

National and Chapter news



Eve Higginbotham, SM, MD



Alan G. Robinson, MD

AQA Board of Directors installs new Executive Committee and three new members

At the conclusion of its 2017 annual meeting, the Alpha Omega Alpha Honor Medical Society Board of Directors installed the 2018 Executive Committee.

President Eve Higginbotham, SM, MD, Vice Dean, Perelman School of Medicine at the University of Pennsylvania.

President Elect Alan G. Robinson, MD, Associate Vice Chancellor and Senior Associate Dean at the David Geffen School of Medicine at the University of California Los Angeles.

Immediate Past President Joseph W. Stubbs, MD, MACP, Albany Internal Medicine, Georgia.

Secretary Treasurer Wiley W. Souba, Jr., MD, DSc, MBA, Professor, Department of Surgery at the Geisel School of Medicine at Dartmouth in New Hampshire.

The Board also welcomed three new members who will be replacing members who have completed their terms of service on the Board.

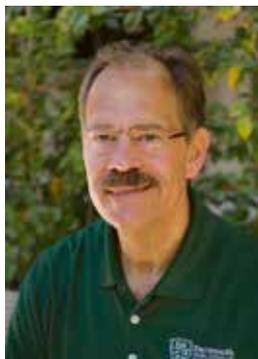
Samantha Dizon, MSIV, University of Maryland, will serve a three-year term as Student Director.

Atul Grover, MD, PhD, Executive Vice President of the Association of American Medical Colleges, will serve a three-year term as the Medical Organization Director.

J. Mark Kinzie, MD, Clinical Associate Director, Department of Psychiatry at the Oregon Health & Science University, will serve a three-year term as Councilor Director.



Joseph W. Stubbs, MD, MACP



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Robert J. Glaser 2017 Distinguished Teachers Presented at annual AAMC meeting

AΩA partners annually with the Association of American Medical Colleges to present four outstanding faculty members—two educators from basic science, and two from clinical disciplines—with the Robert J. Glaser Distinguished Teacher Award. Each award recipient receives \$10,000, each recipient's institution receives \$2,500 for teaching activities, and the school's AΩA Chapter receives \$1,000.

The 2017 Robert J. Glaser Distinguished Teachers are:



Lynn M. Cleary, MD, FACP (AΩA, Ohio State University, 1978), is Professor of Medicine, and Vice President for Academic Affairs, State University of New York Upstate Medical University.

Dr. Cleary demonstrated her aptitude as a medical educator before she completed her residency. As a trainee, she worked with fellow residents to develop a didactic curriculum for the medicine clerkship. The didactic curriculum became the first of many contributions to curriculum development that have defined Dr. Cleary's distinguished career and exemplified her passion for medical education.

Dr. Cleary joined the faculty at SUNY Upstate Medical University in 1985, and became a core faculty member for the medical student and residency programs. Students recognize Dr. Cleary's teaching excellence in their course evaluations; her courses consistently rank in the top 10 percent of Upstate educators.

“Dr. Cleary's teaching style is characterized by high expectations and supportive mentoring. She has a particular skill in assessing a learner's strengths and areas less developed, understands the process of skill acquisition at the stages of development, and helps them move forward along the continuum,” says Mantosh Dewan, MD, a distinguished service professor at Upstate.

Dr. Cleary teaches and mentors medical students as course director for electives in quality, patient safety, and leadership; as a lecturer in pharmacology, and attending physician on the internal medicine inpatient services; and as Councilor of the Alpha Omega Alpha Upstate Gamma Chapter.

John H. Coverdale, MBChB, MD, Med, FRANZCP (AΩA, Baylor College of Medicine, 2010, Faculty), Professor, Psychiatry and Behavioral Sciences, and Medical Ethics Baylor College of Medicine, is one of the



most decorated teachers, and a prolific scholar at the Baylor College of Medicine.

As Professor of Psychiatry, Behavioral Sciences, and Medical Ethics, Dr. Coverdale's primary teaching occurs at the bedside in Houston's public hospital. Learners witness firsthand how he models patience, humility, and respect for severely ill psychiatric patients.

In addition to delivering clinical instruction, he has codirected the evidence-based medicine course for second-year medical students since 2001.

He mentors students, residents, and junior faculty, as well as faculty through the Texas Regional Psychiatry Minority Mentor Network. As an adjunct professor at Rice University, he assists in evaluating the university's medical professionalism curriculum.

Dr. Coverdale is among Baylor College's most active scholars, authoring more than 200 peer-reviewed articles, of which more than half address medical and psychiatric education. Other main topics include ethics in obstetrics-gynecology, professionalism, and media depictions of mental illness. Dr. Coverdale coauthors many of these articles with medical students or residents.



Joseph P. Grande, MD, PhD, Professor, Laboratory Medicine and Pathology, Mayo Clinic School of Medicine, has been a pioneer in advancing the integration of basic and clinical science in medical education since joining the faculty of the Mayo Clinic School of Medicine in 1991.

From 1991 to 1997, Dr. Grande was core faculty for The Cell, one of the nation's first integrated clinical and basic science courses. Since that time, he has continued to advance course integration, implementing differential diagnosis assignments to promote students' clinical reasoning skills.

Dr. Grande also developed and implemented a teaching assistant (TA) program for third-year medical students in the pathology course. In addition to providing students with clinical perspectives and mentorship, he encourages TAs to innovate, and they have with the creation of journal clubs, the development of longitudinal cases, and the implementation of a web-based course platform. Dr.

Grande works with the TAs to share their work in peer-reviewed journals.

Students have recognized Dr. Grande many times for his unwavering support and commitment to creating a positive learning environment, naming him teacher of the year more than a dozen times. He is a highly sought-after mentor and has earned acclaim for supporting the research training of more than 70 learners, including high school students, medical and graduate students, medical residents, visiting clinicians, and research fellows.



Richard C. Vari, PhD (ΑΩΑ, University of North Dakota School of Medicine and Health Sciences, 1999, Faculty), Professor and Senior Dean for Academic Affairs Virginia Tech Carilion School of Medicine, has developed a reputation as an outstanding teacher, medical educator, and leader of curricular innovation.

Dr. Vari has been instrumental in directing major curriculum developments at two medical schools. At the University of North Dakota School of Medicine and Health Sciences he was a leader in the transformation of the lecture-based medical education curriculum to a case-focused, problem-based, patient-centered learning curriculum. In 1998, the curriculum was redesigned to reinforce the values of professionalism, humanism, and relationship-centered medicine. It earned recognition as an exemplary medical education program in the Carnegie Foundation's report *Educating Physicians: A Call for Reform of Medical School and Residency*. Dr. Vari introduced the school's first interprofessionalism course as part of the redesign.

In 2008, Dr. Vari was recruited by Virginia Tech Carilion School of Medicine (VTCSOM) to lead development of the new school's curriculum. In keeping with the school's founding as a partnership between a research-intensive university and a private clinical system, Dr. Vari initiated a novel medical education program that deploys a hybrid problem-based learning approach, and delivers both an intensive research experience and a longitudinal interprofessionalism component.

"Dr. Vari is one of a kind. He teaches his students from his heart, his passion for his work is infectious, he leads his faculty by example, and he is revered by the students," says Cynda A. Johnson, MD, Dean of VTCSOM.

ΑΩΑ 2018 program deadlines

- January 5, 2018** The Pharos Poetry Award
- January 31, 2018** Carolyn L. Kuckein Student Research Fellowship
- January 31, 2018** Helen H. Glaser Student Essay Award
- February 1, 2018** Medical Student Service Leadership Project Grant
- April 2, 2018** Fellow in Leadership
- April 6, 2018** Robert J. Glaser Distinguished Teacher Award
- May 31, 2018** Postgraduate Fellowship
- October 1, 2018** Edward D. Harris Professionalism Award
- October 1, 2018** Robert H. Moser Essay Award

For more information, visit alphaomegalpha.org.