

VITALS



Renaissance
School of Medicine
Stony Brook University

UNDERGRADUATE MEDICAL EDUCATION NEWSLETTER

AUGUST 2025

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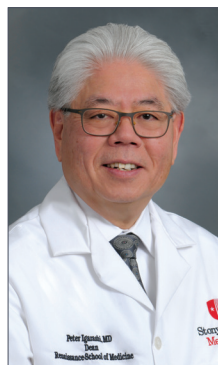
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KNAPP DEAN'S MESSAGE

Peter Igarashi, MD

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



Welcome to our newsletter **VITALS**, a valuable resource as you start your academic year at the Renaissance School of Medicine at Stony Brook University, New York State's top-ranked public medical school. Whether you're just starting out or already deep into your training, I hope you'll find the stories and updates in these pages helpful as you move forward in your medical journey.

Over the past year, our school, university and surrounding community have made significant strides. Thanks to the unwavering

dedication of our faculty, staff and students, Stony Brook University Hospital remains one of America's 50 Best Hospitals, as ranked by Healthgrades® — a distinction earned by only the top one percent of hospitals nationwide and the only one on Long Island to receive this honor.

Our medical education programs have also continued to evolve. With four new department chairs and a faculty that now exceeds 1,350 members, our academic foundation is stronger than ever. We've

(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, motivated students to the Renaissance School of Medicine at Stony Brook University. You are joining a vibrant academic medical center devoted to excellence in education, research, clinical care and community service ... and to your success as future physicians.

At Stony Brook, we take pride in the close-knit, collaborative environment we've cultivated. Our students, residents, faculty and staff form a true learning community, where support, mentorship and shared purpose are evident at every stage of the journey.

There are many exciting aspects that set our program apart, starting with our

innovative LEARN curriculum, which stands for Learning-focused, Experiential, Adaptive, Rigorous and Novel. LEARN is organized into three phases — Foundational, Primary Clinical and Advanced Clinical — and is designed to immerse students in clinical experiences early while allowing ample time for scholarship, career exploration and pursuit of additional degrees. Students can also opt for our Three-Year MD Program (3YMD), which offers an accelerated pathway to the MD degree and conditional acceptance into one of our Stony Brook residency programs.

Our facilities here are exceptional. With bright, modern classrooms and team-based learning spaces, our campus is designed to foster collaboration and self-directed learning. That includes our expanded Clinical

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

expanded our already-diverse student elective learning experiences with new engaging online and in-person options, including Business in Medicine, Infections in Clinical Practice, Lifestyle Medicine, Critical Care, Topics in Endocrinology and Longitudinal Pediatric Continuity Practice. Our Scholarly Concentrations Program now features a new track in Medical Innovation & Technology, and this year we celebrate our largest SCP cohort ever, with 60 students enrolled across all concentrations.

One of the greatest privileges of serving as Dean is engaging with our students, through one-on-one conversations, small group discussions or larger events with the Student Senate. Their energy, dedication and accomplishments are truly inspiring. Whether

they're presenting at departmental symposia and Research Days, volunteering with the Stony Brook Health Outreach and Medical Education (SB HOME) clinic or earning national recognition, our students embody the mission and values of our school.

Beyond the classroom, we continue to advance institutional priorities such as the Center for Healthy Aging and the Long Island Network for Clinical and Translational Science (LINCATS), both of which strengthen our ability to serve the region and shape the future of healthcare. Our commitment to health equity remains central to our mission, and it's reflected in our work with underserved populations across Long Island.

This spring, we celebrated our 51st Convocation, honoring the Class of 2025

and building on a legacy that started with our first graduating class in 1974. Since then, our school has awarded more than 5,100 MD degrees. This August, we're thrilled to welcome the Class of 2029 — 141 diverse, academically accomplished students — into that legacy.

Watching our students develop at every stage of their training is deeply rewarding and reaffirms our shared calling as educators, researchers and physicians. I'm especially grateful to our alumni and donors, whose steadfast support makes this continued excellence possible.

On behalf of the entire Renaissance School of Medicine community: We're proud to have you with us, and we look forward to a year of discovery, growth and purpose. •

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

Simulation Center (CSC), which supports hands-on training in procedural skills, ultrasound, standardized patient interactions and high-fidelity simulations. These resources support a "flipped-classroom" model, in which students learn independently and then apply concepts in active, practical settings. The experience prepares students for lifelong learning in a rapidly evolving healthcare system.

Scholarship is a hallmark of our student body. Our Scholarly Concentrations Program (SCP) provides funded opportunities to pursue research or academic projects in one of five areas: basic or clinical research, global health, medical education, medical ethics and humanities, or medical innovation and technology. In addition to this program, students may pursue dual degrees, including MD/PhD, MD/MBA, MD/MPH, MD/MA and MD/MSCER. (You can learn more about these dual degrees on page 8.)

Another key pillar is our focus on professional identity formation. Becoming a physician requires more than mastering medical knowledge; it calls for humility, empathy, self-reflection and a commitment to growth. Our partnership with the Center for Medical Humanities, Compassionate Care,

and Bioethics has helped us build a robust curriculum that supports these qualities, and we are proud to have received the Alpha Omega Alpha Honor Society Award in recognition of this work.

We also emphasize the social determinants of health and the realities of health inequity. These themes are woven throughout our curriculum, including in Transition to Medical School, Medicine in Contemporary Society, Introduction to Clinical Medicine and Themes in Medical Education. Understanding how structural and socioeconomic factors affect health is essential to providing compassionate, effective care.

Interprofessional learning sets us apart as well. Through the Stony Brook Center for Interprofessional Innovation, you will learn alongside students from the Schools of Nursing, Dental Medicine, Social Welfare, Health Professions and the Program in Public Health. This environment allows you to develop essential team-based care and leadership skills that have become increasingly critical in today's healthcare landscape.

We understand the stress and burnout that has become associated with the practice of medicine. That's why student wellness

is one of our highest priorities. I'm pleased to share that students here report higher-than-average engagement and well-being, all while consistently performing above national averages on standardized exams. Wellness programming continues to grow, with diverse extracurricular activities, student clubs, research opportunities and peer support groups. One of our standout initiatives is the Medical Student Health, Happiness and Humanism group, which promotes resilience, joy and connection throughout the student experience.

Finally, I want to acknowledge our graduates, who remain our strongest ambassadors. Many go on to become chief residents, academic leaders and advocates for change in healthcare systems across the country and around the world. Their success reflects the strength of the education and the community they found here at Stony Brook.

You are now part of that community, and we're thrilled that you are beginning a journey filled with discovery, challenge and deep meaning. We are here to support you in any way we can, and we can't wait to see all you will accomplish.

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

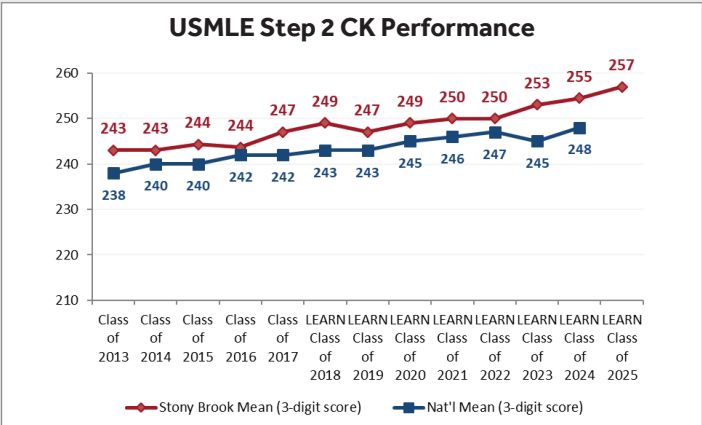
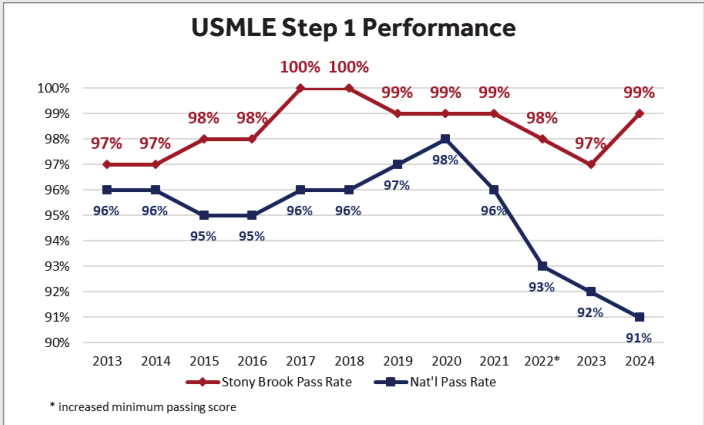
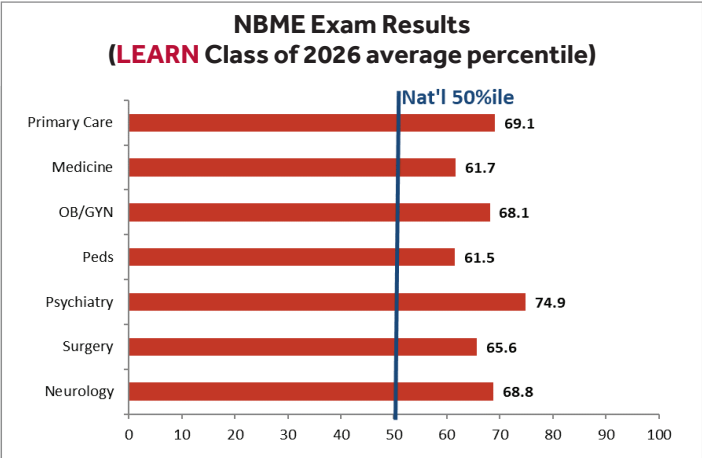
STONY BROOK MEDICINE ACADEMIC OUTCOMES IN A NUTSHELL



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

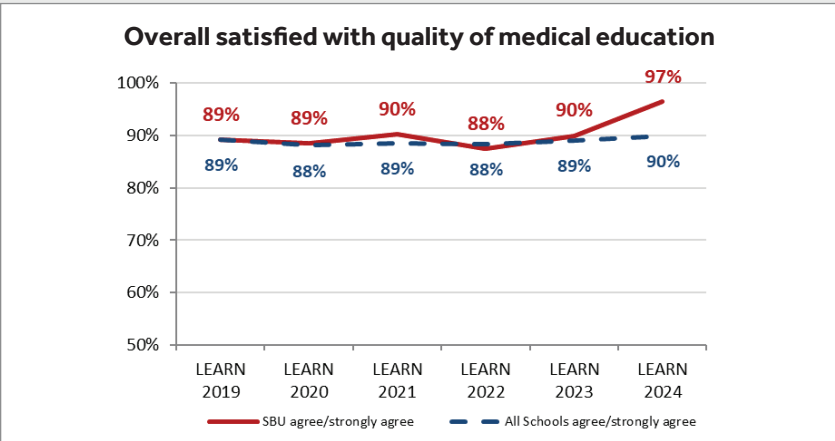
NATIONAL STANDARDIZED EXAMS

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 2025

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 2025 entering class. We received nearly 5,700 applications, of whom we interviewed 844 candidates; we made 396 offers (a decrease of 8.5% compared to last year) to fill a larger entering class of 141.

There are 93 women (66%) in the entering class — a significant increase when compared to previous classes. Thirty-five percent of the class comes from socio-economically disadvantaged backgrounds, and 34% are

first-generation college graduates. Twenty-one percent are from historically underrepresented communities in medicine. Even though most of the class consists of New York State residents, we are happy to welcome 16 out-of-state and three international students.

The academic performance of the entering class is most impressive: The median MCAT score is 514, and the median Science and Total GPAs are 3.86 and 3.89, respectively. Students earned their bachelor’s degrees at 61 different colleges and universities. •

UNDERGRADUATE COLLEGES AND UNIVERSITIES

Stony Brook University	15	University of California – Los Angeles.....	4	Fordham University.....	2
Boston University.....	8	University of Pennsylvania.....	4	Hamilton College.....	2
Cornell University.....	8	Washington University in St. Louis.....	4	St. John’s University.....	2
Columbia University.....	7	Emory University.....	3	University of Michigan – Ann Arbor.....	2
CUNY Hunter College.....	6	Hofstra University.....	3	University of Rochester.....	2
Binghamton University.....	5	Northeastern University.....	3	Vanderbilt University.....	2
Johns Hopkins University.....	5	University of Virginia.....	3	Yale University.....	2
New York University.....	5	Boston College.....	2		
Vassar College.....	5	Brown University.....	2		

There is one student from each of the following schools:

Amherst College	McGill University	University of Chicago
Arizona State University	New Jersey City University	University of Connecticut
Bard College	New York Institute of Technology	University of Georgia
Barnard College	Princeton University	University of Illinois – Springfield
California Polytechnic State University	Skidmore College	University of Massachusetts – Amherst
City College of New York	Smith College	University of North Carolina – Chapel Hill
Fairfield University	Stanford University	University of Notre Dame
Georgetown University	SUNY Geneseo	University of Vermont
Grand Canyon University	SUNY – Purchase College	University of Wisconsin – Madison
Haverford College	University at Albany	Vermont State University
Lehigh University	University at Buffalo	Virginia Commonwealth University
Massachusetts Institute of Technology	University of California – Davis	Wesleyan University

TOTAL SCHOOLS REPRESENTED: 61

WHAT TO LOOK FOR IN 2025-2026

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

STUDENT ACTIVITIES

Transition to Medical School
August 4-8, 2025

White Coat Ceremony
August 8, 2025

Scholarly Concentrations Program (SCP) — Post-Summer Follow-Up Presentations
August 26, 2025

International Opportunities in Global Medicine Info Session
August 26, 2025

Scholarly Concentrations Program Research Track (SCP-RT) Informational Session
September 9, 2025

Introduction to the Scholarly Concentrations Program (SCP)
September 16, 2025

Careers in Medicine
Fall 2025

Hispanic Heritage Event
Fall 2025

Jeopardy Event
Fall 2025

Diaspora of Color
TBD

Evening of the Arts
TBD

Holi
March 2026

Match Day
March 20, 2026

Scholarly Concentrations Program (SCP) Research Day — SCP Presentations
April 24, 2026

Asian Extravaganza
May 2026

Donor Remembrance Day
May 2026

Renaissance School of Medicine 52nd Convocation
May 2026

Scholarly Concentrations Program (SCP) Kickoff
June 2026

ALSO CHECK OUT THE SCHOOL'S ACADEMIC CALENDAR AT
medicine.stonybrookmedicine.edu/AcademicCalendar



PATHWAYS TO SUCCESS

Richard J. Iuli, PhD

Medical Education Specialist
Director, Pathways to Success



SUPPORTING MEDICAL STUDENTS EVERY STEP OF THE WAY

Success in medical school goes beyond academics. At the Renaissance School of Medicine (RSOM), our **Pathways to Success** program supports students in academics, career planning, well-being and professional development. From your first day to residency match, we're here to help you thrive.

OUR MISSION:

Pathways to Success is dedicated to helping students succeed at every stage of their medical education. Through academic support, career planning, personal growth, professional identity formation and well-being initiatives, the program provides the guidance and resources needed to excel in medical school and beyond.

WHAT WE OFFER:

Advising PODs

In Phase I of the LEARN curriculum, Advising PODs provide small-group and individualized support focused on academic success, wellness and career planning. This personalized approach helps students navigate the early challenges of medical school with confidence and community.

Academic Success Program (ASP)

ASP offers targeted academic support to students facing challenges during Phase I. With a focus on NBME Subject Exams and USMLE Step preparation, ASP's tailored guidance and resources help reduce exam anxiety and build a strong foundation for long-term success.

Summer Success Program (SSP)

SSP provides individualized support to help students improve study habits, review key AY1 content and preview AY2 material. Designed to build confidence for upcoming coursework and exams, SSP allows students to set their own goals and schedules.

CAREERS

CAREERS (Counseling and Resources for Evaluating and Entering Residencies and Specialties) provides comprehensive career advising through group sessions, one-on-one support and a range of resources. From specialty exploration to residency applications, students receive guidance at every step. Program elements include CAREERS Events, the CAREERS tab on CBase, specialty advising guides, dean meetings, and tools like the AAMC Careers in Medicine and Residency Explorer.

CAREERS Tab on CBase

The CAREERS tab on CBase is a one-stop hub that offers centralized access to advising tools, specialty guides, upcoming events and essential resources to support informed career decision-making.

Class Town Halls

Town Halls offer a direct line of communication between students and RSOM leadership. These regular forums create space to ask questions, share feedback and help shape the medical school experience in a supportive, responsive environment.

Professional Identity Formation (PIF)

The RSOM's PIF curriculum supports the development of professional identity throughout medical school. From the White Coat Ceremony during the Transition to Medical School course to the Hippocratic Oath at Convocation, PIF activities help build the humanistic and ethical foundations essential to becoming a "good doctor."

LOOKING AHEAD:

Through Pathways to Success and other RSOM initiatives, we're committed to supporting every aspect of your experience — academically, personally and professionally. We remain focused on fostering a learning environment where every student is empowered to reach their full potential. •

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



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



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



Jedan Phillips, MD
Associate Dean for Student Affairs
Clinical Associate Professor of Family, Population and Preventive Medicine



Mary Jean Allen, MS
Assistant Dean for Student Affairs



Tara Brown
Assistant Dean for Admissions



Howard B. Fleit, PhD
Assistant Dean for Pre-Clinical Curriculum
Toll Professor of Pathology

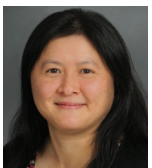


Jennie Williams, PhD
Assistant Dean for Student Diversity and Aligned Pre-Doctoral Programs
Associate Professor, Family, Population and Preventive Medicine

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



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

PROFESSIONAL STAFF



Caroline R. Lazzaruolo
Registrar



Candace Chabza, MA
Learning Specialist



Linda DeMotta, MA
Learning Specialist



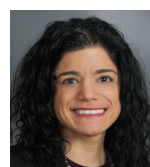
Anita Henninger
Staff Supervisor



Salema Mahajan
Senior Research Support Specialist



Michael McAvennie
Communications Manager



Gina Robinson
Instructional Design/Technology Specialist

WELCOME FROM ALUMNI

ADMINISTRATIVE SUPPORT STAFF



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Claudya McPhail
Administrative Assistant
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Janet Masini, MA
Director of
Alumni Programs
Stony Brook University

On behalf of the Alumni Association, it is our pleasure to welcome you to the Renaissance School of Medicine at Stony Brook University. You are now part of a proud and accomplished community of 6,413 alumni who have walked this path before you — each contributing to the rich legacy you are now joining. We offer our heartfelt congratulations as you begin what promises to be a transformative journey toward becoming a compassionate, skilled and impactful physician.

Throughout your time here, you will find steadfast support from the Renaissance School of Medicine Alumni Board of Directors — a dedicated group of graduates committed to helping you succeed. From your first semester to your final year, this community is here to connect you with alumni through both virtual and in-person events, offering mentorship, guidance and inspiration.

The stethoscope you receive at the White Coat Ceremony is more than a tool. It is a symbol of your entrance into the medical profession and a reminder that the Alumni Association stands beside you from this day forward. As you progress through your medical education, alumni will continue to invest in your success through scholarships, awards, mentorship and career opportunities.

Once again, welcome. We are honored to be part of your journey and look forward to cheering you on — today, throughout your education and as fellow alumni in the years ahead. •

DUAL DEGREE PROGRAMS

The Renaissance School of Medicine (RSOM) at Stony Brook University offers five dual degree programs: MD/PhD (MSTP), MD/MBA, MD/MPH, MD/MA and MD/MSECR.

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

MD/MBA The College of Business and the RSOM prepare students for a management career in the healthcare field with a combined four-year MD degree and 48-credit MBA degree. For more information, visit stonybrook.edu/commcms/business/graduates/_combined-masters/mdmba.php.

MD/MPH This combined program requires the completion of all RSOM requirements for the MD degree program, as well as all 54 credits of the Master of Public Health (MPH) degree program. When applying to the combined program, students can select one of 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 (SCP) 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.

MD/MSECR Obtaining this dual degree requires completing all RSOM requirements for a 4-year MD degree and a 33-credit MS degree in Epidemiology and Clinical Research that's offered by the Program in Public Health at Stony Brook. This intensive didactic curriculum, complemented by a mentored clinical research component, provides students with the analytical and research skills to design their studies, publish in peer-reviewed journals, and compete for national career development awards and other external funding. For more information, visit publichealth.stonybrookmedicine.edu/msecr.

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 can 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. Providing a longitudinal area of work to the student experience has been extremely beneficial in identifying long-term career goals, exploring research project interests and building an academic track record.

The specific goals of the SCP include:

1. **ENCOURAGING 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 SCP requirements.
4. **IMPLEMENTING** research methods of the identified track, including the life sciences, social sciences, humanities, law, policy, etc.

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



THREE-YEAR MD PROGRAM

Lisa Strano-Paul, MD, FACP

Associate Dean for Clinical Education
Clinical Professor of Medicine
Director, Primary Care Clerkship
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 RSOM residency program choice.

PROGRAM BENEFITS:

- Save time and tuition costs by completing your MD requirements in three years.
- Develop a long-term mentoring relationship in your RSOM residency program.
- Direct pathway for entry into an RSOM residency program.
- Enter the physician workforce one year sooner.

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



MED STUDENT VOLUNTEERS POWER SB HOME

Jedan Phillips, MD

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

The benefits for medical students 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 Stony Brook HOME's mission during and/or outside of clinic hours.

For more information about participating in SB HOME, visit renaissance.stonybrookmedicine.edu/stonybrookhome/volunteers.

To inquire about available positions available or committees you can join, 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



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 Department 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 November 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: Celebrating its historic 50th Convocation, the RSOM confers 125 new physicians, capped by a keynote address from renowned immunologist and physician-scientist Anthony S. Fauci, MD.

2024: The Department of Surgery celebrates 50 years of excellence in clinical care, education, research and community service.

2024: The Department of Microbiology and Immunology is recognized as a “Milestones in Microbiology” site by the American Society for Microbiology — only the 20th program nationally to receive this honor.

2025: One hundred and thirty-three senior medical students graduate before family, loved ones, mentors, alumni and faculty at the RSOM’s 51st Convocation.



DONOR REMEMBRANCE DAY 2025

Most aspiring physicians experience a defining moment early in medical school: walking into the anatomy lab and coming face-to-face with the profound gift of a body donated for learning.

These donors are often described as our “first patients,” a phrase meant to honor the tremendous gift they have given us, but they become so much more. They are our first teachers, our first guides into the sacred practice of medicine, and our first reminder of the trust patients place in us.

The anatomy lab is uniquely intimate. Through our donors, we hold a human heart, trace the contours of a brain that once held memories, and follow arteries and nerves that powered a lifetime of movement and love. Textbooks give us labels — “superior vena cava,” “flexor tendons,” “patella” — but our donors bring these words to life. As speaker Gabriel Chan (RSOM Class of 2028) explained, their bodies tell not only stories of anatomy but of life: a chemo port in a chest that once embraced a loved one; tendons that caught a falling child; a knee that bent in devotion.

Every scar and surgical site carries a fragment of a life lived. Behind each labeled structure is a person who entrusted us with something sacred — whose final act was one of generosity and faith.

On May 17, Renaissance School of Medicine (RSOM) Class of 2028 Senators Rohan Parikh and Haeun Jung, along with School of Dental Medicine (SDM) Class of 2028 President Nathaniel DeGuzman and Vice President Noel John, led this year’s Donor Remembrance Ceremony. Held in the Bauman Center for Leadership and Service, the event honored those who selflessly donated their bodies to science and created space for students, faculty and families to gather in reflection and gratitude.

Dr. Susan Larson, Professor and Chair of the Department of Anatomical Sciences, opened with welcoming remarks. Emilio Quevedo (RSOM Class of 2028) served as emcee, guiding a program full of emotion and reverence. Peter Igarashi, MD and Knapp Dean of the RSOM, and SDM Dean Patrick Lloyd, DDS, MS, offered moving tributes to the donors and their impact on medical education.

Musical performances deepened the reflective tone. Meghan Italo, Barce Xie and Haeun Jung performed “The Water is Wide,” followed by “Clair de Lune,” played by Jung and Rohan Parikh. The Camerata Choir,

composed of students from multiple classes, filled the room with solemn beauty.

Joel Matthew, Saba Gulzar and Gabriel Chan (all RSOM Class of 2028) next gave moving reflections on their anatomy lab experiences, each sharing how their donors had shaped their journey into medicine.

Soft candlelight flickered across tables adorned with white flowers, adding to the quiet reverence of the space. Families received photo frames and seed packets — simple yet meaningful tokens to honor memory, legacy and growth. These gifts served as gentle reminders that even in loss, life continues, and the donors’ impact lives on.

One of the ceremony’s most powerful moments was hearing from the families themselves. Their stories brought our clinical experiences to life — stories about partners, parents, siblings and children who had brought love and joy to the world. For some, the ceremony provided closure; for others, it was a long-awaited opportunity to honor their loved ones in community.

These donors taught us far more than anatomy. They taught us compassion, humility and the deep responsibility that comes with trust. As we move forward in our training and future practice, we carry these lessons forward. And we will never forget them. •



Emcee Emilio Quevedo, RSOM Class of 2028, delivers his opening remarks.



RSOM Class of 2028 Senators Rohan Parikh (right) and Haeun Jung address the donor families and students.



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

CONNECTING TO THE COMMUNITIES WE SERVE



Cordia Beverley, MD

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

Stony Brook Medical and Dental Students Go "Back To High School"

On April 11, 52 medical and dental students, residents and faculty from Stony Brook's Renaissance School of Medicine (RSOM) and School of Dental Medicine visited over 600 students, and their teachers, at Suffolk County's Brentwood, Longwood, Wyandanch and — new this year — William Floyd High Schools for our eighth annual "Doctors Back to School Day" (DBTS).

Since 2017, the RSOM has participated in DBTS, an American Medical Association (AMA) initiative designed to help students from communities underrepresented in healthcare see medicine as an attainable profession. This year, both dental and medical students were introduced as role models to students from grades 9-12, while they and medical residents also had the opportunity to better understand the communities that they will serve. Studies indicate that medical students and residents participating in community service are more likely to specialize in primary care. This year's DBTS participants included pre-clinical medical, dental students, and residents and faculty from General Internal Medicine, Medicine-Pediatrics and Pediatrics.

During the four-hour program, which was conducted in each school, medical and dental students and medical residents spoke of their personal journeys, the challenges they overcame and the joys they felt in achieving their goals of becoming physicians and dentists. Feedback from educators, high school students and our participants reflected the powerful impact of the day:

- Brentwood teacher Mark Ingram shared that the presentations were enthusiastically received. "Panelists included Brentwood

alumni Daniel Maselli [Class of 2017] and Jonathan Aristondo [Class of 2018]. Soon-to-be Dr. Maselli was inspired to pursue a career in medicine after attending Stony Brook's Doctors Back to School presentation in Mrs. Goncalves' 4th Period Human Anatomy and Physiology class during his senior year."

- Daniel Maselli (RSOM Class of 2028) reflected: "I was so happy to participate in the same program that inspired me eight years ago. I'm looking forward to the next opportunity to volunteer."
- Jonathan Aristondo, DDS Candidate, Class of 2028, said, "Thank you very much for including Stony Brook Dental students in this amazing opportunity. I received many dental-related questions at the end of our presentation, and it was an honor to be able to answer these questions and serve as an example to other students from my own high school."
- At Wyandanch High School, several sessions were conducted entirely in Spanish to engage students who were English language learners.
- Terri Randall, Science Educator at William Floyd High School, said, "I cannot begin to thank you enough for your visit with your team of medical and dental students today. Our high school students were so appreciative and truly enjoyed the opportunity to learn from the panel."

On behalf of Doctors Back to School Day, we would like to thank Brentwood, Longwood, William Floyd and Wyandanch High Schools for their collaboration and hospitality. We are looking forward to DBTS 2026! •



For the first time, students at William Floyd High School engaged with RSOM and Dental Medicine students at the annual DBTS Day.



Promoted by the AMA, Doctors Back to School Day enables medical students and residents to better understand the Suffolk County communities they serve.



Medical and dental students and residents share their academic experiences with students at Brentwood High School.

MATCH DAY CELEBRATION

MARCH 21, 2025

The RSOM celebrated another successful Match Day this year, held in the Bauman Center for Leadership and Service on West Campus. A remarkable 100 percent of the Class of 2025 matched to a residency program.

- 27%** of our students matched to primary care residencies (Medicine, Pediatrics, Family Medicine, Med/Peds).
- 55%** matched in New York State, and we are extremely proud to report that 14 percent of these students will continue their education here at Stony Brook Medicine.
- 45%** will take their talents out of state to 17 different states.



WHAT A MATCH

The Class of 2025 matched to the following residency specialties and programs:

TOP Residency Specialties

26 STUDENTS	INTERNAL MEDICINE
15 STUDENTS	ANESTHESIOLOGY
11 STUDENTS	PSYCHIATRY
10 STUDENTS	RADIOLOGY-DIAGNOSTIC
8 STUDENTS	OBSTETRICS-GYNECOLOGY
8 STUDENTS	ORTHOPAEDIC SURGERY

ALL RESIDENCY PROGRAMS

Anesthesiology.....	15
Dermatology.....	2
Emergency Medicine.....	7
Family Medicine.....	4
Internal Medicine.....	26
Neurology.....	5
Neurosurgery.....	1
Obstetrics-Gynecology.....	8
Ophthalmology.....	5
Orthopaedic Surgery.....	8
Pathology AP/PC.....	1
Pediatrics.....	4
Plastic Surgery.....	2
PM & R.....	5
Psychiatry.....	11
Radiation Oncology.....	1
Radiology-Diagnostic.....	10
Surgery.....	7
Thoracic Surgery.....	1
Vascular Surgery.....	1
Urology.....	4



CONVOCATION 2025

The Class of 2025 will be heading off to the following residency programs:

Ascension Saint Joseph – IL
Atlantic Health System – NJ
Beth Israel Deaconess Medical Center
Brown University – Rhode Island Hospital
Case Western/University Hospitals Cleveland Medical Center
Cedars-Sinai Medical Center
Children's Hospital – Boston
Cleveland Clinic – Cole Eye Institute
Columbia University Physicians & Surgeons
Greater Lawrence Family Health Center
Hackensack Meridian Health – Palisades Medical Center
Harbor-UCLA Medical Center
Hospital for Special Surgery
Hospital of the University of Pennsylvania
Indiana University
ISMMS Mount Sinai Hospital
ISMMS Mount Sinai Morningside-West

Jamaica Hospital Medical Center
JHME-Jefferson Einstein Philadelphia-PA
Jersey Shore University Medical Center
Johns Hopkins Hospital
Mass General Brigham – Massachusetts General Hospital
MedStar Union Memorial Hospital
Montefiore Medical Center/ Einstein
Nassau University Medical Center
New York-Presbyterian Hospital/ Weill Cornell Medical Center
New York University Grossman School of Medicine
New York University Grossman Long Island School Of Medicine
New York University Langone Hospital – Long Island
Roger Williams Medical Center
St. Vincent's Medical Center
Scripps Mercy Hospital San Diego
Stanford Health Care
SUNY HSC Brooklyn
Stony Brook Medicine

Thomas Jefferson University
Tripler Army Medical Center
UCLA Medical Center
University at Buffalo School of Medicine
University of California Irvine Medical Center
University of California San Francisco Fresno
University of Cincinnati Medical Center
University of Connecticut School of Medicine
University Florida College Of Medicine – Shands Hospital
University Maryland Medical Center
University of Massachusetts Chan Medical School
University of Miami/Jackson Health System
University of Michigan Hospitals – Ann Arbor
University of Pittsburgh Medical Center Medical Education
University Rochester/ Strong Memorial

University of Southern California
University of Texas Southwestern Medical School – Dallas
University of Virginia
University of Washington Affiliate Hospitals
Westchester Medical Center
Yale New Haven Hospital
Yale University School of Medicine
Zucker SOM-Northwell Mather Hospital
Zucker SOM-Northwell NS/LIJ-NY
Zucker SOM-Northwell Peconic Bay
Zucker SOM-Northwell Phelps Hospital
Zucker SOM-Northwell Plainview Hospital
Zucker SOM-Northwell South Shore
Zucker SOM-Northwell Staten Island University
Zucker SOM-Northwell Zucker Hillside



CONVOCATION *(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 LaDuca, Senior Director of Development, Health Sciences, at samantha.laduca@stonybookmedicine.edu.



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