MISSION

EDUCATION

Each year, about 114 new medical students and two dozen new graduate students begin their studies in the classrooms and laboratories of the school, and clinical settings in Vermont, Connecticut, Maine, and Florida. The College is dedicated to educating these students, as well as members of its local and national communities.

Kathryn Huggett, Ph.D., speaks at her formal investiture as the Larner Professor of Medical Education and Director of the Teaching Academy.

Teaching Academy Welcomes Inaugural Director

Kathryn Huggett, Ph.D., joined the College of Medicine faculty in 2015 as the inaugural director of the Teaching Academy. Huggett came to UVM as a professor of medicine and pathology and associate dean and was formally invested this fall as the first Robert Larner, M.D.'42 Endowed Professor in Medical Education.

Huggett succeeded **Ann Guillot, M.D.,** professor of pediatrics and director of pediatric nephrology, who served as interim director of the Teaching Academy since July 2014.

The assistant dean for medical education at Creighton University School of Medicine in Omaha, Neb., since 2010, Huggett had also served as director of medical education development and assessment since 2004. She now directs the Academy and its support of education and educators at the College of Medicine, and organizes the development and implementation of Teaching Academy programs. She provides educational expertise and collaborates across the academic medical center to facilitate high quality educational programs, medical education research, and faculty development.

THE TEACHING ACADEMY
at the University of Vermont College of Medicine

The Teaching Academy at the UVM College of Medicine was launched in December 2014, with a mission to foster a scholarly approach to medical education, nurture faculty development, and guide curricular innovation. Charter members inducted in March 2015 include 53 faculty from across the College who were honored as either Distinguished Educators, Master Teachers or Members. More members were added in December, along with a new "Protégé" category for residents.

David Seaver

Students recite The Oath for the first time at the 2015 White Coat Ceremony.

Class of 2019 Marks Their First Milestone with White Coat Ceremony

Dealing with challenges, varying emotions and general stress is consistent with becoming and being a physician. These challenges were recognized in October as the Class of 2019 marked their entry into clinical education with the College's annual White Coat Ceremony at UVM's Ira Allen Chapel. This annual ceremony or a similar rite now takes place for first-year medical students at about 90 percent of schools of medicine and osteopathy in the United States, and is supported by the Arnold P. Gold Foundation

The ceremony opened with welcome remarks from Senior Associate Dean for Medical Education **William Jeffries, Ph.D., Dean Rick Morin,** and UVM Medical Group Board of Directors Chair **Claude Nichols, M.D.,** who is also professor and chair of orthopaedics and rehabilitation. **Alicia Veit, M.D.,** assistant professor of pediatrics and the 2015 UVM faculty recipient of the Leonard Tow Humanism in Medicine Award, delivered the keynote address.

Recalling her own first white coat that she donned in her first year of medical school, Veit said that, as a nervous student, "It felt really big. I wasn't sure I could fit into all the expectations that came with that white coat."

But, Veit noted, the responsibility of a physician is something one inevitably must accommodate oneself to. She quoted surgeon and author Atul Gawande's thoughts: "To live as a doctor is to live so that one's life is bound up in others' and in science and in the messy, complicated connection between the two. It is to live a life of responsibility. The question then, is not whether one accepts the responsibility. Just by doing this work, one has. The question is, having accepted the responsibility, how one does such work well."

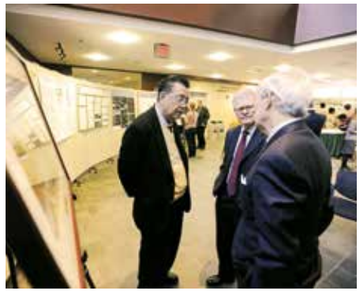
College Honors Distinguished Graduate Alumnus Wong, Showcases Student Research

Patrick Wong, Ph.D.'75, received the University of Vermont College of Medicine's 2015 Medical Alumni Association Distinguished Graduate Alumni Award at the Annual Graduate Student Research Showcase Award Presentation and Reception in October. A professor emeritus of pharmacology at New York Medical College and chair and CEO of BioProst Pharmaceuticals, Wong is a pioneer in elucidating the role of prostaglandins in inflammation, cardiovascular disease, and cancer.

The annual Graduate Student Research Showcase included graduate student research talks, a research poster session, and a keynote lecture by Wong, titled "Transitioning from Academia to Industry."

Wong was mentored by former UVM associate professor of biochemistry and lipid biochemist **Roy Wuthier, Ph.D.,** while a doctoral student at the College of Medicine. It was while working with Wuthier that Wong discovered a class of lipids now known as prostaglandins. In addition to his long-held positions at New York Medical College and BioProst Pharmaceuticals, Wong has served twice as a Fogarty Senior International Research Fellow and Visiting Professor working with Nobel Laureate Professor Bengt Samuelsson at the Karolinska Institute in Stockholm, Sweden.

The Distinguished Graduate Alumni Award is presented every year to an alumnus/a from the College of Medicine's Ph.D. or M.S. programs who has demonstrated outstanding achievement in basic, clinical or applied research; education; industry; public service/ humanitarianism; and/or outstanding commitment to the College of Medicine community. The graduate award recipient is selected in the spring and invited to return to campus the following fall to speak to current graduate students.



Patrick Wong, Ph.D.'75 converses with Dean Rick Morin and UVM President Tom Sullivan during the 2015 Graduate Student Research Showcase.

Andy Duback; David Seaver

Excellence in Teaching Recognized with Kroepsch-Maurice Award

College of Medicine faculty member **Maria Mercedes Avila, Ph.D.,** was among the recipients of the 2015 Kroepsch-Maurice Excellence in Teaching Awards. The annual awards recognize UVM professors for excellent quality of instruction (including learning experiences outside the traditional classroom); their capacity to animate students and engage them in the pursuit of knowledge and understanding; their innovation in teaching methods and/or curriculum development; their demonstrated commitment to cultural diversity; their ability to motivate and challenge students, and for evidence of excellent advising.

Dr. Avila is assistant professor in the Department of Pediatrics. Since joining the department, she has been involved in several federal programs, including: SAMHSA Youth Suicide Prevention, HRSA Health Careers Opportunity Program, MCH Leadership Education in Neurodevelopmental Disabilities, and Vermont Department of Health's State Implementation Grant for Improving Services for Children and Youth with Autism Spectrum Disorders and other Developmental Disabilities. In addition, she provides consultation on cultural and linguistic competency to the Department of Mental Health's Vermont Child Mental Health Initiative, and has trained more than 1,500 providers. She is Adjunct Assistant Professor in the College of Nursing and Health Sciences.

In 2014, Dr. Avila received the Edith D. Hendley award recognizing a woman who has demonstrated excellence in research, scholarship and teaching, and who has performed dedicated service to women and the community. She was furthermore nominated for the 2014 Association of University Centers on Disabilities National Multicultural Council Award for Leadership in Diversity.

The Kroepsch-Maurice awards memorialize Robert H. and Ruth M. Kroepsch and her parents, Walter C. and Mary L. Maurice. Robert H. Kroepsch served as registrar and dean of administration at UVM from 1946–56. His wife, Ruth, graduated from UVM in 1938 and her father, Walter Maurice, graduated from UVM in 1909. All four family members were teachers.

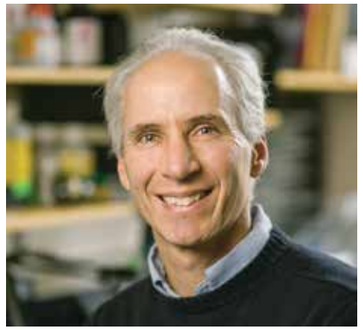
Kroepsch-Maurice Award winner Maria Mercedes Avila, Ph.D.

UVM Announces New Master of Medical Science Degree Program

Starting in fall 2015, UVM began offering a new medical science master's program for students with a limited background in science and those whose undergraduate grades do not reflect their true academic ability.

UVM's Master of Medical Science degree is a 30-credit, one-year, on-campus program, which includes a cohesive set of core courses that cover the major biomedical disciplines and provides a foundation of understanding how the human body works. In addition to biochemistry, cell biology, and physiology, the core curriculum includes a six-credit human anatomy course, something not offered in many similar programs across the country, and also covers the fundamentals of pharmacology and biostatistics.

"This is a competitive, robust biomedical master's program designed to help students who may not have considered medical school in their undergraduate years and are now refocusing their careers," says Program Director **Chris Berger, Ph.D.,** associate professor of molecular physiology and biophysics at the UVM College of Medicine.



Associate Professor of Molecular Physiology and Biophysics Chris Berger, Ph.D., is program director of the new Masters of Medical Science Program.

Geared toward students whose undergraduate grades are not an accurate reflection of their potential in the medical sciences field, the program gives students the tools they need to not only be successful medical school candidates, but to succeed in a rigorous medical school curriculum once they are admitted.

"Most medical schools now integrate a fair amount of pathology and clinical skills with the basic science curriculum during the first year of study," Berger says. "Students who already have a strong foundation in the basic biomedical sciences, including anatomy, will have a significant advantage in their preparation for medical school coursework and boards."

The program complements the academic offerings of the UVM College of Medicine, providing a master's degree program that prepares bright and motivated students who lack needed coursework in the basic biomedical sciences for admission to medical school. The new program directly supports the College of Medicine's mission to educate a diverse group of dedicated physicians and biomedical scientists to serve across all the disciplines of medicine. It follows on the establishment in 2014 of an online Master of Public Health program.

COM Design & Photography; Raj Chawla

Teaching the Intersection of Art and Science at Cold Hollow Sculpture Park

Professor of Medicine **Jason Bates, Ph.D.,** develops computer models and devices to help better understand and improve lung function. Nationally-known artist **David Stromeyer** creates soaring sculptures out of steel. Although they work in vastly different fields, the two men hosted a conversation this past autumn at Cold Hollow Sculpture Park in Enosburg Falls about the ways in which their work in science and art frequently intersects.

The Walking Conversations at Cold Hollow Sculpture Park series brought to the park a variety of experts, and paired them with sculptor David Stromeyer for a talk and a stroll through more than 50 sculptures, all conceived and created by Stromeyer, on display in the rolling fields outside Enosburg Falls. Previous guests for the Walking Conversations series have included a composer, poet, and museum curator. One of the goals for the series, said Program Developer Rosie Branson Gill is to invite guests to see the park in different ways, and to think about the creative process from multiple angles.

For Bates and Stromeyer, the conversation touched on the creative process and more. They also discussed the genesis of an idea and how it develops, delved into questions of motivation for artists and scientists, and considered questions about how modeling plays into their work.

Bates, a bioengineer who holds multiple patents, characterized the computer models he develops as much more than "abstract equations."

"You have to have a picture in your mind," he says. "The model is your hypothesis."

For Stromeyer, models of his sculptures are built on the scale of one inch to one foot, allowing him to visualize the sculpture in space. At this stage, he says he rules out questions about material and transport, and focuses on the vision. He'll put the models on a Lazy Susan to see it as viewers would as they walk around it. Like Bates, he says there is an element of visualization to his work, to the point that his state of mind can be almost subconscious or "half asleep" as he brings shape to an idea.

The two men started with a strong interest in the other's chosen field: Bates trained as a classical pianist and had a "keen interest in composing." Stromeyer considered majoring in mathematics. This brought up questions of vocation, and how science and art may draw out similar qualities in their practitioners.

"There's a space of unknown out there," Bates said of his work as a scientist. "I'm trying to pick out pieces."

"My progress is not necessarily linear, but it is connected," said Stromeyer of his more than four decades as a sculptor. "My style — I hope — keeps moving and changing."

Professor of Medicine Jason Bates, Ph.D., and sculptor Davis Stromeyer relate their creative experiences to fellow participants in a "walking conversation" at Cold Hollow Sculpture Park in Enosburg Falls.

Erin Post