. '87, Ph.D. '80

[Register for webinar](#)



Tuesday, May 11 - 6–7 p.m.

Oncology and Hematology

Jerry Liu, M.D. '01

[Register for webinar](#)

Wednesday, May 19 - Noon–1 p.m.

Medical Genetics

Kara Pappas, M.D. '11

[Register for webinar](#)

Thursday, May 27 - 6–7 p.m.

Anesthesia and Chronic Pain

Murali Patri, M.D. '15

[Register for webinar](#)

Virtual Engagement Programs with Students and Alumni

Learn more about the e-engagement programs we offer to foster relationships with alumni through large webinars, small groups and one-on-one mentoring. Within these programs, there's a place for everyone to connect with our alumni and students.

Contact Alumni Program Officer Emily Stone

(emily.stone@med.wayne.edu) for more information about alumni programs and engagement opportunities.

[Click to learn more about virtual engagement opportunities with School of Medicine alumni.](#)



FEATURES

Volunteering at COVID-19 test site leads medical students to publish study on role neighborhoods play on hospital outcomes

A team of eight fourth-year medical students at the Wayne State University School of Medicine have published a paper documenting the impact of socioeconomic disparities on clinical outcomes in patients hospitalized with COVID-19. The patient cohort consisted of more than 2,000 patients, making it one of the largest published cohorts in Michigan.

“Impact of Race and Socioeconomic Status on Outcomes in Patients Hospitalized with COVID-19” was published in the Journal of General Internal Medicine.

Last May, co-authors Daniel Quan and Lucia Luna Wong were working at the Detroit Health Department conducting rapid COVID-19 testing, where they saw many of the patients were from poorer neighborhoods and nursing homes. They hoped to quantify the effect of patients’ social and living environments on hospital outcomes. Around that time, Quan said, Gov. Gretchen Whitmer was speaking to media about how the COVID-19 pandemic has revealed the health disparities in the city of Detroit, and how race played a large role. “That motivated us even more to pursue the study,” Quan said.

The study concludes that after accounting for known risk factors -- including age, sex and comorbidities -- lower neighborhood income was still an independent predictor of poor clinical outcome. Race was not an independent predictor of clinical outcome. The effect of living in a poor neighborhood was more pronounced in Black patients than white patients, possibly due to the effects of systemic and structural racism.

“We were surprised that neighborhood income was still significant, even accounting for known risk factors, which has important implications for future pandemics and management of chronic conditions,” Quan added.

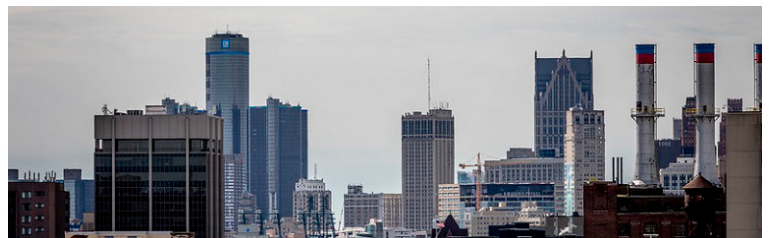
The study was a group effort among the Class of 2021 students, including Quan and Wong, as well as Raghav Madan, Abel Hamdan, Heaveen Ahdi, Amir Daneshvar, Manasi Mahajan and Mohamed Nasereldin, who assisted with data collection.

The students also received support from two faculty members. Assistant Dean of Global Affairs Marcus Zervos, M.D., was a “massive presence in both setting up effective testing measures and studying the pandemic early on. He was instrumental to getting our study off the ground in a timely manner,” Quan said. “Ijeoma Nnodim Opara, M.D., an expert in social determinants of health and the role of systemic and structural racism in patient outcomes, was very helpful in framing our findings in the context of societal inequities.”

Dr. Opara, an assistant professor of Internal Medicine, is founding director of the initiative and curriculum “Health Equity and Justice in Medicine” for Internal Medicine, Internal Medicine-Pediatrics and Pediatrics residents. The curriculum combines critical reflection, community engagement, scholarship and advocacy to address social and structural determinants of health and health disparities.

The study has also resulted in three accepted abstracts: two to the American College of Physicians and one to the prestigious Infectious Diseases Society of America IDWeek in October as a late-breaking abstract due to its high impact on COVID-19 research.

The students are also studying the role of environmental and air pollution in hospital outcomes, and have submitted an abstract of findings to the European Society of Clinical Microbiology and Infectious Diseases with Henry Ford Infectious Disease fellow Anita Shallal, M.D..



This article first appeared on [Today.Wayne.edu](https://today.wayne.edu):
Volunteering at COVID-19 test site leads medical students to publish study on role neighborhoods plays on hospital outcomes