

VITALS



Renaissance
School of Medicine
Stony Brook University

UNDERGRADUATE MEDICAL EDUCATION NEWSLETTER

AUGUST 2024

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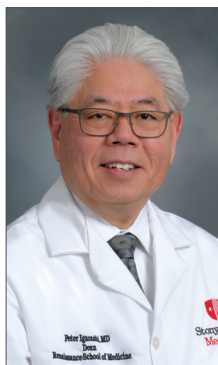
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KNAPP DEAN'S MESSAGE

Peter Igarashi, MD

Knapp Dean, Renaissance School of Medicine at Stony Brook University
Professor of Medicine



It is my pleasure to welcome you to this edition of **VITALS**, which some of you may recognize by its previous name, **VIDYA**. I hope you find this newsletter an informative and valuable resource as you embark on the 2024-2025 academic year at the Renaissance School of Medicine, the #1 ranked public medical school in New York State.

The past year has seen significant growth and progress for our institution, Stony Brook University and our surrounding community.

Every day, I am inspired by the remarkable work of our faculty, staff and students, which have been instrumental in Stony Brook University Hospital's consistent ranking by Healthgrades® as one of America's 50 Best Hospitals — a distinction held only by the top one percent of hospitals nationwide and the sole one on Long Island. Our shared momentum builds with the ongoing progress of the Center for Healthy Aging and LINCATS (Long Island Network for Clinical and Translational Science). Additionally,

(continued on page 2)

UPDATE FROM THE OFFICE OF UNDERGRADUATE MEDICAL EDUCATION

Andrew Wackett, MD

Vice Dean, Undergraduate Medical Education
Director, Clinical Simulation Center
Clinical Associate Professor of Emergency Medicine



It gives me great pleasure to welcome another class of bright medical students to the Renaissance School of Medicine at Stony Brook University. Here at Stony Brook, we are most proud of our tangible commitment to education, as evidenced by our generous allocation of resources for both education and research, and the clear sense of community among our students, residents and faculty. It is to this community that we warmly welcome our new students.

There are several wonderful things to highlight about our School of Medicine.

First, there is our LEARN curriculum. LEARN stands for Learning-centered, Experiential, Adaptive, Rigorous and Novel. Our LEARN curriculum divides the medical education

into three phases: the Foundational Phase, the Primary Clinical Phase and the Advanced Clinical Phase. This structure allows our students to immerse themselves into their clinical experiences earlier, and provides ample opportunities for career exploration, scholarship and multiple degrees. Students are also free to select our accelerated Three-Year MD Program (3YMD) that allows for completion of the MD degree in three years and offers a conditional acceptance into one of our residency programs at Stony Brook.

Second, our facilities are second to none. Our teaching and learning spaces create an environment that is very conducive to learning. This includes our beautiful auditorium with seats colored in "Stony Brook Red," a team-based learning facility, multiple

(continued on page 2)

Knapp Dean's Message *(continued from cover)*

we remain united in our mission to expand essential health services to underserved communities through initiatives like the Stony Brook Health Outreach and Medical Education (SB HOME) free clinic.

At the start of 2024, we began implementing our school's new Five-Year Strategic Plan, which you can find on the RSOM website. Many of our faculty, staff and learners dedicated countless hours to developing the plan's essential academic components: research, education and diversity, equity, inclusion and belonging (DEIB). While these components are addressed individually within our plan, they are closely integrated and aligned with the clinical mission outlined in Stony Brook Medicine's overarching Strategic Plan. Through these integrations, we will

achieve greater understanding, innovative discoveries and treatments, and disseminate newly gained knowledge to best serve our students, patients and communities.

Engaging with our medical students, whether directly or through their Student Senate representatives, remains a personal highlight for me as Dean. Their enthusiasm and dedication are contagious, revitalizing our faculty and me as we help them achieve their aspirations to practice medicine with a solid scientific foundation, and to serve patients and communities to the best of their abilities. It is also heartening to see such commitment rewarded through the support and contributions from our alumni and generous donors, whose gifts have been integral to the continued growth of Stony Brook.

In May, I had the honor of participating in the RSOM's 50th Convocation, a historic occasion during which our keynote speaker, Anthony Fauci, MD, addressed 125 graduates receiving their Doctor of Medicine degrees. With this year's Convocation, more than 5,000 MD degrees have been awarded since our inaugural graduating class of 18 in 1974. This month, I am thrilled to welcome the 136 entering students that comprise the Class of 2028. On behalf of everyone at the Renaissance School of Medicine, we are proud and grateful to have you join us, and we eagerly look forward to supporting you on your journey to becoming accomplished physicians. •

Update from the Office of Undergraduate Medical Education *(continued from cover)*

small group rooms, ample study space in multiple settings and our recently renovated Clinical Simulation Center (CSC). We doubled the size of our CSC, providing additional space for standardized patient exercises, high fidelity manikin simulations and procedural skills, including ultrasound training and much more. Our facilities allow us to apply the "flipped classroom" approach to medical education. Students learn the background material through self-directed learning and then apply the skills in our training centers, thus fostering self-direction and lifelong learning. As our healthcare systems continue to evolve, such skills, we believe, are highly essential for successful careers as physician leaders.

Third, scholarship is a standout characteristic amongst our students, and our Scholarly Concentrations Program provides a funded opportunity for our students to conduct research. Students can elect to conduct a scholarly concentration project in one of five areas: basic or clinical research, global health, medical education, medical ethics and humanities, and medical innovation and technology. In addition to this program, our students have opportunities to obtain dual degrees including our MD-PhD, MD-MBA, MD-MPH, MD-Masters in Epidemiology and Clinical Research, and MD-Masters in Medical Humanities, Compassionate Care and Bioethics.

Fourth, professionalism is a key pillar in our curriculum. How we think about others, care for our patients and communicate with each other, are vitally important in developing a successful career as physicians. In the evolution of our students, from lay people to caring physicians, we cannot overstate the role of self-reflection and humility — humility to learn from our mistakes and to wonder at the awesome miracles of science. Faculty from the Center for Medical Humanities, Compassionate Care and Bioethics have worked closely with us to create a robust program to deliberately enhance the development of professional identity among our students, and we received the Alpha Omega Alpha Honor Society Award for this endeavor.

Fifth, our curriculum includes the study of the systemic racism that exists in our society and the role it plays in promoting healthcare disparities. You will immediately appreciate the incorporation of these concepts in our Transition to Medical School, Medicine in Contemporary Society, Introduction to Clinical Medicine, Themes in Medical Education and other preclinical courses that emphasize implicit bias training and antiracism strategies.

Sixth, we understand the significant role that interprofessional teams play in the care of our patients. With this in mind, we have created the Stony Brook Center for Interprofessional Innovation. The Renaissance School of

Medicine exists among the Stony Brook University Schools of Nursing, Dental Medicine, Social Welfare, Health Professions and the Program in Public Health. This environment, which also includes the presence of the University at large, provides unique opportunities for interprofessional learning and the development of team building and leadership skills. Future physicians will need to learn to be the leaders of healthcare teams.

Of utmost importance, we are mindful of the stress and burnout that has become associated with the practice of medicine. I am happy to report that our students are less stressed and more engaged and joyful than the average medical student in the United States, while continuing to maintain above-average performance on national standardized exams. We recently enhanced our focus on student and faculty wellness. The School provides a variety of options to participate in diverse, meaningful extracurricular activities, research activities and student clubs. The Medical Student Health, Happiness and Humanism group is one of our many highlights.

Finally, I'd like to spotlight our graduates who remain our biggest ambassadors. Many have served as chief residents and have gone on to academic leadership roles throughout the United States and beyond, a real attestation to the quality of the physicians we graduate.

Welcome to the Renaissance School of Medicine and enjoy the journey! •

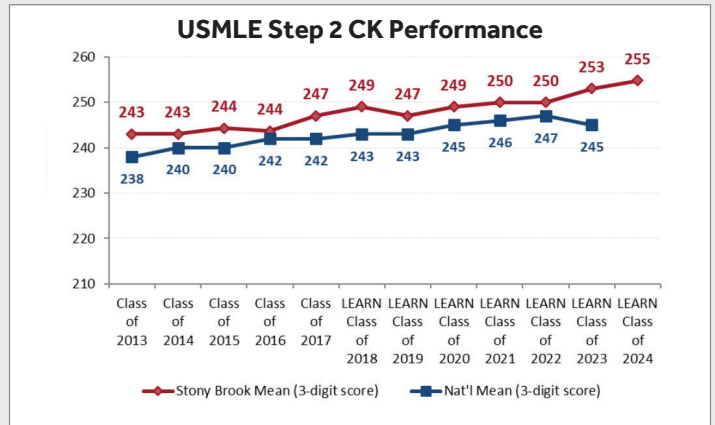
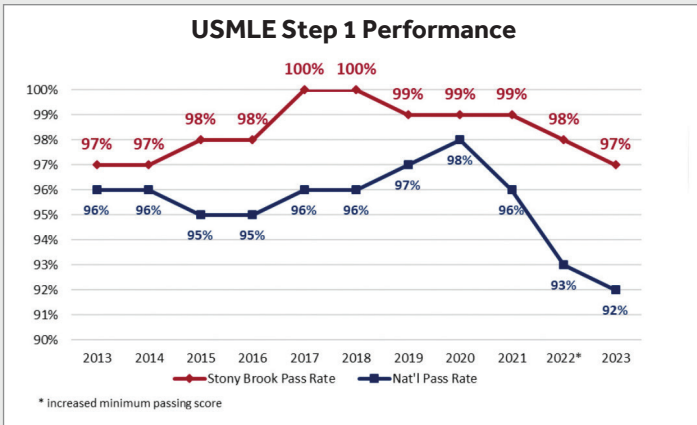
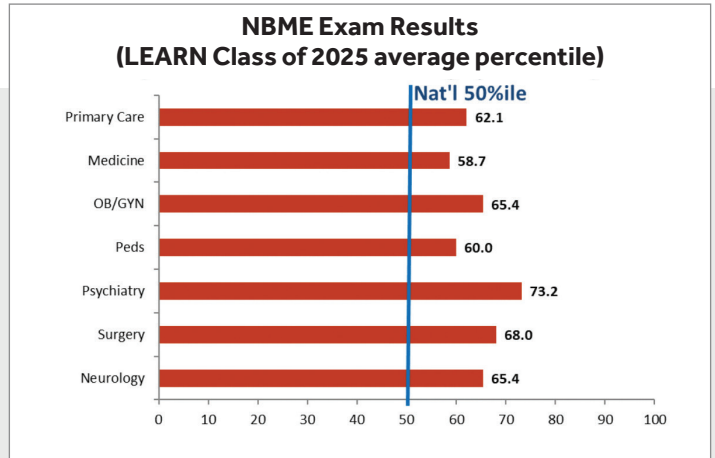
STONY BROOK MEDICINE ACADEMIC OUTCOMES IN A NUTSHELL



Wei-Hsin Lu, PhD
 Senior Education Specialist
 Director of Assessment and Evaluation
 Research Assistant Professor of Preventive Medicine

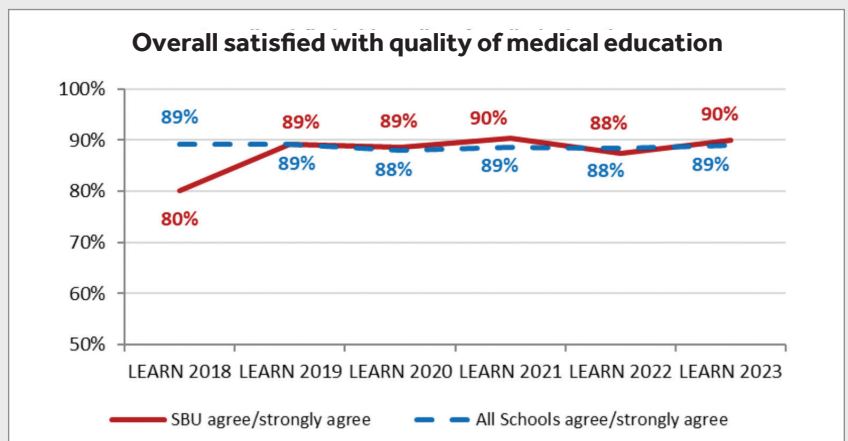
NATIONAL STANDARDIZED EXAMS

Our students consistently perform at or above the national average.



AAMC MEDICAL SCHOOL GRADUATION QUESTIONNAIRE

Our graduates are satisfied with the quality of their medical education training.



WELCOME — CLASS ENTERING 2024

Renaissance School of Medicine at Stony Brook University
Committee on Admissions



Jack Fuhrer, MD

Associate Dean for Admissions
Associate Professor of Medicine

The Committee on Admissions is pleased to introduce the Renaissance School of Medicine's 2024 entering class. We received over 5,300 applications, of whom we interviewed 866 candidates; we made 433 offers (a decrease of 7.5% compared to last year) to fill our entering class of 136. There are 74 women (54%) in the class, which is consistent with the national pool of applicants. Twenty-eight percent of the class come from socio-economically disadvantaged backgrounds,

many of whom are the first members of their families to earn a college degree. While the majority of the entering class are NY state residents, we are happy to welcome 28 out of state and 3 international students. The academic performance of the entering class is most impressive; the median MCAT score is 516 (91st percentile), and the median Science and Total GPAs are 3.91 and 3.93, respectively. Students earned their bachelor's degrees at 57 different colleges and universities. •

UNDERGRADUATE COLLEGES AND UNIVERSITIES

Stony Brook University	33	New York University	3	Hofstra University.....	2
Cornell University.....	13	University of Pennsylvania.....	3	Northeastern University	2
CUNY Hunter College.....	5	Washington University-St. Louis.....	3	St. John's University.....	2
University of California-Los Angeles.....	5	Barnard College.....	2	University of North Carolina-Chapel Hill.....	2
Johns Hopkins University	4	Boston College	2	University of Notre Dame.....	2
University of Michigan-Ann Arbor.....	4	Brown University	2	University of Rochester.....	2
Boston University.....	3	Columbia University	2		
Emory University.....	3	Duke University	2		

There is one student from each of the following schools:

Bucknell University	Rensselaer Polytechnic Institute	University of Maryland-College Park
California Institute of Technology	Rochester Institute of Technology	University of Miami
Colgate University	Scripps College	University of Pittsburgh
CUNY College of Staten Island	Stanford University	University of South Florida
Dartmouth College	SUNY College at Potsdam	University of Tampa
Fordham University	SUNY Empire State College	University of Texas-Austin
Georgetown University	SUNY-University at Buffalo	University of Virginia
James Madison University	Tufts University	University of Washington
Louisiana State University	Tulane University	Vanderbilt University
Marist College	University of California-San Diego	Vassar College
New York Institute of Technology	University of Chicago	Villanova University
Princeton University	University of Connecticut	

TOTAL SCHOOLS REPRESENTED: 57

WHAT TO LOOK FOR IN 2024-2025

Read your **TGIF emails** from the Office of Undergraduate Medical Education **every Friday** to get news, important scheduling information, research and fellowship opportunities, events, etc.

STUDENT ACTIVITIES

First Year Orientation/
Transition to Medical School
August 5-9, 2024

White Coat Ceremony
August 9, 2024

International Opportunities in
Global Medicine Info Session
August 26, 2024

Scholarly Concentrations Program
(SCP) — Post-Summer Follow-Up
Presentations
August 27, 2024

Introduction to the Scholarly
Concentrations Program (SCP)
September 17, 2024

Careers in Medicine
Fall 2024

Asian Extravaganza
TBD

Diaspora of Color
TBD

Evening of the Arts
TBD

Holi
TBD

Hispanic Heritage Event
TBD

Jeopardy Event
TBD

Match Day
March 21, 2025

Scholarly Concentrations Program
(SCP) — Research Day Presentations
April 24, 2025

Convocation
May 2025

Donor Remembrance Day
May 2025

Scholarly Concentrations Program
(SCP) — Kickoff
June 2025

**ALSO CHECK OUT THE SCHOOL'S
ACADEMIC CALENDAR AT
[medicine.stonybrookmedicine.edu/
AcademicCalendar](http://medicine.stonybrookmedicine.edu/AcademicCalendar)**



PATHWAYS TO SUCCESS

Richard J. Iuli, PhD

Medical Education Specialist
Director, Pathways to Success

PAVING THE WAY FOR MEDICAL STUDENTS' ACHIEVEMENTS

At the Renaissance School of Medicine (RSOM), we are deeply committed to the holistic success of our medical students. Our comprehensive **Pathways to Success** program ensures that our students excel not only academically but also in their personal well-being, professional development and readiness for residency.

MISSION STATEMENT

Pathways to Success aims to support our medical students' academic and career achievements, personal well-being, professional identity formation and performance on national exams, guiding them toward the MD degree and residency.

PROGRAM COMPONENTS

Advising PODs

Offering small-group and individual academic advising and student support throughout Phase I of the LEARN curriculum, our Advising PODs provide the guidance and resources students need to successfully navigate the early stages of their medical education.

Academic Success Program (ASP)

Recognizing the challenges of standardized exams, ASP provides supplemental academic support to students experiencing difficulties in Phase I. This initiative minimizes the risk of failures on NBME Subject Exams (Shelf Exams) and the USMLE Step Exams, ensuring that all students are well-prepared for these critical assessments.

Summer Success Program (SSP)

The SSP offers additional support during the summer months, bridging any gaps and reinforcing the knowledge and skills necessary for continued success in the medical program.

CAREERS

The CAREERS component offers comprehensive career advising through large and small-group sessions, as well as individualized support. Through curricular,

co-curricular and extracurricular programs, events and resources, students receive the guidance needed to make informed career choices. Explore our new CAREERS tab on CBase for more information.

Town Halls

At RSOM, we prioritize open communication and transparency through our regular Class Town Halls, where medical students can voice their questions, concerns and feedback directly to the dean's office. These Town Halls ensure that student perspectives are heard and addressed promptly, and enhance the overall medical school experience by creating a supportive and responsive educational environment.

Professional Identity Formation (PIF)

PIF focuses on the development of a student's professional identity over time. From the White Coat Ceremony during the TMS course to the swearing of the Hippocratic Oath at Convocation, PIF activities throughout the curriculum build the humanistic and ethical skill sets that are essential for becoming a "good" physician.

A COMMITMENT TO HOLISTIC SUCCESS

Here at RSOM, we believe that student success transcends academic achievements. We are dedicated to supporting our students across all dimensions of medical school life, ensuring their personal well-being, professional growth and readiness for the future. Pathways to Success embodies this commitment, guiding our students every step of the way as they pursue their dreams of becoming skilled, compassionate physicians.

Stay connected and take advantage of the resources and support available through Pathways to Success. Your journey to becoming a successful doctor is our priority, and we are here to support you every step of the way. •

WHO'S WHO IN THE OFFICE OF UNDERGRADUATE MEDICAL EDUCATION

The Office of Undergraduate Medical Education is responsible for all aspects of undergraduate medical education (including curricular affairs, student affairs and admissions).

DEANS



Andrew Wackett, MD
Vice Dean, Undergraduate Medical Education
Director, Clinical Simulation Center
Clinical Associate Professor of Emergency Medicine



David Cohen, MD
Associate Dean for Student Affairs
Clinical Associate Professor of Emergency Medicine



Mary Jean Allen, MS
Assistant Dean for Student Affairs



Jack Fuhrer, MD
Associate Dean for Admissions
Clinical Associate Professor of Medicine



Howard B. Fleit, PhD
Assistant Dean, Curriculum
Toll Professor of Pathology



Jedan Phillips, MD
Associate Dean, Office of Student Affairs
Clinical Associate Professor of Medicine



Lisa Strano-Paul, MD, FACP
Associate Dean for Clinical Education
Clinical Professor of Medicine
Director, 3YMD Pathway



Grace Agnetti, MS, Ed
Assistant Dean for Admissions



Jennie Williams, PhD
Assistant Dean for Student Diversity

DIRECTORS



Richard J. (Rick) Iuli, PhD
Medical Education Specialist
Director, Pathways to Success Program



Wei-Hsin Lu, PhD
Senior Education Specialist
Director of Assessment and Evaluation
Research Assistant Professor of Preventive Medicine

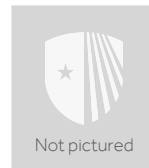
PROFESSIONAL STAFF



Caroline R. Lazzaruolo
Registrar



Candace Chabza, MA
Learning Specialist



Linda DeMotta, MA
Learning Specialist



Salema Mahajan
Senior Research Support Specialist



Michael McAvennie
Communications Manager



Gina Robinson
Instructional Design/
Technology Specialist



Mark Sedler, MD
Founding Director, Office of Global Medical Education
Professor of Psychiatry and Public Health

WELCOME FROM ALUMNI

ADMINISTRATIVE SUPPORT STAFF



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Janet Masini, MA

Director of
Alumni Programs
Stony Brook University

On behalf of the Alumni Association, it is our great pleasure to welcome you, our incoming students, to the Renaissance School of Medicine at Stony Brook University. You are joining a distinguished community of over 6,279 alumni who have paved the way for your successful journey. We extend our heartfelt congratulations and warm welcome as you start on what promises to be a fulfilling and rewarding path to becoming exceptional physicians.

Throughout your time here, you will discover unwavering support from your dedicated Renaissance School of Medicine Alumni Board of Directors. This leadership team of esteemed graduates is here to support you every step of the way and to foster connections with the broader medical alumni community.

The stethoscope you receive at the White Coat Ceremony is more than a symbol of your entry into the medical profession; it signifies the beginning of the Alumni Association's ongoing support. Throughout your years at the University, alumni will offer scholarships, awards, mentorship and career guidance.

Our School of Medicine Black and LatinX Alumni/Student Network provides a welcoming space for underrepresented minority students, ensuring support and inclusivity. Furthermore, you will have numerous opportunities to interact with alumni and participate in both virtual and in-person events. These events will allow you to meet alumni mentors and gain invaluable advice about the profession.

Once again, welcome to the Renaissance School of Medicine at Stony Brook University. We are excited to see all that you will achieve and look forward to supporting you in your journey through medical school and beyond. •



THE SCHOLARLY CONCENTRATIONS PROGRAM (SCP)

Howard B. Fleit, PhD

Assistant Dean for Curriculum
Toll Professor, Department of Pathology

The Scholarly Concentrations Program (SCP) is a four-year track opportunity for medical students to engage in and attain recognition for scholarly pursuits in related areas of medicine.

Under this program, students have the opportunity to do academic exploration in:

- Basic, Translational and Clinical Research
- Global Health
- Medical Humanities and Ethics
- Medical Education
- Medical Innovations and Technology

The SCP aims to align the areas of interest of students with the academic mission of the Renaissance School of Medicine (RSOM) at Stony Brook University, providing a longitudinal area of work to the student experience at the RSOM. For many students, this experience has been extremely helpful in identifying long-term career goals, exploring research project interests and building an academic track record.

The specific goals of the Scholarly Concentrations Program include:

- 1. PROVIDING** encouragement and supporting students engaging in extracurricular scholarly pursuits aligned with their own area of interest.
- 2. FACILITATING** students gaining valuable career experience, networking opportunities and research project-based proficiencies to complement didactic medical education.
- 3. OFFERING** special recognition to students who engage in such scholarly pursuits and complete all of the SCP's requirements.
- 4. IMPLEMENTING** research methods of the identified track, including the life sciences, social sciences, humanities, law, policy, etc.

A **Research Day** is held every year in the spring to give graduating students an opportunity to present the results of their research in an oral and/or poster presentation.

On August 27 at 3 pm, current second-year students will present the results of their research performed over the summer. Information on project titles and location of presentations will be made available to first-year students. •



(First) Sean Na, Excellence in Clinical Science Research

(Second) Kunal Shah, Excellence in Translational Research

(Third) Christina Rymond, Excellence in Basic Science Research

(Fourth) Daanyaal Kumar, Excellence in Innovation in Medical Education



3YMD PROGRAM

Lisa Strano-Paul, MD, FACP

Associate Dean for Clinical Education
Clinical Professor of Medicine
Director, 3YMD Pathway

The Three-Year MD Program at the Renaissance School of Medicine at Stony Brook University, 3YMD@RSOM, offers a limited number of students the opportunity to complete their medical degree in three years.

Students accepted into the 3YMD program enter a directed pathway into their Renaissance School of Medicine residency program of choice.

PROGRAM BENEFITS:

- Save time and tuition costs by completing your MD requirements in three years.
- Develop a long-term mentoring relationship in your Renaissance School of Medicine residency program.
- Direct pathway for entry into a Renaissance School of Medicine residency program.
- Enter the physician workforce a year earlier.

For more information, visit renaissance.stonybrookmedicine.edu/3YMD



Dr. Lisa Strano-Paul, Director of the 3YMD Pathway and Associate Dean for Clinical Education, reviews clinical skills with 3YMD students in the Clinical Skills Center.

JOINT DEGREE PROGRAMS

The Renaissance School of Medicine at Stony Brook University has four joint degree programs — MD/PhD (MSTP), MD/MBA, MD/MPH and MD/MA.

MD/PhD (MSTP) Stony Brook University, in conjunction with Cold Spring Harbor Laboratory and Brookhaven National Laboratory, sponsors the Medical Scientist Training Program (MSTP), leading to both the MD and PhD degrees. The purpose of the MSTP, partially funded by a competitive grant from the National Institutes of Health, is to train academic medical scientists for both research and teaching in medical schools and research institutions. Graduates of this program are equipped to study major medical problems at the basic level, and at the same time, recognize the clinical significance of their discoveries. For more information, visit renaissance.stonybrookmedicine.edu/mstp.

MD/MBA The College of Business and the Renaissance School of Medicine have created a combined MD/MBA program. The purpose of the combined degree program is to prepare students for a management career in the healthcare field. The MD/MBA program combines a four-year MD degree and a 48-credit MBA degree. For more information, visit stonybrook.edu/commcms/business/graduates/_combined-masters/mdmba.php.

MD/MPH The Program in Public Health at Stony Brook offers a Master of Public Health (MPH) degree, which can be obtained with the MD degree. The combined program requires the completion of all Renaissance School of Medicine requirements for the MD degree program and all 54 credits of the MPH program. When applying to the combined program, students will be able to select one of the three MPH concentrations: Health Analytics, Community Health, and Health Policy and Management. For more information, visit publichealth.stonybrookmedicine.edu/academics/degreeoptions/grad/md.

MD/MA The Center for Medical Humanities, Compassionate Care and Bioethics offers, on a selective basis, the opportunity for up to five medical students a year to participate in a joint MD/MA program. In addition to their coursework, these students enroll in the Scholarly Concentrations Program and take 18 credits from the MA program in Medical Humanities, Compassionate Care and Bioethics to receive a joint MD/MA upon graduation. For more information, visit stonybrook.edu/bioethics/education.



Renaissance School of Medicine Timeline

1950s

1957: The State University College of Long Island at Oyster Bay is established, welcoming 148 first-year students and 14 faculty members to its temporary campus grounds, Planting Fields.

1960s

1960: On April 8, ground is broken on a new campus in Stony Brook, which soon after is designated a university center and renamed the State University of New York, Long Island Center.

1963: University administrators begin planning for the construction of a comprehensive Health Sciences Center on Stony Brook's East Campus.

1966: Edmund D. Pellegrino, MD, the first Vice President of the Health Sciences, is charged with establishing a medical center at Stony Brook University that includes a tertiary care hospital. Dr. Pellegrino is named Dean of the School of Medicine in 1968.

1968: Drs. Pellegrino and Alfred Knudson ideate an institution with five schools — Medicine (now Renaissance School of Medicine), Nursing, Dental Medicine, Social Work and Allied Health Professions (now School of Health Professions).

1970s

1971: The School of Medicine (SOM) welcomes its inaugural class of 24 — eight women and 16 men — in temporary facilities on the South Campus for the three-year program.

1971: Phase I construction begins on the new Health Sciences Center, followed by the Basic Research Tower in 1973.

1971: Mineola Hospital, Nassau County Medical Hospital and Brookhaven National Laboratory affiliate as teaching centers.

1972: Marvin Kuschner, MD, founding director of the Department of Pathology, is appointed as Acting Dean of Medicine.

1974: The School of Medicine graduates its first class of 18 doctors at its First Convocation.

1974: The Liaison Committee on Medical Education accrediting body approves a full program for the School of Medicine and grants the school permission to increase its class size from 24 to 48 students.

1974: The School of Medicine's medical degree goes to a four-year program.

1974: The Department of Surgery is established.

1976: LCME reaccreditation grants the SOM permission to increase its class size to 76 students in 1980, and to 100 students in 1982.

1976: Robert Sandhaus becomes the School of Medicine's first graduate to receive both MD and PhD degrees.

1978: Eight HSC departments open, and the HSC earns accreditation to offer residencies in Family Medicine, Internal Medicine, Psychiatry and Surgery, as well as doctorates in Anatomical Sciences, Microbiology, Pathology and Pharmacology.

1978: The Basic Health Sciences program merges with Medicine under the Dean of Medicine.

1980s

1980: Stony Brook University Hospital, the region's first academic medical center, is formally dedicated.

1981: The Medical Scientist Training Program (MSTP), the SOM's MD/PhD program, launches.

1986: Stony Brook initiates a Student National Medical Association (SNMA) chapter, empowering minority medical students and advocating for underserved communities.

1987: Scholars for Medicine welcomes its first undergraduate students who will graduate in seven years with an MD degree.

1988: Jordan Cohen, MD, is appointed as the Dean of Medicine.

1989: The SOM's curriculum undergoes extensive revisions, including computer-assisted instruction (CAI).

1990s

1990: The School of Medicine surpasses 1,000 graduates.

1991: The Long Island State Veterans Home (LISVH) at Stony Brook opens its doors to its first residents on Oct. 25.

1993: Stony Brook University Hospital, clinical operations of the School of Medicine and managed care initiatives, is renamed "Stony Brook University Hospital and Medical Center."

1994: Naji Abumrad, MD, is named Acting Dean for the School of Medicine.

1995: The School of Medicine establishes its Alumni Chapter.

1995: Norman Edelman, MD, is appointed as Dean of the School of Medicine, as Vice President of the University Medical Center and as Vice President of the Health Sciences Center.

1996: The School of Medicine celebrates its twenty-fifth anniversary.

1997: A first-year medical student initiates an Evening of the Arts for the SOM, showcasing medical students and faculty's artistic talents.

1998: Stony Brook University Hospital is identified as one of the top 15 teaching hospitals in a vigorous study that examined over 3,500 hospitals nationwide.

1998: The School of Medicine hosts its first White Coat Ceremony, now an annual tradition.

2000s

2000: The School of Medicine surpasses 2,000 graduates.

2005: Richard N. Fine, MD, a nationally renowned pediatric nephrologist and Chair of Stony Brook's Dept. of Pediatrics, is appointed as Dean of the School of Medicine.



2006: The new name “Stony Brook University Medical Center” is introduced to refer to both Stony Brook University Hospital and the School of Medicine.

2006: The Clinical Skills Center (now called the Clinical Simulation Center), an ultramodern simulation training site, opens.

2008: Stony Brook HOME (Health Outreach and Medical Education), a free medical student run clinic, opens its doors for the first time in Islip, NY.

2008: Stony Brook University Medical Center and Southampton Hospital announce their New York State-approved comprehensive alliance.

2009: Stony Brook’s School of Medicine exceeds 3,000 graduates.

2010s

2010: Kenneth Kaushansky, MD, is named Senior Vice President of Health Sciences and Dean of the School of Medicine.

2010: Stony Brook Long Island Children’s Hospital opens, the only dedicated children’s teaching hospital on Long Island.

2012: The School of Medicine Alumni Chapter launches HOST (Help Our Students Travel), connecting fourth-year medical students with alumni for lodging, career guidance and hospitality during residency interviews.

2012: Leadership unveils new logos for its university and its medical enterprise, featuring a shield, rays and a star. It also introduces “Stony Brook Medicine” as a comprehensive brand that integrates all health-related initiatives and comprises the five health sciences schools, Stony Brook University Hospital, major centers and institutes, programs, clinics and community-based healthcare settings.

2014: The SOM launches its multi-phase LEARN (Learning-centered, Experiential, Adaptive, Rigorous and Novel) curriculum, providing integrated training in the basic medical sciences and clinical disciplines of medicine.

2016: The SOM enters a strategic partnership with Mount Sinai Health System and the Icahn School of Medicine in Manhattan.

2017: Stony Brook Medicine welcomes Southampton Hospital to its healthcare system. Moving forward, the facility is known as Stony Brook Southampton Hospital.

2017: The School of Medicine surpasses 4,000 graduates.

2018: The SOM unveils its new Three-Year Medical Degree (3YMD) program, offering an accelerated path for students to obtain their medical degree in three years.

2018: A Nov. 1 ribbon-cutting ceremony celebrates Stony Brook’s new Medical and Research Translation (MART) building for cancer research and clinical services.

2018: The Stony Brook University School of Medicine is renamed the Renaissance School of Medicine at Stony Brook University (RSOM), recognizing the philanthropic investments of over 100 families at Renaissance Technologies in Stony Brook University, starting with a gift from Jim Simons, former Stony Brook University Mathematics Department Chair, who incubated Renaissance Technologies on the University campus.

2019: Eastern Long Island Hospital joins the Stony Brook Medicine healthcare system and is now known as Stony Brook Eastern Long Island Hospital.

2019: The 150-bed Hospital Pavilion and Stony Brook Children’s Hospital opens on Nov. 17 with a historic Move Day, moving 102 young patients into their new, single-patient rooms.

2020s

2020: All RSOM classes go virtual due to the COVID-19 pandemic.

2020: One hundred and twenty-two medical students graduate early; 52 percent of the graduating class agree to immediate deployment to fight COVID-19.

2021: William Wertheim, MD, MBA, Vice Dean for Graduate Medical Education and Designated Institutional Official, is named Interim Dean of the Renaissance School of Medicine.

2021: Members of the RSOM’s inaugural Class of 1971 help don the White Coats on the incoming 136 students of the class of 2021.

2021: The Renaissance School of Medicine celebrates its fiftieth anniversary.

2022: Peter Igarashi, MD, a nationally recognized nephrologist, physician-scientist and medical-education innovator, is appointed as Dean of the Renaissance School of Medicine.

2022: RSOM medical students establish Long Island’s inaugural chapter of Black Men in White Coats, a national program that addresses the underrepresentation of Black men in medicine and healthcare.

2023: Stony Brook University announces it will open the Center for Healthy Aging (CHA) to further revolutionize senior care in Suffolk County and beyond.

2023: Stony Brook Medicine opens Stony Brook Advanced Specialty Care at Lake Grove, with a full expansion from 60,000 to 170,000 square feet targeted for completion by 2027.

2024: One hundred and twenty-five senior medical students graduate before family, loved ones, mentors, alumni and faculty at the Renaissance School of Medicine’s 50th Convocation.



Scan the QR code for the full timeline experience online.



SB HOME RELIES ON ITS MED STUDENT VOLUNTEERS

Jedan Phillips, MD

Associate Dean for Minority Student Affairs
Associate Professor of Family, Population and Preventive Medicine

The benefits of volunteering at SB HOME include:

- Giving back to the local community
- Early clinical exposure
- Interacting with upperclassmen
- Learning clinical skills early
- Working directly alongside attendings
- Learning how to run a clinic
- Satisfaction of helping those in need

Medical students can volunteer to further SB HOME's mission during clinic hours and/or outside of clinic hours.

For more information about participating in **SB Home**, visit renaissance.stonybrookmedicine.edu/stonybrookhome.

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

MISSION STATEMENT

Stony Brook Health Outreach and Medical Education (SB HOME) is dedicated to improving the health and well-being of the underserved community in Suffolk County by:

- Increasing access to free, dependable and comprehensive health services
- Empowering individuals and families through education and social services
- Training future clinicians in culturally competent and compassionate care

PLEASE SUPPORT US

DONATIONS ARE TAX-DEDUCTIBLE.

Please make checks payable to "FSA 703 SUNY at Stony Brook" and mail to:

Renaissance School of Medicine
Attn: Anita Henninger
Health Sciences Tower
Level 4, Room 159
Stony Brook, NY 11794-8432



Annual Spring Gala, April 11, 2024, The Waterview at the Port Jefferson Country Club. Faculty advisor Dr. Jedan Phillips, Associate Dean of Student Affairs, and SB HOME student-run free clinic student participants.



SB HOME Gynecological Services Day: Camille Chan and Ryan Williams, Class of 2024; second row, Dr. Jedan Phillips and undergraduate Spanish translators.



INSPIRING THE NEXT GENERATION OF PHYSICIANS AND SCIENTISTS

Cordia Beverley, MD

Assistant Dean for Community Health Policy
Clinical Associate Professor, Family, Population
and Preventive Medicine

Renaissance School of Medicine students and faculty go back to High Schools to engage students and parents.



On October 18, 2023, medical students, residents and faculty from the Renaissance School of Medicine visited students at Brentwood, Longwood and Wyandanch High Schools in Suffolk County, for our seventh annual "Doctors Back to School Day" (DBTS). This year's program was also expanded to include a session with members of the Parents Association at Wyandanch High School.

Doctors Back to School Day is promoted by the American Medical Association to help students, from communities that are underrepresented in medicine, realize that medicine is an attainable profession by introducing them to student and faculty role models. Public Health literature has documented that increased participation of underrepresented individuals in the health professions leads to better health outcomes for underserved populations.

This community outreach program enables medical students and residents to better understand the Suffolk County communities they serve. Studies indicate that medical students and residents participating in community service are more likely to specialize in family medicine or primary care. This year's program participants included preclinical medical students, MD/PhD students, residents and faculty from our Family Medicine, Preventive Medicine, Internal Medicine, Obstetrics-Gynecology and Pediatric Departments.

Doctor's Back to School Day was well received by approximately 500 high school students, their teachers and parents. Throughout the morning, medical

students and residents spoke of their personal journeys and the challenges they overcame to attend medical school and to become physicians. One student shared her experience of the obstacles she faced coming from an underserved community and not having role models and mentors to help guide her. Many students identified with her story and were inspired by her perseverance. Another student spoke of the difficulties his family and community members faced because their doctors did not speak Spanish, causing him to become the translator for his community while he was a child. These healthcare disparities motivated him to become a physician so that he could make a difference to the health of the community. The faculty who participated felt it was a unique collaborative learning experience for both medical students and residents.

The DBTS students, residents and faculty were asked to speak with a group of parents who were visiting Wyandanch High School. The meeting led to a vibrant conversation and Q&A session. A medical student stated, "We were also able to talk to the parents about the application process to college and medical school, different paths to medicine and how to get financial aid. The parents were receptive and appreciated our visit."

Doctors Back to School Day was truly inspiring for all the participants. We would like to thank Brentwood, Longwood and Wyandanch High Schools for their collaboration and hospitality.

We are looking forward to our visit again this fall. •





DONOR REMEMBRANCE DAY 2024

Most aspiring physicians, during our early days of medical school, experience a defining moment when they first step into the anatomy lab and see a human body lying on the dissection table. These donors are often considered and referred to as the first and most important patients that we as students will ever encounter.

However, this characterization bears little resemblance to the actual relationship that materializes inside the anatomy lab. It is intimate. Our donors enable us to hold their hearts in our hands, learn about their brains and the memories in their folds, and touch every bone, muscle, organ, nerve, artery and vein. Their bodies, and the intricate stories each of them tells, become a canvas for learning. They teach us about the beauty and mystery of the human form, about its miraculous design and the pain that it can bring when things go wrong.

They also remind us of our own vulnerabilities and imperfections. With each discovery, we learn about connection, intelligence, courage, generosity, graciousness, humility, inspiration and empowerment. We understand how to celebrate life and to never forget the need for humanity in medicine — a lesson that can never be explained inside any textbook. This experience not only instills a profound respect for the human body, but also a heightened dedication to our careers and a deeper grasp of the responsibility we will have in our futures.

Renaissance School of Medicine (RSOM) Class of 2027 Senators Chiagoziem Okolo and Radhika Patel, along with the School of Dental Medicine (SDM) Class of 2027 President Danielle Rallis and Vice President Amanda Rappa, directed efforts to continue the yearly Donor Remembrance Ceremony that remembers our anatomy donors and shows our appreciation to their families. This year's ceremony took place on May 18 in the Bauman Center for Leadership and Service. After some mingling among the families, students and faculty in attendance, Susan Larson, PhD, Professor and Chair of the Department of Anatomical Sciences, began the program and welcomed everyone. Emcee Simran Kohli, SDM Class of 2027, facilitated the event by introducing speakers and performers throughout the day.

Following a profoundly moving address from Peter Igarashi, MD, Knapp Dean of the Renaissance School of Medicine, our classmates performed beautiful musical arrangements, beginning with the Camerata Choir, comprised of Emily Bondarenko and Alex Chu (RSOM Class of 2027), Michelle Carfagno and Ann Kogosov (RSOM Class of 2025), Tyler Osborne (PhD), and Michael Shelhart Sayers (RSOM Class of 2026), who sang "Ubi Caritas" by Ola Gjeilo and "Ave Verum" by Mozart. Jason Chen and Karen Phuong (RSOM Class of 2027) performed "Photograph" by Ed Sheeran and "Make You Feel My Love" by Adele, and Nick Picarella

and Danielle Rallis (SDM Class of 2027) sang "Tears in Heaven" by Eric Clapton and "Vergin, Tutto Amor" by Francesco Durante, respectively.

Student speakers Justin Bauco, Joy Julius and Radhika Patel (RSOM Class of 2027) each spoke about their personal experiences in the anatomy lab. The room's atmosphere was both somber and uplifting, reminiscent of a memorial, with candles casting a soft glow on the tables and white flowers symbolizing resilience and hope. Handwritten notes from the students expressing gratitude to the families were placed throughout the venue. We also wanted to provide the families with gifts to serve as lasting reminders of their loved ones and their enduring connection to our institution, including delicate seed paper butterflies made from purple flower petals and decorative candles inscribed with "Stony Brook Donor Remembrance Ceremony 05.18.2024."

Among the most special moments of the donor ceremony was listening to the families' heartfelt speeches. Although we have always been told of the importance of remembering our donors, it was when their loved ones spoke that we truly understood the ceremony's significance. It quickly became evident that many family members were still grieving their loss. For some, the ceremony took the place of a traditional funeral, finally allowing for closure. Many of them came forward and shared stories of their departed spouse, parent or child, and the lasting impact they had on the people around them. Together, we shared tears and laughter.

It was truly a privilege to have learned from these individuals who once spread such joy to the world and continued to give to others beyond their last heartbeat. Their selfless sacrifice has enabled advancements in medical education and research, and the constant pursuit of knowledge to transform lives. We will be forever grateful to the best teachers we ever had, and we will always keep them in our hearts as we move forward in our medical journeys. •



Susan Larson, PhD, Professor and Chair of the Department of Anatomical Sciences, gives her opening remarks.



Dr. Peter Igarashi, Knapp Dean of the Renaissance School of Medicine, addresses the families and students.



Student speaker Joy Julius, RSOM Class of 2027, addresses the families and students in attendance.



The Camerata Choir performs "Ubi Caritas" by Ola Gjeilo.



Donor families, students and faculty mingle during the heartfelt ceremony.



Emcee Simran Kohli, School of Dental Medicine Class of 2027, facilitates the 2024 Donor Remembrance Ceremony at the Bauman Center for Leadership and Service.



Donor Remembrance Ceremony Program



RSOM Class of 2027 Senators Chiagoziem Okolo (left) and Radhika Patel (right).



Donor families and students listen to speakers and performances.



Jason Chen and Karen Phuong, RSOM Class of 2027, perform "Photograph" by Ed Sheeran.



The presence of the Dean of the School of Dental Medicine, Dr. Patrick M. Lloyd (left), Vice Dean of Undergraduate Medical Education at RSOM, Dr. Andrew Wackett (middle), and Knapp Dean of the RSOM, Dr. Peter Igarashi (right), meant a great deal to both students and donor families.



RSOM Class of 2027 Senators Chiagoziem Okolo and Radhika Patel, along with SDM Class of 2027 President Danielle Rallis and Vice President Amanda Rappa, provide closing remarks.

MATCH DAY CELEBRATION MARCH 15, 2024

We had another successful Match Day this year, held in Benedict Hall, with 98 percent of the class matching to a residency program.

35% of our students matched to primary care residencies (medicine, pediatrics, family medicine, med/peds).

53% matched in New York State, and we are extremely proud to report that 34 percent of these students will continue their education here at Stony Brook Medicine.

47% will take their talents out of state to 19 different states.



WHAT A MATCH

The Class of 2024 matched to the following residency specialties and programs:

TOP Residency Specialties

24 STUDENTS	INTERNAL MEDICINE
15 STUDENTS	PSYCHIATRY
12 STUDENTS	ANESTHESIOLOGY
10 STUDENTS	PEDIATRICS
8 STUDENTS	EMERGENCY MEDICINE
8 STUDENTS	OBSTETRICS-GYNECOLOGY
8 STUDENTS	ORTHOPAEDIC SURGERY
8 STUDENTS	RADIOLOGY-DIAGNOSTIC

ALL RESIDENCY PROGRAMS

Anesthesiology.....	12
Dermatology.....	2
Emergency Medicine.....	8
Family Medicine.....	6
General Surgery.....	5
Internal Medicine.....	24
Interventional Radiology.....	1
Neurology.....	4
Obstetrics-Gynecology.....	8
Ophthalmology.....	2
Orthopaedic Surgery.....	8
Otolaryngology.....	2
Pediatrics.....	10
Plastic Surgery.....	1
Psychiatry.....	15
Radiology-Diagnostic.....	8
Surgery.....	5
Urology.....	1



MATCH DAY EXPERIENCE

Salvatore Capotosto, MD

Renaissance School of Medicine at Stony Brook University, Class of 2024

SETTING NEW GOALS

"Sal, I am sorry," my coach said, "but we will not renew your contract."

That was ten years ago. As a young Italian, I played as a professional goalkeeper for my dream soccer team, SSC Napoli, until a series of injuries ended my athletic career. Teams had no time to wait for a young goalie to finish rehab. The years I spent following my passion and dreams and earning my job dissolved over a few months.

I confess, hearing those words from my coach was difficult. And when people were no longer stopping me on the street and asking me to sign their soccer ball or shirt... well, for a time I felt lost and vulnerable.

Luckily, while growing up with my grandparents, I learned one fundamental thing: When one door closes, another one opens wide. Throughout my rehab period, I developed a strong connection with my team's orthopaedic and sports medicine team. They served as an incredible source of inspiration and resilience, and they sparked what became my new passion: a career in orthopaedics.

As the first in my family to enter medical school and a first-generation immigrant, my path to medicine was unknown. I eagerly embraced an opportunity to move from Italy to the United States for my own education when, on a summer day in 2015, my girlfriend (and now wife) Federica asked, "Sal, my dad is going to work in the USA. Do you want to continue your academic career with me there?" Thrilled, I replied, "I would love to. But it would be a good idea to learn English first." I immediately took up reading books in English, and my American dream began.

It was not easy; there were few schools in the U.S. willing to give me a chance. Thankfully, Stony Brook was one of them. I vividly remember Dr. Jack Fuhrer and Ms.



Grace Agnetti calling to tell me that I was accepted to the Renaissance School of Medicine. I was elated. Through four years of medical school, I spent endless hours perfecting my English, working to help communities by volunteering at the SB HOME free clinic, coaching youth soccer teams in underserved areas, mentoring students and participating in the outstanding research opportunities offered at Stony Brook. And every day throughout those four years, my dream to enter an orthopaedic residency grew.

I remember the morning of Match Day last March, a day I had worked so hard to get to, being stressful, exciting and nerve-racking. Like my classmates, I was in the Bauman Center holding a sealed white envelope in my hands. It was the moment of truth; I was about to learn if I matched to one of the residency programs I applied for. Fortunately, Federica was there, as always, standing in front of me while my in-laws were by my side. My family in Italy anxiously stood by on the phone on FaceTime, and I saw Ms. Agnetti and Dr. Fuhrer also remaining close by. After a ten-second countdown that felt like a

lifetime, I opened my envelope with trembling hands and read out loud: "Congratulations, Salvatore. You have matched into Orthopaedic Surgery Residency at Mount Sinai Hospital in New York City."

I stared at the letter for a few seconds, then started crying, feeling overjoyed and relieved. My family exploded with delight and I hugged everyone around me. A few moments later, I turned to Ms. Agnetti and Dr. Fuhrer and told them, "You will always be a huge part of my career. Thank you for giving me a chance." Then I continued to cry like a baby.

Ten years ago, my coach told me that my athletic career was over. But it represented the beginning of a new adventure, a new dream. Match Day was the coronation of that dream. I could not have been luckier to be at Stony Brook and the Renaissance School of Medicine, which empowered me to face the challenges ahead.

To the students of this year's incoming class, I say: Do not be scared to fail. Be brave and remember, "When one door closes, another one opens wide." •



MATCH DAY CELEBRATION 2024





CONVOCATION 2024



CONVOCATION

The Class of 2024 will be heading off to the following residency programs:

Beth Israel Deaconess Medical Center
 Barnes-Jewish Hospital
 Baylor College Medicine Medical Center
 Boston University Medical Center
 Brown University – Butler Hospital
 Brown University – Rhode Island Hospital
 Case Western/University Hospitals Cleveland Medical Center
 Central Washington Family Medicine
 Dartmouth-Hitchcock Medical Center
 Flushing Hospital Medical Center
 Hospital of the University of Pennsylvania

ISMMS Mount Sinai Beth Israel
 ISMMS Mount Sinai Hospital
 ISMMS Mount Sinai Morningside-West
 Johns Hopkins All Children's Hospital
 Loma Linda University Maimonides Medical Center
 Mass General Brigham
 Mayo Clinic School of Graduate Medical Education
 Mass General Brigham – Brigham and Women's Hospital
 Montefiore Medical Center/Einstein
 Mount Auburn Hospital
 NuVance Health
 NYMC-Metropolitan Hospital Center

New York-Presbyterian/ Columbia University Medical Center
 New York-Presbyterian/ Weill Cornell Medical Center
 New York University Grossman Long Island School of Medicine
 OBH Brookdale University Hospital Medical Center
 Ohio State University Medical Center
 Oregon Health & Science University
 Providence Sacred Heart Medical Center
 Rutgers-Community Medical Center
 Rutgers-Robert Wood Johnson Medical School
 SSM Health, Saint Louis University School of Medicine

Stamford Hospital/ Columbia
 Stanford Health Care
 Stony Brook Medicine
 Temple University Hospital
 Thomas Jefferson University
 University Colorado School of Medicine
 University Florida College of Medicine – Shands Hospital
 University Maryland Medical Center
 University of Michigan Hospitals – Ann Arbor
 University Rochester/ Strong Memorial
 University of Southern California
 University of Wisconsin Hospital and Clinics

University of California Irvine Medical Center
 University of Massachusetts Chan Medical School
 University of Pittsburgh Medical Center Medical Education
 Westchester Medical Center
 Yale New Haven Hospital
 Zucker SOM-Northwell Cohen Children's
 Zucker SOM-Northwell Lenox Hill Hospital
 Zucker SOM-Northwell Mather Hospital
 Zucker SOM-Northwell NS/LIJ-NY
 Zucker SOM-Northwell Staten Island University



CONVOCAATION *(continued)*



GIVE BACK

We thank the
Renaissance School of Medicine Alumni
for their continuous support.



For further information or to make a donation, scan the QR code, visit stonybrook.edu/SOM-AlumniSupport or contact Samantha Nobile, Director of Advancement, at samantha.nobile@stonybrookmedicine.edu.



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