



## THE JEREMIAH A. BARONDESS FELLOWSHIP IN THE CLINICAL TRANSACTION

### THE AWARDEES SPEAK

We asked recent Jeremiah A. Barondess Fellowship recipients about how the award has made a difference to them in their professional development, and to the institutions where they practice. Their answers are below.

#### 2019-2021

##### **CHELSEA HOOK CHANG, MD**

*Development of an innovative curriculum for the Barondess Elective–Advanced Clinical Reasoning*

Research conducted at the University of Texas Rio Grande Valley School of Medicine

##### **What were you hoping to accomplish when you applied for the Barondess Fellowship?**

When I applied for the Barondess Fellowship, I was looking for mentorship and support in advancing how we teach clinical reasoning. The grant not only provided me financial support and dedicated time, but also key connections within the field to allow me to meet my goals.

##### **What have you personally been able to achieve as a result of this award?**

As a result of the Barondess Fellowship, I have grown both personally and professionally. This Fellowship has grown my networks and pushed my boundaries of what I thought was possible.

##### **How has this award helped your institution?**

Working with the New York Academy of Medicine has been a great honor for our institution. It gives us a national platform to learn from one another and ultimately share our experiences in teaching clinical reasoning under the Barondess Fellowship.

##### **How has this award helped you become a better physician/leader?**

This award has opened doors for me to meet and learn from national and international experts in the field of the clinical transaction. This mentorship has helped me emulate leadership styles and the work itself continues to improve my own performance at the bedside as a physician.

## 2018-2020

### **BETHANY (BRISBIN) LOCKWOOD, MD**

*2018-2020: An innovative program with patient-centered aims related to the clinical transaction that focuses on interpersonal skills to impact patient and physician outcomes*

Research conducted at The Ohio State University Wexner Medical Center

#### **What were you hoping to accomplish when you applied for the Barondess Fellowship?**

Opportunity to impact the future of medicine by empowering our trainees with effective and empathic communication skills, as this is the backbone to mastering the patient-physician relationship.

#### **What have you personally been able to achieve as a result of this award?**

This communication training has been integrated into the curriculum for incoming residents, expanding my role as a clinician educator and joining a community of collaborators and mentors. I was honored with an Excellence in Teaching Award this past year and anticipate sharing this work across different platforms.

#### **How has this award helped your institution?**

This fellowship has broadened professional collaborations across departments (internal medicine and general surgery), ignited additional GME program leaders' desire to capture this training, expanded faculty-resident interactions with potential for mentorship, and hopeful to have impacted resident confidence and burnout.

#### **How has this award helped you become a better physician/leader?**

The Barondess accelerated my professional development and leadership potential in building clinical excellence, ability to emanate influence, convey a clear compelling vision, and address multiple stakeholders. With this rapid growth as a junior faculty member I am evolving into additional leadership roles both within our institution and nationally.

## 2017-2019

### **REZA SEDIGHI MANESH, MD**

*Examining the use of the Human Diagnosis Project (Human Dx) as a scalable and objective measure of clinical reasoning*

Research conducted at Johns Hopkins University School of Medicine

#### **What were you hoping to accomplish when you applied for the Barondess Fellowship?**

To have support to focus on program building and scholarly work related to clinical reasoning.

#### **What have you personally been able to achieve as a result of this award?**

Numerous publications and the start of two very important programs at Hopkins (CORES and Osler Grand Rounds).

### **How has this award helped your institution?**

The development of two crucial programs related to clinical reasoning.

## **2016-2018**

### **BRIAN GARIBALDI, MD**

*Improving Cardiopulmonary Physical Examination Skills*

Research conducted at Johns Hopkins University School of Medicine

### **What were you hoping to accomplish when you applied for the Barondess Fellowship?**

I was hoping to build a physical examination teaching and assessment program for internal medicine residents that could become a powerful tool to reinvigorate the bedside clinical exam.

### **What have you personally been able to achieve as a result of this award?**

I have become part of a wonderful community of clinicians at the NYAM and ACGME who are invested in education and bedside clinical care. I have received outstanding mentorship from Jerry Barondess. Our clinical skills program has led to several publications, a number of invited talks internationally, and was a big part of my recent promotion to Associate Professor.

### **How has this award helped your institution?**

Through the work we accomplished as part of my Barondess Fellowship, Johns Hopkins partnered with Stanford University and the University of Alabama at Birmingham and received a 5-year Reimagining Residency Award from the ACGME to tackle the important issue of burnout as well as to improve clinical skills. This collaboration would not have been possible without the support of the Barondess Fellowship.

### **How has this award helped you become a better physician/leader?**

Inspired by the work done through the Barondess Fellowship, I helped to found the Society of Bedside Medicine, a non-profit dedicated to innovation, education and research on the role of the clinical encounter in 21<sup>st</sup> century medicine. As the Co-president I have gained invaluable experience in both starting an organization from the ground up as well as how to grow and strengthen a community of clinician educators.