

Faculty Excellence Awards Program

12:10 WELCOME..... Carol L. Hampton, M.M.S.
Associate Dean, Faculty and Instructional
Development

PRESENTATION OF AWARDS

Teaching Excellence Awards..... Jerome F. Strauss, III, M.D., Ph.D.
Dean, School of Medicine
Executive VP for Medical Affairs
VCU Health System

- The Faculty Teaching Excellence Award
- The Irby-James Award for Excellence in Clinical Teaching
- The Distinguished Mentor Award
- The Educational Innovation Award

Leonard Tow Humanism in Medicine Award..... Christopher Woleben, M.D.
presented by The Arnold P. Gold Foundation Associate Dean, Student Affairs

Women in Science, Dentistry and Medicine
Professional Achievement Award..... Mary Helen Hackney, M.D.
President, WISDM Faculty Organization

VCU/VCUHS Leadership in Graduate Medical Education..... Mary Alice O'Donnell, Ph.D.
"LGME" Award Director, Graduate Medical Education

MCV Physicians Distinguished Clinician Award..... John D. Ward, M.D., M.S.H.A.
President, MCV Physicians

Outstanding Teacher Awards in..... Jerome F. Strauss, III, M.D., Ph.D.
Health Sciences Education
Jan F. Chlebowski, Ph.D.
Associate Dean, Graduate Education

Outstanding Teacher Awards in Undergraduate
Medical Education..... Isaac K. Wood, M.D.
Senior Associate Dean, Medical Education &
Student Activities

- Best Teacher in the Course and Clerkship Awards
- Faculty with High Evaluation Awards

1:10 CLOSING REMARKS..... Jerome F. Strauss, III, M.D., Ph.D.
Carol L. Hampton, M.M.S.

All are invited to lunch on the Plaza

The Awards

TEACHING EXCELLENCE AWARDS*

The Faculty Teaching Excellence Award recognizes extraordinary accomplishment in all aspects of education. This award is the School of Medicine's highest recognition for teaching. The recipient receives a \$1,000 cash award and \$3,000 for scholarship and educational development.

The Irby-James Award for Excellence in Clinical Teaching recognizes superior teaching in clinical medicine taught in the last two years of medical school and residency training, and encourages excellence in an increasingly complicated and challenging educational environment. The award is funded by a gift to the MCV Foundation. A cash award from the endowment fund is given to the recipient. This year's cash award is \$3,298.

The Distinguished Mentor Award recognizes significant contributions to the career development of others, such as mentorship to fellow faculty members, junior faculty, residents, fellows, graduate students, post-docs, medical students or other mentoring relationships. The recipient receives a cash award of \$500 and \$1,000 for scholarship and educational development.

The Educational Innovation/Educational Research Award recognizes an individual faculty member, a group, or an academic unit for a significant educational innovation or educational research. The recipient receives a cash award of \$500 with an additional \$1,000 for scholarship and educational development.

Each award recipient's name will be placed on a plaque in the lobby of Sanger Hall. A photo of each recipient will be placed in Sanger Hall's Curriculum Corridor.

LEONARD TOW HUMANISM IN MEDICINE AWARD PRESENTED BY THE ARNOLD P. GOLD FOUNDATION

The Humanism in Medicine Awards, initiated by The Arnold P. Gold Foundation, recognize a graduating medical student and a faculty member at participating medical schools. The purpose of the Leonard Tow Humanism in Medicine Award is to underscore the value of humanism in the delivery of care to patients and their families. The principles of integrity, excellence, compassion, altruism, respect, empathy and service are paramount qualities in the recipients of this award. The Gold Foundation bestows a personalized certificate and a \$1,000 prize each on a graduating medical student and a faculty member, nominated and selected by their peers. Additional information may be found at http://www.medschool.vcu.edu/facultyaffairs/career_dev/awards/humanism.html. The medical student who received this award in 2008 was Natalie Ayres. Her award was presented at Student Honor's Day in May.

WOMEN IN SCIENCE, DENTISTRY, AND MEDICINE (WISDM) PROFESSIONAL ACHIEVEMENT AWARD

The primary purpose of this annual award is to recognize those women who have served as strong role models and mentors for the professional development of women faculty and who consistently demonstrate qualities that show excellence in one or more of these areas: 1) success as a mentor and role model; promoter of the professional development of women; 2) professional excellence: to include accomplishments in whichever primary arena (clinical, basic sciences, etc.); 3) leadership: includes university administrative duties as well as other leadership roles; 4) scholarly endeavors; 5) teaching expertise. Additional information about the award and the list of previous recipients may be found at http://www.medschool.vcu.edu/wims/wisdm/pro_achieve_award.html

The Awards

VCU/VCUHS LEADERSHIP IN GRADUATE MEDICAL EDUCATION AWARD

This award recognizes outstanding contributions to medical education by residency and fellowship directors. Criteria for selection include: a fully accredited residency program; evidence of dedication and effectiveness in teaching residents/fellows; behaviors that are value-based and highly principled; an exemplary role model; a program with benchmark features from which the field can learn; participation in a national program director's association. For additional information, contact the Graduate Medical Education Office.

MCV PHYSICIANS DISTINGUISHED CLINICIAN AWARD

Sponsored by the Medical College of Virginia Physicians (MCVP), this annual award recognizes clinical excellence among faculty at the VCU Medical Center. Criteria considered include, but are not limited to, the following attributes for patient care: compassion, clinical effectiveness, efficiency, comprehensiveness, availability and responsiveness to patients. For additional information, contact MCV Physicians.

OUTSTANDING DEPARTMENTAL TEACHER AWARD IN HEALTH SCIENCES EDUCATION

Honors outstanding teaching in departments with substantial teaching commitments in undergraduate, graduate, and professional studies. Selection is determined by a process developed by each basic sciences department. Each award recipient receives an outstanding teacher pin, a certificate, and a \$100 gift.

OUTSTANDING TEACHER AWARDS IN UNDERGRADUATE MEDICAL EDUCATION

Best Teacher in the Course and Clerkship Awards recognize a faculty member as the best teacher in each course and clerkship in the MI, MII, and MIII years through student and course director evaluations. Each award recipient receives an outstanding teacher pin, a certificate, and a \$100 gift.

Faculty with High Evaluation Awards recognize faculty who have received a ranking of excellent or higher on student evaluations. Each award recipient receives a certificate.

*The School of Medicine Teaching Excellence Awards Program was established in 1999. Additional information may be found at http://www.medschool.vcu.edu/facultyaffairs/career_dev/awards/teachingawards.html.

Faculty Excellence Awards Recipients

Faculty Teaching Excellence Award

Enrique Gerszten, M.D.

Professor, Department of Pathology

Irby-James Award for Excellence in Clinical Teaching

John G. Pierce, Jr., M.D.

Associate Professor, Department of Obstetrics & Gynecology

Distinguished Mentor Award

John N. Clore, M.D.

Professor, Department of Internal Medicine

Educational Innovation Award

Alan Dow, M.D., M.S.H.A., and Team

Assistant Professor, Department of Internal Medicine

Team Members:

Aaron Anderson, Ph.D., M.F.A., Theatre

David Leong, M.F.A., Theatre

Richard Wenzel, M.D., Internal Medicine

Curtis N. Sessler, M.D., and Team

Professor, Department of Internal Medicine

Team Members:

Catherine Grossman, M.D., Internal Medicine

Paul Mazmanian, Ph.D., Continuing Professional Development & Evaluation Studies

Brenda Seago, M.L.S., M.A., CBIL & Human Simulation & Patient Safety, SOM

Elizabeth Waterhouse, M.D., Neurology

Leonard Tow Humanism in Medicine Award

presented by The Arnold P. Gold Foundation

Janet M. Eddy, M.D.

Assistant Professor, Department of Family Medicine

Women in Science, Dentistry, and Medicine Professional Achievement Award

Ellen L. Brock, M.D., M.P.H.

Associate Professor, Department of Obstetrics & Gynecology

MCV Physicians Distinguished Clinician Award

Thomas P. Loughran, M.D.

Associate Professor, Department of Orthopaedic Surgery

Faculty Excellence Awards Recipients

VCU/VCUHS Leadership in Graduate Medical Education “LGME” Award

Brian J. Kaplan, M.D.

“Program Director Award”

Associate Professor, Department of Surgery

Lisa K. Brath, M.D.

“Fellowship Director Award”

Associate Professor, Department of Internal Medicine

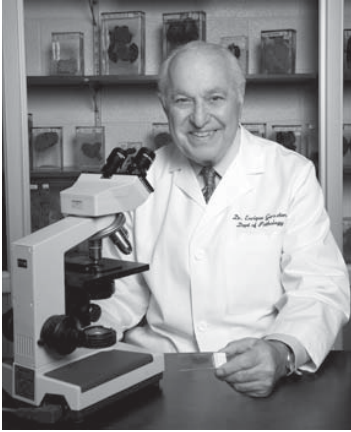
Laurel J. Lyckholm, M.D.

“Fellowship Director Award”

Associate Professor, Department of Internal Medicine

Faculty Teaching Excellence Award

Enrique Gerszten, M.D.



Pathology may not be a glamour specialty, but it certainly is vital and fascinating. No one knows that more than the 10,000-plus medical students, dental students, residents and fellows who have had the privilege of learning Pathology from Dr. Enrique Gerszten, Professor and Vice Chair of Pathology, in the past 45 years.

Dr. Gerszten loves both the science and the art of teaching. And it's contagious. "His excitement in the classroom made it impossible to lose focus, which is a feat in itself when the class is at 8 in the morning," laughed one M-3 student. "One of his greatest attributes is the enthusiasm that he has for both the students and his content material," added James Messmer, MD, former Senior Associate Dean for Medical Education. "It's impossible for the students to listen to Henry talk about Pathology without feeling that enthusiasm."

Dr. Gerszten is a unique and outstanding educator. "His style of teaching makes the learner feel engaged and not threatened; students develop the same passion for the subject matter that Dr. Gerszten conveys through the use of very creative teaching methods, making difficult information easy to understand and recall," added Assistant Professor Christopher Woleben, MD, who is also a former student of Dr. Gerszten's. "His ability to impart his knowledge of pathology to medical students combined with his compassionate and sincere interest in the well-being of his students makes him a role model for many in medical education." "At local physician meetings he always seeks out the students in the room and includes us in his conversations," said a medical student, who heard Dr. Gerszten explain to another physician: "They are the future; we need to be interested in them."

It should be no surprise, that the Pathology electives Dr. Gerszten organizes are known as "the best attended and most sought after student electives." Keeping up with student demand while igniting passion in the Pathologists of the future, Dr. Gerszten has added to the curriculum by developing an array of related electives, introducing topics ranging from paleopathology and to forensic pathology.

"I signed up for his pathology elective for second year students in which he often would teach by having us 'guess the diagnosis' from a gross or microscopic sample," wrote one student. "Frequently, we would be rewarded with Argentinean cookies, so all the students put forth their best efforts."

Argentinean cookies may seem like an odd incentive, but not when the person offering them is not only a native of Argentina, but a long-time consultant to his alma mater, the University of Buenos Aires School of Medicine, on curriculum development.

Whether in the U.S. or abroad, "Dr. Gerszten is one of VCU's great ambassadors and I can say through my own observation that he is beloved and greatly admired by students and colleagues alike," wrote Professor and Chairman of the Department of Pathology, David S. Wilkinson, MD, PhD, in nominating Dr. Gerszten for the award. "He sets a very high standard of achievement and his students are always motivated to achieve in order to meet that standard." His achievements and publications have earned him recognition nationally and internationally, particularly regarding the development of innovative teaching methods and materials.

As Dr. Gerszten nears retirement, one student's assessment of his approach to medical education seems even more fitting: "Dr. Gerszten's example and his advice showed me that the study of medicine is not a task to be completed but a passion which does not end."

Irby-James Award for Excellence in Clinical Teaching

John G. Pierce, Jr., M.D.



Just because it had never been done that way before, didn't mean that it shouldn't be from now on. Perhaps that wasn't precisely Dr. John Pierce's thought process when he devised the M-4 obstetrics continuity clinic, but it could have been.

How better to exemplify Dr. Pierce's excellence in clinical teaching than to focus on this exciting new clinic. "Through his direction, a new fourth year elective was created that allows students to manage obstetric patients throughout the academic year, affording them the opportunity to provide prenatal, intrapartum and postpartum care," Catherine Matthews, MD, explained. John W. Seeds, MD, Chair of the Department of Obstetrics and Gynecology, added that "This stunning innovation has been very successful and is only one example of his complete dedication to the welfare of the students."

While the new elective was designed for M-4s, he is more widely known as head of the third year OB/Gyn clinical clerkship. "He takes a personal interest in each third year student and tries to model the complete physician, with emphasis on character development, textbook knowledge and compassionate, thorough clinical care of the patients," explained assistant residency director Fidelma Rigby, MD. "He is constantly striving for ways to improve their education experience, such as introducing Noelle to the curriculum." By incorporating sessions with Noelle, the OB simulator, residents and medical students practice and learn how to cope with obstetrical crises before having to react to a patient emergency.

"He paved the way for medical students to have an exceptional experience during their rotation," added Christine Isaacs, MD, Assistant Professor. "This includes student-attending clinics where students have one-on-one contact with patients while being supervised by an attending, case-based conferences, and both formal and information discussions with medical students regarding patient care, medical concepts, surgical techniques and the vast ethical and social issues that face us day in and day out in our mission at VCU."

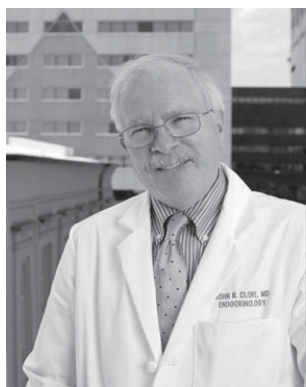
"In a clinically busy department whose faculty are concerned with finances, scheduling, clinical productivity and research, John has repeatedly brought the focus back to teaching," praised Ellen Brock, MD, Associate Professor. "In one faculty meeting after another, he has brought to the table initiatives designed to improve the education and the overall experience of our students." "Dr. Pierce uniformly receives the highest praise for his dedication, organization, patience and challenging yet supportive teaching style," added Dr. Matthews. "He instills a sense of ownership in students and seems to extract the very best out of them."

That emphasis on medical education has earned Dr. Pierce numerous teaching awards, including "outstanding faculty" awards and a national teaching award honoring his work in resident education. Medical education, for Dr. Pierce, extends beyond students. "Dr. Pierce is an unbelievable patient educator," said Dr. Matthews. "He is loved by the women who seek his expertise because he takes such time and effort to explain their medical conditions."

"He is unimaginably upbeat about his students, their needs and goals and our ability to help meet and attain them," wrote Joseph Borzelleca, Jr., MD, Associate Professor. That positive energy is contagious, according to another colleague: "Since he has taken over the position of clerkship director for our department, students not only learn more, but they enjoy what they are learning and how they are learning more than ever before." The very definition of excellence in clinical teaching.

Distinguished Mentor Award

John N. Clore, M.D.



Self-sacrifice. Passion. Integrity. Commitment. The qualities of a truly gifted mentor, the kind of mentor that John N. Clore, MD, exemplifies, are a rare combination. Take this definition of a successful mentor, offered by one of Dr. Clore's colleagues: "He has all the characteristics of a successful mentor: he is available with often little notice, provides sound advice, and puts his mentees ahead of his own needs," explained Richard K. Sterling, MD.

While his mentees obviously realize the depth of Dr. Clore's dedication, they tend to be most effusive when they talk about intangibles, things that can't be measured in hours committed or numbers of individuals mentored. "I feel Dr. Clore's real strength as a mentor lies in his warm heart and his approachability," wrote one M3 student. "To me, a mentor is not simply a supervisor or a boss, but a coach and a partner, wrapped into one. Dr. John Clore has certainly been all of that to me." Others added: "What really places a mentor in the distinguished category is their ability to be approachable and willing to provide expertise and guidance to individuals outside the realm of their daily encounters." "His excitement about my work and his desire to ensure success set him apart."

His enthusiasm is widely cherished, both by colleagues and mentees. "Dr. Clore has the experience of a seasoned endocrinologist but the inquisitive nature of an attending just out of fellowship," explained chief resident Mini Mahata, MD. "It is the perfect blend for an individual striving to invigorate and motivate residents."

"Dr. Clore has mentored many, many junior and senior clinical scientists in the proper art and performance of patient-based research," added Dr. Alpha Fowler, MD, Chairman of the Division of Pulmonary Disease and Critical Care Medicine, and, through doing so, he has substantially advanced "the mission of the VCU School of Medicine."

To strengthen the institution's commitment to mentoring, Dr. Clore drove the establishment of the Academy of Mentors, a unique new program that matches senior faculty with junior investigators, providing them with career advice and guidance on developing and implementing research. "Having risen through the ranks at VCU, I have personal knowledge of the importance of approachable mentors in ensuring success," one colleague added. "With the Academy of Mentors, Dr. Clore has significantly enhanced the chances of young and upcoming faculty to succeed."

The Academy of Mentors is clearly the outgrowth of Dr. Clore's personal commitment to mentoring. "During my fellowship training and the subsequent transition to faculty, Dr. Clore has carefully and patiently guided me through each step in the clinical research process, always looking for opportunities to help me succeed in establishing myself as a physician scientist," explained Edmond P. Wickham, III, MD, Assistant Professor in the Division of Endocrinology and Metabolism. "During this process, I have developed a new appreciation of the actual complexity of being a great mentor, and, most of all, just how accomplished Dr. Clore is at this activity."

"I have had countless teachers, professors and physicians with whom I have interacted over my many years of training as an endocrinologist," wrote Ben Phillips, MD, "however, none have been more instrumental in my career development than Dr. Clore."

Dr. Clore's skills and devotion truly place him in a rarified place among those in academic medicine, as a colleague summarized in nominating him for this award. "With his passion for research and teaching and, above all, the willingness to provide guidance and support to anyone who seeks it, Dr. Clore far exceeds the requirements for the Distinguished Mentor award."

Educational Innovation Award

Alan Dow, M.D., M.S.H.A., and Team



“Lights.” “Camera.” “Empathy.” More than 10 years ago, the Accreditation Council for Graduate Medical Education listed “interpersonal and communication skills” as one of six core competencies. But how, in the context of medical education, can that competency be achieved? The answer: with astounding creativity and collaboration.

Alan Dow, MD, and Richard Wenzel, MD, in the Department of Internal Medicine were inspired by the challenge of instilling clinical empathy in medical students. “To develop a new curriculum to teach clinical empathy, we needed educators skilled at the art of communication in the moment,” explained Dr. Dow. “Professors from the Department of Theater are experts in this area. We assembled a multidisciplinary team to design and test a curriculum of clinical empathy, and then measured whether these professors could teach clinical empathy skills.”

“Doctor-Patient communication is similar to on-stage interactions,” added Dr. Dow. “While word-based communication is essential for the exchange of facts, emotional communication relies heavily on paralanguage. We hypothesized that training physicians using theater-based communications techniques could improve physician communication skills and patient satisfaction with medical care.”

Although the approach, in retrospect, seems coolly logical, the concept of collaboration between the medical school and the theater department was a tremendous departure from business as usual. Yet despite the unorthodox proposal, collaborators David Leong and Dr. Aaron Anderson from the VCU Department of Theater were enthusiastic about the idea.

Their interest has paid off. According to the team, “This project has proven to be effective and is now being widely disseminated through the VCU environment and the country.” The training typically is delivered in a series of workshops. In each case, actors help communicate key topics and involve participants in role playing to help illustrate the concepts.

The project was initially tested with a control group and an intervention group. The initial results, while published in detail in the *Journal of General Internal Medicine*, can be summed up in two words: it worked. In scientific terms, “the intervention group showed statistically significant improvement both after the intervention and in comparison to the control group.” A second study validated the findings.

Good news, as they say, travels fast, and the word of the project’s success has spread through medical and lay media, including sources as varied as the *Washington Post* and NPR to Yahoo! News and USA Today. In Spring 2008, the team conducted six three-hour workshops for surgery housestaff, focusing on leadership, patient safety and team communication. The School of Nursing has incorporated parts of the curriculum in graduate and undergraduate courses, and a new study is underway to study communication with cancer recurrence and at the end of life. Beyond the medical campus, aspects of the communications modules are even being incorporated into VCU’s Grace Harris Leadership Institute and into the business community.

The project’s founding team couldn’t be more pleased by the results and by the potential to have a positive impact on doctor-patient and team communications. “By bringing the expertise of theater educators to medical education, we have created a new method of teaching communication to physicians,” Dr. Dow said. “Our curriculum demonstrates how the humanities can be used to teach the art of medicine and, in doing so, help to better train future healthcare providers to create better healthcare experiences for our patients.”

Educational Innovation Award

Curtis N. Sessler, M.D., and Team



The numbers tell the story. In 2005, before Dr. Curtis Sessler and his team developed a comprehensive new training program for medical students and housestaff, more than one in ten patients who received a central line catheter developed a bloodstream infection. By 2007, after the program's full roll-out, the rate had fallen to less than three percent.

“In 2006 alone, this resulted in a 60 percent reduction in nosocomial bloodstream infections in adult ICUs, with an estimated cost savings of \$1.65 million, the avoidance of 55 infections, and the saving of 11 lives,” explained Michael Edmond, MD, one of the project's original founding collaborators.

The innovating began when Dr. Sessler realized that central vein catheterization (CVC) was too critical a skill to be taught solely through lectures to M-4s. Gathering a team of collaborators that included Dr. Edmond, Dr. John Perry and Renata Sampson, RRN, Dr. Sessler received funding to develop a multimedia presentation, including an instructional CD-ROM featuring video clips, a self test and policy information on the safe insertion of CVCs. While the project was successful, a key component was missing: hands-on practice.

It was time for Central Line Man. In 2006, Dr. Sessler and a new multidisciplinary team developed a more in-depth training program that added simulation via the Central Line Man simulator and allowed medical students to practice the entire process involved, including discussion and informed consent, infection control concepts and principles of safety in performing invasive procedures. Only after every stage was completed and “checked off” were the students allowed to try their hands at inserting a CVC.

“Through Dr. Sessler's efforts, the central line program has been applied to whole classes of medical students as well as interns from every department,” said Lisa K. Brath, MD. “As a result, a whole group of future and current physicians have learned not only the correct technique of central venous catheter insertion, but perhaps more importantly, a number of patient safety issues including the importance of informed consent, the concepts of right procedure/right site/right patient, the value of the ‘time out,’ the concepts of aseptic technique and ways to minimize hospital acquired infections.”

The success of the initiative reflects both Dr. Sessler's efforts and those of the entire Safe and Effective Central Line team, including Drs. Grossman, Waterhouse, Lawson, Seago and Mazmanian. Commented Ellen Brock, MD: “The central venous catheter workshop is a testimony to Dr. Sessler's dedication to the teaching process and to his extraordinary ability to work collaboratively.” “Despite the fact that he is probably one of the busiest clinicians at the medical center, he places education at the forefront of everything he does,” added James Messmer, retired Senior Associate Dean for Medical Education.

“Dr. Sessler's passion for education and accomplishments set him apart as a world-class educator, designing and implementing unique and innovative programs that will make a real difference in improving the care of all of our patients,” Mark J. Rosen, MD, President American College of Chest Physicians. Based on the dramatic success of the program, Dr. Sessler and his team have been highly sought out for workshops, seminars and conferences nationwide.

“He has clearly shown creativity, innovation and excellence in teaching critical skills that are essential to the safe practice of medicine in the 21st century,” praised Division Chairman Alpha A. Fowler, III, MD. “Dr. Sessler's innovation has dramatically increased the visibility of VCU School of Medicine, marking it as a leader in patient safety and improved outcomes.”

Leonard Tow Humanism in Medicine Award

Janet M. Eddy, M.D.



In medicine's dedication to diagnosing and treating conditions, humanism often falls by the wayside. Time pressed and stressed, it's easiest to cope by addressing room numbers or diagnoses, rather than caring, for example, for Amos Smith, a Midlothian retiree frightened about his cancer prognosis.

But that's not Janet Eddy's way. It never has been. Even before she began medical school at VCU, where her humanistic approach has become legendary, she was devoting herself to meeting the needs of those most at risk. From teaching English as a second language to Cambodian refugees to volunteering, as a layperson, at the Fan Free Clinic, she made caring her priority. Several years later, after completing medical school, Dr. Eddy became the Fan Free Clinic's medical director, serving not one, but two two-year terms in that capacity.

Despite all the good the Fan Free Clinic was providing, Dr. Eddy saw that there were greater unmet medical needs among the area's low income or homeless residents. This vision drove her to work tirelessly to create a new level of care -- specialty clinics for Free Clinic patients, providing them with high level expertise and treatment.

Taking the Hippocratic promise to its very core, Dr. Eddy also sometimes goes beyond strictly medical care and helps patients to "do no harm" to themselves. The medical director at one of the Free Clinics Dr. Eddy serves explains: "One night, she hospitalized a distraught patient. The patient came back two weeks later and told me she would have committed suicide if it were not for Dr. Eddy."

Recognizing the breadth and depth of the needs of those at risk, Dr. Eddy contributes her own time generously and selflessly while, according to another colleague, "whenever possible, recruiting fellow physicians to serve in a wide variety of clinics and at many of the Richmond area facilities." She spends Saturdays at a clinic in rural Aylett and some weeknights at St. Edward the Less Clinic in Ashland.

Her international volunteerism includes work in Haiti, Honduras and India. "She has had students and residents with her throughout her volunteer career and personally demonstrates by example the rewards of caring for these populations," wrote Harris-Mayo Distinguished Professor and Chair, Anton Kuzel, of the Department of Family Medicine.

"She also recognized at attempting to understand each patient's socioeconomic situation: transportation issues, homelessness, unemployment," an admirer added. "She taught me how to treat patients as a whole, bearing in mind each patient's background and experiences," explained one medical student. "The most important lesson was that of compassion in medical practice. Dr. Eddy demonstrated this compassion by connecting with patients, considering their capabilities and involving them in healthcare decisions." "She is compassionate, accessible, respectful, culturally sensitive and a superb communicator." "She provides our medical students with a superior role model."

Tending to others, this attending physician is a stellar example of humanism in medicine, and a most deserving recipient of this year's Leonard Tow Humanism in Medicine award.

Women in Science, Dentistry, and Medicine Professional Achievement Award

Ellen L. Brock, M.D., M.P.H.



Quietly influential. A skilled medical professional who changes the lives of both her patients and those she has mentored. Ellen L. Brock, MD, MPH, Associate Professor, Obstetrics & Gynecology, epitomizes what the WISDM Professional Achievement Award signifies.

“I could not have asked for a better role model. “ wrote Marie Menke, MD, MPH, an assistant professor in Ob-Gyn. “She...inspires me to strive for excellence in all that I do and has proven to be personally committed to my professional growth and development,” agreed Chief Resident Makeba Williams, MD, “She has a way of identifying and developing the individual talent, skills and abilities of the residents.”

Among the gifts she shares with those who are mentored by her and who work beside her is her ability to quietly and confidently deliver superior medical care - whether at VCU Medical Center or providing care, as a volunteer, to women in rural Thailand or Swaziland.

In addition to her responsibilities as the Section Head in General Obstetrics and Gynecology, Dr. Brock recently created a year-long didactic/simulation training course for residents, teaching them minimally invasive surgery, primarily laparoscopic surgery. “Her passion for laparoscopy and its utility in the better treatment of common gynecologic problems is exciting for those that train under her,” Dr. Williams added. “She has infused new energy into our resident education series by developing cutting edge techniques.”

She has recently been named the first Medical Director of the Center for Human Simulation and Patient Safety for the VCU School of Medicine. This position will include training for students, residents, fellows, practitioners, and hospital staff. According to a colleague, this appointment “reflects her continued efforts to improve care as well as her desire to constantly challenge herself.”

“Probably the most telling tribute to her capabilities is the fact that numerous professional colleagues have chosen her as their primary physician,” one colleague wrote. “Dr. Brock is a surgeon with an outstanding reputation,” added Professor and Chair John W. Seeds, MD. She also “is a teacher of rare quality. She can cut to the heart of an issue in a nanosecond and teach the student or resident the essence with clarity and compassion.”

Her quest to constantly increase her skills base and expertise and then to use those skills to help others is legendary. While maintaining her full-time medical career and academic medical responsibilities, she obtained her Master’s in Public Health degree in 1997, and then took her combined medical and public health knowledge to improve the conditions of those in serious need in places such as Vladivostok and Azerbaijan. She is equally committed to her non-medical activities, including serving on Boards of both the American Shakespeare Center in Staunton and the Virginia League for Planned Parenthood, and engaging her passion in gourmet cooking.

“Ellen is a renaissance woman in that she balances her accomplished professional life with several outside passions,” added one of her mentees, Carolyn Matthews, MD. Her ability to excel as a physician, leader and mentor, as well as make time for her friends and family, the greater community and herself is a source of awe and inspiration to those around her. A moniker given to her by a recent residency class neatly summarizes why Dr. Brock so richly deserves this year’s WISDM award. In recognition of her excellence as a physician, surgeon, educator and mentor, her nickname was simply this: “The Gold Standard.”

MCV Physicians Distinguished Clinician Award

Thomas P. Loughran, M.D.



Athletic trainers and sports events are, to most of us, an inextricable combination. Not necessarily so, here or abroad. In fact, it took one of our own, Dr. Thomas P. Loughran, to help establish the use of athletic trainers at sporting events in the United Kingdom, where he continues, as through the United Kingdom Sports Medicine Society, to act as a consultant for sports injuries.

Before venturing across the pond, Dr. Loughran ensured that those closer to home had their needs met. Through his personal efforts and with the help of the Department of Orthopaedics, he established a grass roots program working initially with the trainers in high schools of the inner city to develop an unrivaled sports medicine program.

An Associate Professor in the Department of Orthopaedics, the sports medicine program Dr. Loughran developed has, according to one colleague, “become a symbol of excellence in our community and statewide.”

In nominating Dr. Loughran for the Distinguished Clinician award, the Chairman of the Department of Orthopaedic Surgery, Robert S. Adelaar, M.D., explained: “Dr. Loughran was the first to reach out to the community where there was no sports medicine and made that service available despite the fact that there was very little remuneration for those efforts. The present VCU Sports Center is the culmination of those efforts and a symbol of quality to the community where patients from grammar school through senior citizens can come and have their sports medicine conditions analyzed and treated.

“The development of this program took a great deal of effort, energy and ingenuity. It has grown from the grass roots ‘up’ to the state recognized program we have today.”

A team physician for VCU, Virginia Union, and the Richmond Braves, Dr. Loughran’s practice addresses a wide variety of injuries involving not only professional and college athletes but also weekend warriors and everyday orthopedic injuries.

In addition to the hours he commits to the hospital and clinic, Dr. Loughran devotes countless hours covering sporting events and traveling with the various teams, evaluating athletes in the training room, on the fields and in the locker room. Through the years he has had an opportunity to be involved with international athletics and, in addition to his work in the U.K., was a team physician for the Goodwill Games in St. Petersburg, Russia.

Today, Dr. Loughran’s brainchild, the VCU Sports Medicine Center, hosts rotations of residents from a wide variety of medical specialties, from orthopaedics to pediatrics, as well as providing experience and training to physical therapists, physician assistants and athletic trainers. Each learns the mission framed by Dr. Loughran in establishing the center – to help enable patients to safely return to the sporting activities that they enjoy and to keep enjoying those activities for their entire lives.

During his career, Dr. Loughran has constantly been in the top 10% of MCV physicians for clinical production. He is devoted to his patients, and they are devoted to him with his hands on approach to patient care.

By demonstrating excellence in teaching and service to the university and the surrounding community with his work as a sports medicine physician, Dr. Loughran has earned the gratitude and admiration of those here and abroad and has done great service to and for the VCU medical center.

VCU/VCUHS Leadership in Graduate Medical Education Award

Brian J. Kaplan, M.D.



In six short years, Brian J. Kaplan, M.D. has transformed the surgical training program. “He has proven that through hard work and dedication to patient care, people and principles, it is possible to create a really topnotch, first tier Surgical Training Program in Richmond,” wrote Dr. Marc P. Posner, Professor and Chairman, Division of Transplantation. This makes his selection as the Program Director winner of this year’s leadership in Graduate Medical Education Award a very natural choice.

Dr. Kaplan began his tenure as Program Director at a challenging time – the inception of the 80 hour work week. Undaunted, “he took a proactive approach and developed a rotation schedule that would optimize education, the ability to perform cases, patient care, and still allow adherence to the 80 hours,” explained James Neifeld, MD, Stuart McGuire Professor and Chair, Department of Surgery. His positive attitude in the face of such a significant change was clearly a good omen for the Department.

In the years since, the marks of his leadership are seen and felt throughout the Department. The surgical training program he developed “is dedicated to producing competent, compassionate, safe and highly skilled surgeons, and has provided many benchmarks for national quality initiatives in surgical training,” added Dr. Posner.

His commitment to finding innovative ways to enhance surgical education has taken many forms, including using the format of *The Price is Right* to teach systems based practice. He also has been instrumental in driving the simulation program within the Department of Surgery and was a key force in the development of the simulation center for the institution. He introduced a “Surgical Scholars” program, and he devised an impressively complex tool to help prepare residents for oral examinations when applying for board certification. Thanks to the preparation provided, the program now enjoys the highest pass rate for first time exam takers in the state of Virginia. His efforts have earned him recognition from the Association for Program Directors in Surgery for his leadership and innovation, among other honors.

“Due process, documented evaluation and effective resident advising have been hallmarks of his time as program director,” praised Ronald Merrell, MD, Professor of Surgery. In addition, his work ethic is legendary, both on behalf of the Program and for the benefit of his patients and residents. “He has devoted untold hours to the challenges of curriculum, hour regulation and conflict resolution through process,” added Dr. Neifeld. Another colleague marveled: “Dr. Kaplan has performed these duties and more 24/7/365 without protected time, with little recognition and without additional compensation.”

Despite the enormous time commitment involved as Program Director, Dr. Kaplan maintains a large clinical practice and is recognized as one of the top doctors in Richmond. “His strength starts with his kindness, skill and dedication shown in the care of his own surgical oncology patients,” a colleague explained. “He refuses to compromise both the volume of patients and his dedication because he feels it is essential for his role as faculty member and program director.”

While Dr. Kaplan is highly regarded as “a man of incredible high energy and utmost ethics and integrity,” and as an individual who “exceeds all of the qualifications expected of the consummate Program Director, it is a deeper dedication that makes him most deserving of this award.” A former administrative chief resident in general surgery, Brian King, MD, says it best: “Dr. Kaplan develops skilled surgeons who understand science and technique, but what truly sets him apart from others is that he develops human beings.”

VCU/VCUHS Leadership in Graduate Medical Education Award

Lisa K. Brath, M.D.



Twenty years ago, Lisa Brath arrived at VCU as an intern in Internal Medicine, already on an upward trajectory. Today, as an Associate Professor, Fellowship Program Director in Pulmonary and Critical Care Medicine, as well as Medical Director of Respiratory Care, her accomplishments and energy strongly merit her selection as the Fellowship Director winner of this year's Leadership in Graduate Medical Education Award.

"From the outset of her faculty tenure, it was clear that Dr. Brath brought new thinking, new ideas, new passion and new techniques to the tough task of teaching and training post graduate MDs how to become physicians," said Chairman, Pulmonary Disease and Critical Care Medicine Alpha A. Fowler, III, MD. "Recognition quickly followed, and she has been recognized repeatedly as one of the Internal Medicine's best teachers."

"Few physicians can compare with Dr. Brath's ability to profoundly impact graduate medical education at both the resident and fellow levels," explained Assistant Professor Wes Shepherd, MD. "She clearly has a passion for graduate medical education. She has a keen insight into residents and fellows as learners and the education process of training at these levels."

Embracing new possibilities in graduate medical education, Dr. Brath worked to form multidisciplinary conferences in Thoracic Imaging and Surgical Pathology. Among many other initiatives, she also created a monthly Fellows journal club and established virtual bronchoscopy courses.

Not surprisingly, Dr. Brath's efforts on behalf of the Department began to attract notice outside of the institution. "Her leadership has directly resulted in dramatic improvements in both the quality and quantity of PCCM (Pulmonary Critical Care Medicine) fellowship applicants," Dr. Fowler added. "Dr. Brath led the PCCM fellowship program into the national fellowship match program which resulted in recruitment of fellows from outstanding universities across the United States. She has provided leadership and advocacy for PCCM fellows in an unprecedented manner."

Today, the PCCM Fellowship is an institutional treasure. "One testimony to the fellowship's health is the fact that of the fellows present or entering the PCCM program, five are former chief residents and the remaining six are award winning former internal medicine residents who were highly recruited by other programs," added Richard Wenzel, MD, Chairman, Department of Internal Medicine.

This growth in the Fellowship is due to more than just the program innovations Dr. Brath has set in place. It also is testimony to her talent as an instructor. "In much the same way as a coach provides guidance and expertise without actually taking over a game from his players, Dr. Brath provides guidance and expertise to the housestaff without eliminating their critical role in the evaluation and management of their patients," said Assistant Professor Jeffrey Kushinka, MD. The Program Director of the Internal Medicine Training Program, Stephanie Call, MD, expanded on Dr. Brath's style of leadership: "I have never seen someone so in tune with each trainee with whom they work. I have seen Dr. Brath struggle with finding the most supportive solution for fellows not meeting expectations, even when all usual options had been exhausted. It is ALWAYS, personal with Lisa Brath when it involves one of her trainees, and she ALWAYS puts her whole person into each encounter."

What kind of a difference can this kind of dedication make? An astonishing one, according to legions of fellows and colleagues. "On many levels, her efforts have fundamentally changed the way physicians are educated at this institution."

VCU/VCUHS Leadership in Graduate Medical Education Award

Laurel J. Lyckholm, M.D.



There's nothing easy when it comes to treating patients and training fellows in Hematology and Oncology, and it can be argued that some of the challenges are even greater in Palliative Care. Yet Laurel Lyckholm, MD carries off the responsibilities as dual program director in both those departments with remarkable skill, grace and compassion, earning the gratitude of colleagues, fellows, patients and families alike. Which makes her selection as the Fellowship Director winner of this year's Leadership in Graduate Medical Education Award a natural.

"She has tremendous amount of empathy and caring that she conveys in her care for the patient and the care of her students. Her enthusiasm for her work is contagious," explained Elke Friedman, MD, Virginia Cancer Institute. Yet along with this depth of caring, she also knows when to get tough. "Dr. Lyckholm is the ideal professional parent for our fellows," said Mary Helen Hackney, MD, of the Massey Cancer Center. "She loves and respects them. She has high expectations. She sets limits. She disciplines when necessary. Most importantly, she leads by example."

"She treats the fellows with respect while educating and advising them and she has created an atmosphere of trust, collaboration, learning, motivation and thoroughness," added Assistant Professor Robin K Matsuyama, PhD. "The unfailing results are highly accomplished skilled clinicians who are compassionate and dedicated to their patients - clinicians that any patient would be fortunate to have and are a direct tribute to Dr Lyckholm's skills in teaching and program leadership."

Balance is a key factor in Dr. Lyckholm's approach as Program Director. "Laurie has recognized new facets of the fellowship program to increase the educational experience and has focused the attention of the fellowship and fellows toward a balance of education, research, teaching and service," explained Harold M. Chung, MD. "Dr. Lyckholm was readily available to me both as an oncology fellow and colleague," wrote Rosemarie Mannino, MD. "She taught me how to go through the process of submitting and revising manuscripts. This learning process is not formally taught and requires patience and one-on-one guidance from a mentor."

It is her ability to make time for mentoring that her Fellows find most outstanding about Dr. Lyckholm's leadership. "As a mentor, she has demonstrated all of the qualities I admire in practice," wrote a former mentee. "These include the ability to truly listen to patients, the strength to support them and their families, the honesty in their care, and the respect she demonstrates on a daily basis."

A past recipient of the Humanism in Medicine award, Dr. Lyckholm "is also a profound supporter of the humanism of each patient, and reminds us to incorporate the whole person rather than solely the diagnosis," wrote one Hematology/Oncology Fellow. A former Fellow in Palliative Care amplified the sentiment, applying it to Dr. Lyckholm's treatment of her Fellows as well: "This is a difficult fellowship – intellectually, emotionally and spiritually, and Laurie goes out of her way to make sure fellows are taking care of themselves and finding a balance that works. "

While the success of her leadership may be weighed in factors such as her Fellows' outstanding board pass rates, the success of Dr. Lyckholm as an educator and a mentor is evident in the emotion and the love her Fellows use to describe her. Pages could be filled with their heartfelt admiration, but perhaps this brief sentence will suffice: "Dr. Lyckholm is without question, one of the most loving, caring, thoughtful, selfless and considerate people I have ever had the pleasure of working with."

*Outstanding Departmental Teacher Award in
Health Sciences Education*

Linda Phillips, Ph.D.

Department of Anatomy and Neurobiology

William Barton, Ph.D.

Jessica Bell, Ph.D.

Department of Biochemistry and Molecular Biology

R. K. Elswick, Jr., Ph.D.

Department of Biostatistics

Hongjie Liu, Ph.D.

Department of Epidemiology and Community Health

James A. Lister, Ph.D.

Brien P. Riley, Ph.D.

Department of Human and Molecular Genetics

Guy Cabral, Ph.D.

Department of Microbiology and Immunology

Keith Shelton, Ph.D.

Department of Pharmacology and Toxicology

Murthy Karnam, Ph.D.

Department of Physiology and Biophysics

Selection of the outstanding departmental teacher is determined by a process developed by each basic sciences department.

Outstanding Teacher Awards in Undergraduate Medical Education

Best Teacher in the Course and Clerkship Awards

M-I Courses

Dorothy O'Keefe, M.D.
Milton Sholley, Ph.D.
John Bigbee, Ph.D.
Ginny Pallante, M.S.
Deborah Lebman, Ph.D.
Suzanne Barbour, Ph.D.
George Leichnetz, Ph.D.
Linda Costanzo, Ph.D.
Michael Edmond, M.D., M.H.A., M.P.A.

Behavioral Sciences I Course
Gross and Developmental Anatomy Course
Histology Course
Human Genetics Course
Immunology Course
Medical Biochemistry Course
Neurosciences Course
Physiology Course
Population Medicine Course

M-II Courses

Isaac Wood, M.D.
Michael Hess, M.D.
Indra Kancitis, M.D.
Anita Navarro, M.Ed.
Diane Biskobing, M.D.
Melissa Contos, M.D.
Jonathan Ben-Ezra, M.D.
Gonzalo Bearman, M.D.
Tom Reinders, Pharm.D.
Christopher Wise, M.D.
Nitya Ghatak, M.D.
Mary Jo Martin, M.D.
Margaret Grimes, M.D.
Edward Ishac, Ph.D.
Linda Costanzo, Ph.D.
R. Paul Fairman, M.D.
Margaret Grimes, M.D.
Fidelma Rigby, M.D.
James Messmer, M.D., M.Ed.

Behavioral Sciences II Course
Cardiovascular Course
Careers in Medicine
Careers in Medicine
Endocrine Course
Gastrointestinal Course
Hematology/Oncology Course
Microbiology Course
Medical Bioethics Course
Musculoskeletal Course Course
Nervous System Course
Pathogenesis Course
Pathology Teaching
Pharmacology Course
Renal Course
Respiratory Course
Respiratory Course
Women's Health Course
Radiology Teaching

M-I and M-II Courses

Iraj Mirshahi, M.D.
Christine Huynh, M.D.
Hamdy Sayed, M.D.
Tim Wilson, M.D.
Valerie Bowman, M.D.
Kevin Connelly, M.D.

Foundations of Clinical Medicine-IM Preceptor
Foundations of Clinical Medicine-IM Small Group Leader
Foundations of Clinical Medicine-FM Preceptor
Foundations of Clinical Medicine-FM Small Group Leader
Foundations of Clinical Medicine-Peds Preceptor
Foundations of Clinical Medicine-Peds Small Group Leader

M-III Clerkships

Graham Powers, M.D.
David Powers, M.D.
Michael Reynolds, M.D.
Frank Fulco, M.D.
Islam Zaydan, M.D.
Thomas Peng, M.D.
David Rayl, M.D.
Beth Marshall, M.D.
Sherif Meguid, M.D.
Ronald Merrell, M.D.

Family Medicine Clerkship
Family Medicine Clerkship
Family Medicine Clerkship
Medicine Clerkship
Neurology Clerkship
Obstetrics/Gynecology Clerkship
Obstetrics/Gynecology Clerkship, Riverside
Pediatrics Clerkship
Psychiatry Clerkship
Surgery Clerkship

*Outstanding Teacher Awards in
Undergraduate Medical Education*

Faculty with High Evaluation Awards

M-I Courses

Neil Sonenklar, M.D.
Raymond Colello, D.Phil.
Stephen Gudas, Ph.D.
Jack Haar, Ph.D.
Colleen Jackson-Cook, Ph.D.
John Quillin, Ph.D., M.P.H., M.S.
Suzanne Barbour, Ph.D.
W. Mac Grogan, Ph.D.
Paul Ratz, Ph.D.
Kathryn Holloway, M.D.
Margaret Boadle-Biber, Ph.D.
Raphael Witorsch, Ph.D.
Gonzalo Bearman, M.D., M.P.H.

Behavioral Sciences I Course
Gross and Developmental Anatomy Course
Gross and Developmental Anatomy Course
Histology
Human Genetics Course
Human Genetics Course
Immunology Course
Medical Biochemistry Course
Medical Biochemistry Course
Neurosciences Course
Physiology Course
Physiology Course
Population Medicine

M-II Courses

Kenneth Kendler, M.D.
Margaret Grimes, M.D.
Mark A. Wood, M.D.
Isaac Wood, M.D.
Edmund Wickham, M.D.
Michel Aboutanos, M.D., M.P.H.
Douglas Heuman, M.D.
Laurie Lyckholm, M.D.
Francine Marciano-Cabral, Ph.D.
Julia Nunley, M.D.
Mark C. Willis, M.D.
Kathryn Holloway, M.D.
Elizabeth Waterhouse, M.D.
Richard McPherson, M.D.
Sandra Welch, Ph.D.
Scott Whitlow, D.O.
Susan DiGiovanni, M.D.
H. Davis Massey, D.D.S., M.D., Ph.D.
James Messmer, M.D., M.Ed.
John Pierce, M.D.
H. Davis Massey, D.D.S., M.D., Ph.D.
Curtis Hayes, M.D.

Behavioral Sciences II Course
Cardiovascular Course
Cardiovascular Course
Careers in Medicine
Endocrine Course
Gastrointestinal Course
Gastrointestinal Course
Hematology/Oncology Course
Microbiology Course
Musculoskeletal Course
Musculoskeletal Course
Nervous System Course
Nervous System Course
Pathogenesis Course
Pharmacology Course
Pharmacology Course
Renal Course
Renal Course
Respiratory Course
Women's Health Course
Pathology Teaching
Radiology Teaching

*Outstanding Teacher Awards in
Undergraduate Medical Education*

Faculty with High Evaluation Awards

M-III Clerkships

John Nestler, M.D.	Medicine Clerkship
Richard Wenzel, M.D.	Medicine Clerkship
Peter Boling, M.D.	Medicine Clerkship
Stephen Cohen, M.D.	Obstetrics/Gynecology Clerkship
Edward Gill, M.D.	Obstetrics/Gynecology Clerkship
Nicole Karjane, M.D.	Obstetrics/Gynecology Clerkship
Joseph Ibost, M.D.	Obstetrics/Gynecology Clerkship, Riverside
Greg Elliott, M.D.	Pediatrics Clerkship
Jeffrey S. Hanzel, M.D.	Pediatrics Clerkship
Sean McKenna, M.D.	Pediatrics Clerkship
Linda Meloy, M.D.	Pediatrics Clerkship
Bill Shaw, M.D.	Pediatrics Clerkship
Lenore Joseph, M.D.	Neurology Clerkship
David Albright, M.D.	Psychiatry Clerkship
Yaacov Pushkin, M.D.	Psychiatry Clerkship
Daniel Sheneman, M.D.	Psychiatry Clerkship
Huan Vu, M.D.	Surgery Clerkship
Sig Seiler, M.D.	Family Medicine Clerkship

2008 Teaching Excellence Awards Nominees

Cheryl Al-Mateen, M.D., Departments of Psychiatry and Pediatrics

Linda Costanzo, Ph.D., Department of Physiology and Biophysics

Richard Moran, Department of Pharmacology and Toxicology

Congratulations to our Nominees!

###

Special Thanks

VCU Creative Services

Allen Jones

Curriculum Office

Kathleen Kreutzer, Angela Wetzel

Dean's Office

Joan Barrett, Ruth McIntosh-Brandt

Educational Technology

JK Stringer

Student Activities

Janet Mundie

###

Ad Hoc Committee on Faculty Excellence Awards

Jan F. Chlebowski, Ph.D., Associate Dean, Graduate Education

Carol L. Hampton, M.M.S., Associate Dean, Faculty and Instructional Development

Deborah Stewart, Teaching Awards Program Coordinator, School of Medicine

Isaac Wood, M.D., Senior Associate Dean, Medical Education and Student Activities

Previous Award Winners

FACULTY TEACHING EXCELLENCE AWARD

Linda S. Costanzo, Ph.D., 1999
James L. Levenson, M.D., 2000
R. Paul Fairman, M.D., 2001
Isaac Keith Wood, M.D., 2002
Robert L. Balster, Ph.D., 2003
Richard M. Costanzo, Ph.D., 2003
Suzanne E. Barbour, Ph.D., 2004
Robert F. Diegelmann, Ph.D., 2005
David F. Gardner, M.D., 2006
Edward J.N. Ishac, Ph.D., 2006
Leslie S. Satin, Ph.D., 2007

IRBY-JAMES AWARD FOR EXCELLENCE IN CLINICAL TEACHING

David R. Salter, M.D., 1999
Joel A. Blum, M.D., 2000
Cesar I. Kanamori, M.D., 2001
Robert K. Schneider, M.D., 2003
Robert A. Adler, M.D., 2004
Alpha (Berry) A. Fowler, III, M.D., 2005
Brian J. Kaplan, M.D., 2006
Stephanie A. Call, M.D., M.S.P.H., 2007

DISTINGUISHED MENTOR AWARD

John Bigbee, Ph.D., 1999
W. Hans Carter, Jr., Ph.D., 2000
Suzanne R. Lavoie, M.D., 2000
Daniel H. Conrad, Ph.D., 2001
Mary D. Nettleman, M.D., M.S., 2001
Cynthia M. Heldberg, Ph.D., 2002
Sandra P. Welch, Ph.D., 2002
Deborah L. Haller, Ph.D., 2003
George R. Leichnetz, Ph.D., 2004
Roland N. Pittman, Ph.D., 2005
David X. Cifu, M.D., 2005
Chris Gennings, Ph.D., 2006
John E. Nestler, M.D., 2006
James M. Messmer, M.D., M.Ed., 2007

EDUCATIONAL INNOVATION/EDUCATIONAL RESEARCH AWARD

Joann N. Bodurtha, M.D., M.P.H., 1999
Michelle Y. Whitehurst-Cook, M.D., and Rita M. Willett, M.D., 1999
Carol L. Hampton, M.M.S., 2000
Alice S. "Dolly" Pakurar, Ph.D., 2001
Thomas M. Kerkerling, M.D., 2002
Charles O. Frazier, M.D., 2003
Edward J.N. Ishac, Ph.D., 2004
J. Dennis Hoban, Ed.D., 2005
Isaac K. Wood, M.D., 2006
Leanne M. Yanni, M.D., and Team, 2007

A full description of the School of Medicine's Teaching Excellence Awards Program is located at
http://www.medschool.vcu.edu/facultyaffairs/career_dev/awards/teachingawards.html

2008 Awards Selection Committees

Faculty Teaching Excellence Awards

Anmoldeep "Mo" Bajaj, Class of 2009
Joann Bodurtha, M.D., Department of Human and Molecular Genetics
Bob Diegelmann, Ph.D., Department of Biochemistry
Antony Fernandez, M.D., Department of Psychiatry, VAMC
Audrey Forrest, Ph.D. Student, Department of Anatomy and Neurobiology
David Gardner, M.D., Department of Internal Medicine
Chris Gennings, Ph.D., Department of Biostatistics
Emily Goldenberg, Class of 2009
Carol Hampton, M.M.S., Faculty and Instructional Development, Chair (non-voting)
Edward Ishac, Ph.D., Department of Pharmacology & Toxicology
Roland Pittman, Ph.D., Department of Physiology and Biophysics
Richard Carter, M.D., Department of Surgery (Resident)
Deborah Stewart, B.I.S., Office of Faculty Affairs (non-voting)

Outstanding Teacher Awards in Undergraduate Medical Education

M-I Awards

Scott Adney, M1 Curriculum Representative
Georgia Blackwood, M1 Curriculum Representative
MaryEllen Cleary, M1 Curriculum Representative
Linda Costanzo, Ph.D., Chair, Physiology/Curriculum
Richard Krieg, Ph.D., Anatomy
Saba Masho, M.D., Epidemiology
Angie Wetzel, M.Ed., Curriculum
Isaac Wood, M.D., Curriculum

M-II Awards

Abisola Ayodeji, M2 Curriculum Representative
Ravinder Brar, M2 Curriculum Representative
Linda Costanzo, Ph.D., Chair, Physiology/Curriculum
Margaret Grimes, M.D., Pathology
Julia Messina, M2 Curriculum Representative
Fidelma Rigby, M.D., Obstetrics & Gynecology
Angie Wetzel, M.Ed., Curriculum
Isaac Wood, M.D., Curriculum

M-III Awards

Cheryl Al-Mateen, M.D., Psychiatry
Gonzalo Bearman, M.D., Internal Medicine
Melissa Bradner, M.D., Family Practice
Warren Felton, M.D., Neurology
Barry Kirkpatrick, M.D., Pediatrics
John Pierce, M.D., Obstetrics & Gynecology
Jeannie Savas, M.D., Surgery
Angie Wetzel, M.Ed., Curriculum
Isaac Wood, M.D., Curriculum

VCU/VCUHS Leadership in Graduate Medical Education Award

Judy Brannen, M.D.
Ralph "Ron" Clark, M.D.
John F. Duval
Margaret M. Grimes, M.D.
Lenore Joseph, M.D.
Mary Alice O'Donnell, Ph.D.
Jerome F. Strauss, III, M.D., Ph.D.