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Welcome

Dear Student Advisors,

Welcome to the Advisory College Program. As you know, this program was developed by students as a way to address what they saw as a gap within the school. Eight colleges, named after Colorado’s greatest mountains, were launched in December 2012 as a way to develop a sense of community, the opportunity for mentorship, and a means to promote wellness on our campus. The 32 of you will serve as Student Advisors in the first full year of the program.

As your Student Co-Directors, we are very excited to take over from Igor Shumskiy and James Ross in working with you over the next year. As with any new project, we expect some growing pains but also a significant opportunity for each of you to help to define your colleges, establish traditions, and to engage and advise students throughout the school. With that in mind we are keen to have your input at every stage of the process. We plan to hold monthly meetings, starting in August, with a focus on sharing ideas and experiences that might be useful to other advisors.

Our intent in selecting four Student Advisors for each college is to allow you each to play to your strengths and to support each other in the leadership of the college. In order to maintain continuity, however, each PBL and Hidden Curriculum group has been assigned to an individual advisor. While we plan for you to have considerable autonomy to define and run your colleges with your Faculty Mentors, there are a small number of minimum services that Student Advisors will be expected to provide for their colleges:

- Organize an orientation dinner for incoming first years, with your Faculty Mentors, on Friday August 8th.
- Attend a session with each of your PBL groups at least once per semester, and attend as many Hidden Curriculum groups as you can for your MS3s.
- Make every effort to respond to questions from students within 48 hours (if you are unable to respond to questions, find someone who can).
- Hold an event at least every other month (events may be targeted at specific groups within the college e.g. all second years, anyone interested in IM).

This Handbook includes an outline of the college calendar for the coming year, further descriptions of roles and responsibilities for college members, and lists of the resources available to you.

Diana Tsen (480-415-7395)

Ryan Best (719-221-3491)
## Tentative ACP Calendar

### Fall Semester 2014

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td></td>
<td></td>
<td>Student Advisor Handoff</td>
</tr>
<tr>
<td>June</td>
<td>12</td>
<td>6:30p</td>
<td>Planning Meeting with Faculty Mentors; choose Lead Student Advisor(s)</td>
</tr>
<tr>
<td>July</td>
<td>10</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting</td>
</tr>
<tr>
<td>August</td>
<td>7</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting &amp; Orientation Planning</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>7:45a</td>
<td>College Induction Breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-8p</td>
<td>College orientation dinner for incoming MS1s</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td></td>
<td>Winter Park professionalism groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contact MS2s to offer advice on Step 1 study plans</td>
</tr>
<tr>
<td>September</td>
<td>11</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>10a-5p</td>
<td>Student Advisor Training</td>
</tr>
<tr>
<td>October</td>
<td>9</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting</td>
</tr>
<tr>
<td>November</td>
<td>6</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting</td>
</tr>
<tr>
<td>December</td>
<td>TBD</td>
<td></td>
<td>Event for MS1s during clinical interlude (Semester review)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting</td>
</tr>
<tr>
<td>Any</td>
<td></td>
<td></td>
<td>Contact MS2s to check in on Step 1 study plans, anxiety levels etc.</td>
</tr>
</tbody>
</table>

### Semester Review

- Has each advisor been to at least one session with each of their PBL and Hidden Curriculum groups?
- Has your college held one event per month on average?
- Have you submitted details of each of your events for tracking?
- Have you submitted all budget items for the semester?
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>8</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contact MS1s regarding summer plans/MSA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contact MS2s regarding Step 1, third year concerns/planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contact MS3s regarding fourth year planning/careers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TBD Applications for 2014-15 lead student advisors</td>
</tr>
<tr>
<td>February</td>
<td>12</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TBD Applications for 2014-15 student advisors</td>
</tr>
<tr>
<td>March</td>
<td>12</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting</td>
</tr>
<tr>
<td>April</td>
<td>9</td>
<td>6:30p</td>
<td>Monthly Student Advisor Meeting with new SAs</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td></td>
<td>MS3 Bootcamp</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td></td>
<td>Spring Stampede</td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td>Transition meetings with new advisors</td>
</tr>
<tr>
<td>Semester Review</td>
<td></td>
<td></td>
<td>Has each advisor been to at least one session with each of their PBL and Hidden Curriculum groups?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Has your college held at least two events (in addition to the spring stampede) this semester?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have you submitted details of each of your events for tracking?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have you submitted all budget items for the semester?</td>
</tr>
</tbody>
</table>
Overview of the Advisory College Program

Mission

The Advisory College Program was developed through a student-driven effort to address gaps in the educational experience at the University of Colorado School of Medicine. The Advisory College Program focuses on community, mentorship and wellness. It seeks to provide students with a sense of community by creating an inclusive, meaningful environment from Phase I through Phase IV. By pairing students with Faculty Mentors, Resident and Fellow Advisors, and Phase IV Student Advisors, the Advisory College Program fosters a campus community that emphasizes professionalism and mentorship. Finally, the Advisory College Program provides students with resources and support to help them to find significance within their medical education, to embrace a healthy lifestyle, and to work to prevent student and physician burnout.

A Structured Advising System

The Advisory College Program (ACP) is a structured advising system which organizes students into Colleges comprised of existing problem-based learning (PBL) groups. Faculty Mentors work closely with Phase IV Student Advisors, Resident and Fellow Advisors, and the Office of Student Affairs in order to promote community, student wellness, and career success.

The premise of the Advisory College Program is that if students are better able to participate in a campus community and to take advantage of wellness advising, career advising, and academic advising, they may better prepare themselves for successful careers in medicine.

Objectives

1. To provide every student with a Faculty Mentor and a Student Advisor.
2. To support students in academic excellence, wellness, and career planning by training Faculty Mentors and Student Advisors to direct students to appropriate resources and to act as extensions of Student Affairs in advising students.
3. To organize students into colleges which may serve as learning communities as existing curricula are modified and new curricula are developed.
4. To promote a sense of connection between current students and the School of Medicine in the hope that this will foster better alumni relations in coming years.
Structure

Each Advisory College is comprised of two Faculty Mentors, a small cohort of Resident and Fellow Advisors, several Phase IV Student Advisors, and two or three PBL groups from each class.
Colleges

**Mount Bierstadt College**
Mascot: Marmot
Colors: Light Blue and Brown
Motto: *Minds Move Mountains*
Faculty Mentors: Vijay Ramakrishnan, Rachel Swigris
4th Year Student Advisors: Joseph Gonzalez, Anna Kuropatkina, Caitlin Rower, Kellen Sakala

**Conundrum College**
Mascot: Fighting Furrowed Brows
Colors: Silver and Black
Motto:
Faculty Mentors: Bob Davies; Carrie Brown
4th Year Student Advisors: Meredith Aragon, Laurel McGarry, Eric Petersen, Rebecca Thomson, Helena Winston.

**Crestone Peak College**
Mascot: The Wolves
Colors: Orange and Blue
Motto: *We Rock*
Faculty Mentors: Deb Seymour, Amira del Pino Jones
4th Year Student Advisors: David Elison, Geoff Fauchet, Sam Percy, Kelsey Ward
Mount Eolus College
Mascot: Falcons
Colors: Gold and Blue
Motto: Salus, Spiritus et Anima
Faculty Mentors: Audrey Blakeley-Smith, Anjali Dhurandhar
4th Year Student Advisors: Kelly Ground, Jacey Loberg, Joel Roberts, Paul Scott

Maroon Bells College
Mascot: Honey Badgers
Colors: Gold and Maroon
Motto: Alis Grave Nil
Faculty Mentors: Tai Lockspeiser, Ben Scott
4th Year Student Advisors: Julie Dyer, Michael Rudolph, Brooke Thurman, Camri Wolf

Red Cloud Peak College
Mascot: Angry Cloud
Colors: Red and White
Motto: Red Cloud and Proud
Faculty Mentors: Scott De La Cruz, Meghan Treitz
4th Year Student Advisors: Brian Lancaster, Marie McKinnon, Lucas Salg, Talia Sorrentino
Mount Sneffels College

Mascot: Mammoths
Colors: Purple and Gold
Motto:
Faculty Mentors: Nicole Restauri; Kristen Furfari
4th Year Student Advisors: Carlie Field, Grant Gebhard, Matthew Grant, Charlie Johnson

Uncompahgre Peak College

Mascot: Eagle Riding a Mountain Lion
Colors: Red and Silver
Motto: Pugna Aut Fuga
Faculty Mentors: Jennie Buchanan, Tom Parker
4th Year Student Advisors: Adam Berlinberg, Erin Gonzales, Chris Kennel, Patrick Minot
College Leadership Team

Faculty Mentors

Faculty Mentors are faculty members who are actively involved in the Advisory College Program and who work to promote the ACP’s main goals of community, mentorship, and wellness. They provide support for the colleges and are active in student advising and mentoring. They have a thorough understanding of the medical student curriculum and have experience working with medical students. Faculty Mentors also understand the important role that diversity and professionalism play in enhancing the teaching and learning environment.

Roles and Responsibilities

- Advise and facilitate activities for one College, with a focus on student wellness and academic and career advising
- Coordinate activities with fellow Faculty Mentors, Resident/Fellow and Student Advisors
- Refer students to appropriate resources for wellness and academic success
- Meet periodically with individual students who are members of the College
- Commit to:
  - Attend college events, orientation events, and the Spring Stampede, when able
  - Participate in and help coordinate individual College events throughout the year;
  - Be available for monthly meetings (e.g., meetings with fellow Faculty Mentors, meetings with the Office of Student Affairs, meetings with Student Advisors in the College);
- Report to the Associate Dean of Student Affairs:
  - Serve a three-year term with yearly assessment by student evaluations.

Resident Advisors and Fellow Advisors

Resident and Fellow Advisors attend college events, recognizing inevitable scheduling limitations that come with residency and fellowship. Resident and Fellow Advisors are encouraged to work with peer Resident and Fellow Advisors to plan the Specialty Speed-Dating event. Beyond this, Resident and Fellow Advisors are available via email for questions from students. This is an annually-renewed position with a requirement to be in good standing.
**MS4 Student Advisors**

MS4 Student Advisors are Phase IV students who serve as leaders in the Advisory College Program. They are essential to the functioning of the ACP and play a major role in determining the direction and future of each college and the program as a whole. They have unique opportunities to interact with students, residents, and faculty, and will gain experience in leadership and organization in ways that will prepare them to be leaders among their peers when they graduate.

**MS4 Student Advisor Roles**

MS4 student advisors have two primary roles; advisor and organizer. They are supporters and advisors for other students in their college, but are also in charge of their colleges’ events and day-to-day functioning. As part of the college’s leadership team, they work with faculty mentors, resident advisors, and MS2/MS3 advisors to plan and coordinate the college’s functions. In this role, they have a unique opportunity to work one-on-one with students, residents, and faculty, and to gain experience in organization and coordination.

Additionally, one MS4 in each college will serve as the “Lead Student Advisor” and will be the point contact for communications with Student Directors, Faculty Mentors, and the ACP as a whole. This role will be chosen by the advisors in each college at the beginning of the year.

**MS4 Student Advisor Responsibilities**

As Advisor:

1) Contact all students in your PBL groups monthly.
   Each MS4 advisor will be assigned PBL groups from MS1, MS2, and MS3 classes. You should have some form of contact with all of your students each month. Face-to-face meetings are ideal, but you can also stay in contact by phone or by email. You don’t need to have an in-depth conversation monthly, but should at least check in with your students. You should, however, have in-person contact at least every 3 months on average.

2) Attend PBL sessions for your PBL groups
   One of the best ways to get to know your students is to attend their PBL groups. You may choose to attend the entire session or to have a short discussion at the beginning, but should always alert the facilitator that you will be present and should plan to take no more than 10 minutes of session time. You should expect to attend each group’s PBL twice per semester when possible.

3) Attend MS3 hidden curriculum sessions as assigned for your PBL groups.
   Hidden curriculum can be very personal, so it is essential for you to be at all sessions. If exceptions must be made (e.g. - you’re on an away rotation), you must coordinate with the hidden curriculum faculty to ensure that another MS4 advisor will be present.
4) Attend College Events
   Inevitably, MS4 advisors' schedules require them to miss events, but the student advisors should work
together to ensure that at least two MS4 SAs will be present at college events, when possible.
   Additionally, each student advisor should strive to attend at least half of the college’s events per
   semester.

5) Engage faculty mentors and resident advisors
   In the face of a well-established hierarchy of medical education, the ACP provides exceptional
   opportunities to work with and build relationships with faculty, residents, and others. Although it can at
times be difficult to coordinate with busy physicians, faculty mentors and resident advisors have
   volunteered their time, so student advisors should actively engage them and should involve them in
   college proceedings.

6) Respond to communications in a timely manner
   Your students may have trepidation about contacting you for advice or direction, so it is imperative to
   respond to them in a timely manner. If you are contacted by a student, you should respond within 48
   hours at the most, even if it is simply to let them know that you will get back to them or to connect
   them with someone who can provide more informed answers. This also applies to others in the ACP;
   timely communication is essential to an effective college.

7) Physician as Advisor course (IDPT 8020, 1 credit each for fall and spring)
   The Physician as Advisor course is required for student advisors and will include various workshops
   throughout the year focused on topics directly related to advising and leadership.

8) Be available.
   One of the best aspects of being a student advisor is being able to engage and help other students.
   Enjoy it.

As Organizer:

1) Plan Events
   Each college will have many events, both large and small. MS4 SAs will be responsible for planning and
   coordinating the majority of these events. Each SA should take the lead in organizing at least one event
during the year and each college's advisors should work together to ensure that no single individual is
   bearing all of the organizational burden.

2) Schedule and facilitate meetings
   In running the college, MS4s will often be in charge of scheduling and facilitating team meetings. The
   opportunity to run these meetings can provide useful and beneficial experience. MS4 SAs are strongly
   encouraged to meet with their faculty mentors monthly; at a minimum they should have a monthly
   update with faculty mentors to discuss current activities and to plan the month.

3) Work with and communicate with other members of the leadership team
   MS4s play the primary organizational role in each college, but are still only one part of the leadership
   team and should actively involve other members of the team in all college functions. Faculty mentors
   and resident advisors are likely to have been involved for several years and can provide perspective and
support. Additionally, MS2 and MS3 advisors are likely to return as MS4 advisors and can be essential in a functional college program.

4) Recruit MS3 and MS2 student advisors
As the college program expands, we will be expanding the involvement of other classes. Although the roles of these individuals are not yet determined, one duty of MS4 SAs will be to identify and recruit other students to be more actively involved.

5) Manage College Finances
Each college has a budget that can be used for activities, events, and even for college-themed merchandise. For the most part, MS4 student advisors will be in charge of the budget and should use college finances responsibly. For more specific information, please refer to the finances information provided at student advisor training. 
*SAs should keep in mind that although there is good-natured competition between colleges, the competition should be focused on involvement and activities, not merchandise. If your college has a great idea for college merchandise, it must be approved by the ACP student directors or the Student Life office.*

6) Update your college’s webpage
Each college has a page on the Student Life website. Student advisors should keep their page up to date with contact information and upcoming events. For more information, please refer to the materials provided at student advisor training.

**College Lead Student Advisor**

At the beginning of the year, each college will choose one MS4 to be the lead student advisor. This individual will be the college’s primary contact for the student directors and faculty mentors, and will coordinate with other members of the leadership team to organize and plan meetings, delegating roles and tasks as necessary. Undoubtedly, this position will look different from college to college, but should at least provide a primary point of contact for the college to streamline communications.

It is fully understood that MS4s have other responsibilities that can change frequently, so the role of lead student advisor may be filled by different individuals throughout the year, but each college should attempt to keep these transitions to a minimum in order to avoid confusion and complications.

**Boundaries for Mentors and Advisors**

Faculty Mentors, Student Advisors, and Resident/Fellow Advisors are asked to create a safe environment. You are encouraged to refer students with mental health issues, odd behavior, extenuating circumstances which may require additional support, or other concerns to appropriate mental health resources in this Handbook or to the Office of Student Affairs. You should protect the privacy of students including personal issues, delays or failures in coursework, interpersonal concerns, etc.
How the Advisory College Program currently interacts with students

Guidance and specific timelines for interacting with your students will be provided by the Lead Student Advisors and the Physician as Advisor course; below is an overview of how the Advisory College Program currently interacts with students.

1. College-wide Events
   a. College Orientation for MS1s
      i. Friday, August 8
         1. College Induction Breakfast
         2. College Dinner
      ii. August orientation week TBD: Winter Park Professionalism Small Groups
   b. Specialty Speed Dating
      i. Opportunity for MS1s and MS2s to meet and interact with residents across specialties.
      ii. This occurs in late fall semester.
   c. Step 1 Workshop
      i. Workshop to provide MS2s with tools to prepare for the USMLE Step 1.
      ii. This occurs in early spring semester.
   d. Spring Stampede
      i. This event highlights wellness through competition to win the College Cup
      ii. The Faculty Mentors and Student Advisors collaborate with interested parties such as the Wellness Representatives in each class and the Medical Student Council to develop a day of fun activities
      iii. The Stampede occurs yearly between ICC 7001 for the rising Phase III students and ICC 7003 for the rising Phase IV students

2. College Events
   a. Your budget per college for individual events is $2000 for the entire year.
      i. ACP-wide events are funded separately.
   b. Remember to invite Resident/Fellow Advisors and other MS4s in the college.
   c. Examples used previously include...
      i. Lunch on campus: have the Office of Student Affairs reserve a room and order lunch for your Phase I or Phase II students.
      ii. Hiking: free!
      iii. Denver Free Days: (Art Museum, Zoo, Botanic Gardens, etc) http://scfd.org/p/free-days-calendar.html
      iv. Happy hour: meet off campus and pay for appetizers. Be sure to get an itemized receipt and do not include alcohol on any receipt submitted to the Office of Student Affairs for reimbursement
v. Pub trivia night
vi. Dinner at someone’s house: can cater this or cook dinner yourselves; again have an itemized receipt for reimbursement

3. Office Hours
   a. Faculty can hold office hours in their offices or on campus
   b. Students can hold hours in the Ed2 café or other easily accessible location

4. Phase I and Phase II PBL meetings
   Scheduled PBL sessions are an ideal opportunity to meet with your groups. You can choose to attend the actual PBL group or may decide instead to provide lunch for the group before the session.
   a. If you will attend the actual PBL, email the PBL facilitator ahead of time to make sure that date is all right with them
      i. You will be provided small group assignments for Phase I and Phase II PBL so that you know who to contact.
   b. If you attend the actual PBL session, spend no more than 10 minutes at the start of PBL talking about something within the realm of wellness and advising. Resources prepared by previous Student Advisors are included in the Wellness, Career Advising, and Academic Advising sections that follow.
      i. Introduce yourself: “I’m ___, your Student Advisor in ___ College.”
   c. Check in via email with your group following PBL so they can easily reply with any questions.
   d. Remember, Phase II only has PBL during the fall semester while Phase I PBL occurs all year.

5. Phase III Hidden Curriculum meetings
   a. Hidden Curriculum is run by Jackie Glover and Heidi Mallon—you should watch for emails from them for more information and materials.
   b. There are several facilitator orientations held in early June, please attend one.
   c. Introduce yourself in person, via email or via phone to the faculty co-facilitator prior to your first Hidden Curriculum meeting. You’ll receive their names and contact info from Jackie and Heidi in early June at the latest.
   d. There are four Phase III Hidden Curriculum meetings. Finalized dates and further information will be sent by Jackie Glover and Heidi Mallon. Tentative dates:
      i. Thursday, June 26th
      ii. Thursday, October 23rd
      iii. Thursday, December 18th
      iv. Thursday, May 7th
   e. The goal of the curriculum is to provide opportunities for students to learn about particular issues that affect their professional development, yet are not necessarily addressed in the structured curriculum.
   f. As educators, it is also important that we reinforce the positive experiences as much, if not more, than we address the negative experiences.
   g. Your role as a Student Advisor is to assist in facilitating discussion amongst students in the group and remind students of the resources available to them.
i. Introduce yourself: “I’m ___, your Student Advisor in ___ College, and my role as a co-facilitator is to answer any questions you may have and to make sure you all know of the resources available to you.”

ii. Prepare for each Hidden Curriculum session by making sure you have the resources available that students may want. For example, during the December session which focuses on career decisions, have the link to Charting Outcomes in the Match and the list of specialty advisors available.

6. Individual Meetings with Students
   a. You are encouraged to meet individually with students and you should let them know you’re available for this.
   b. Remember:
      i. You are an extension of Student Affairs
         1. Try to start your meeting this way: “Student Sally, thank you for sitting down with me today. Before we get started, I wanted to make sure you know that as a Student Advisor, I act as an extension of Student Affairs which helps me to hook you up with resources and support that they have available to students. Now, what would you like to talk about today?”
      ii. If you don’t know enough or feel concerned by their issues, let them know and suggest a better resource. For example:
         1. “Student Sally, your questions about test taking strategy are over my head. Why don’t we get you in touch with Dr. Carol Lay, who is an educational psychologist in the Office of Student Affairs?”
         2. “Student Sally, I’m worried that your depression is really interfering with your life. Do you have a therapist or physician who is taking care of you?”
         3. “Student Sally, it seems like you’re having a hard time sorting between these specialty options. One thing you could do is talk to our Faculty Mentor, who is a (insert specialty). Another idea is to talk to Terri Blevins, who has a number of resources available to help in making specialty decisions.”
      iii. End your meeting with a plan for follow up
         1. “Student Sally, I’m going to email you in a week and see if you’ve changed your study time so that you can better focus. Does that sound okay?”

7. Emails
   a. Be sure to include your college name and title (Student Advisor, Uncompahgre College)
      i. It can also be helpful to include a standard subject line
   b. Email regularly so that students are regularly reminded that you are a resource for them.

8. College websites:
   http://www.ucdenver.edu/academics/colleges/medicalschool/education/studentaffairs/AdvisoryColleges/Pages/default.aspx
   a. For the moment, email Ryan about updates and changes to your college’s site.
   b. Email pictures from your College activities to Ryan & Diana for inclusion on the website.
Wellness Resources

Why does this matter?

Anxiety & Substance Abuse: In a study of 2nd year medical students in Britain (Pickard 2000):

- 41.2% had anxiety rating in clinically significant range
- >50% exceeded recommended weekly intake of alcohol (14 drinks for women and 21 drinks for men)
- 33.1% reported illicit drug use

Depression: In a study of depression, burnout and quality of life in minority versus non-minority medical students (Dyrbye 2007):

- Rates of depression near 49%

Insomnia: A study at Johns Hopkins found that (Chang 1997):

- Risk of clinical depression greater in those reporting insomnia (relative risk 2.0)

Burnout (Dyrbye 2008):

- 49.6% of medical students in 7 US medical schools had scores qualifying them for burnout
- Of these students, 11.2% reported suicidal ideation in the past year

Eating disorders (Futch 1988):

- Excessive dieting concerns more prevalent in female medical students than female graduate students, as was the incidence of bulimic eating patterns

While these statistics describe the more serious scenarios, generally healthy students still frequently struggle to figure out how to manage medical school and a career in medicine alongside the other parts of their lives.

While the resources below are available, Faculty Mentors and Student Advisors are phenomenal resources as well, and often the most useful job is to listen.

Wellness Representatives

The School of Medicine has student Wellness Representatives from each class that organize various events throughout the year and provide a website on the Student Affairs website: [http://www.ucdenver.edu/academics/colleges/medicalschool/education/studentaffairs/wellness/Pages/wellness.aspx](http://www.ucdenver.edu/academics/colleges/medicalschool/education/studentaffairs/wellness/Pages/wellness.aspx)

Class of 2015: Monica Davern, Jia Lin, Anna Kuropatkina
Class of 2016: Logan Mims, Dan Nguyen, Sarah Cebron
Class of 2017: Alex Steinberg, Ben Saccomano, Bailey Johnson
Key Mental Health Resources

Student Mental Health Clinic

Every student has at least 3 free appointments with the Mental Health Clinic on campus, regardless of insurance coverage.

For after-hours emergencies please call 720-848-0000, have students identify themselves as an “Anschutz Medical Campus student” and ask for the on-call psychiatrist.

To make an appointment, call 303-724-1000.

http://www.ucdenver.edu/academics/colleges/medicalschool/departments/psychiatry/PatientCare/outpatient/Pages/Appointments.aspx

CPHP: Colorado Physician Health Program

CPHP’s mission is to assist the physician, resident, medical student, physician assistant, and physician assistant student who may have health problems which if left untreated, could adversely affect their ability to practice medicine safely.

www.cphp.org or 303-860-0122 or 800-927-0122
Wellness Resource Handout

Colorado Physician Health Program (CPHP)
Assists physicians and medical students struggling with issues such as substance abuse find the appropriate resources to get and stay sober. Assures confidentiality from Colorado Medical Board; paid by student fees!
(303) 860-0122 or (800)927-0122 or www.cphp.org

PCPs
University of Colorado Primary Care Clinics:
Anschutz Medical Campus (Internal Medicine) 720.848.2300
Denver at Lowry (Internal Medicine) 720.848.9500
Stapleton-A.F. Williams (Family Medicine) 720.848.9000

Other Primary Care Clinics:
Rose Family Medicine Center Insight Primary Care
4545 E 9th Ave #10 2373 Central Park Blvd #205
Denver, CO 80220 Denver, CO 80238
(303) 584 – 7900 (303) 377 – 2494

Aspen Medical Group Mayfair Primary Care Aspen Family Medicine
4500 E 9th Ave #450 6311 E 14th Ave 8101 E Lowry Blvd #250
Denver, CO 80220 Denver, CO 80220 Denver, CO 80230
(303) 394 – 9355 (303) 333 – 6434 303-366-1986

Metropolitan OB/GYN Summit Women's Care Rocky Mountain OB-GYN
4500 E 9th Ave #470 1721 E 19th Ave #454 4500 E 9th Ave #200
Denver, CO 80220 Denver, CO 80218 Denver, CO 80220
303-320-8499 (303) 228-1251 (303) 399-0055

Mental Health Services
Mental Health Center on Campus:
Phone: 303-724-7674 Monday - Friday
7:30 a.m. - 3:30 p.m.
After hours: 720-848-0000
Works with student insurance. May be referred to UC Denver Residency Clinic.

Other mental health centers in the Denver area:
Action Counseling Colorado Behavioral Healthcare
5603 Yukon St # B 1410 Grant St # A301
Arvada, CO 80002 Denver, CO 80203
www.christiancounselingdenver.org www.cbhc.org, email: trose@cbhc.org
Phone: 303-425-9343, Fax: 303 429-2923 Phone: 303-832-7594, Fax: 303-830-7132
Dentists
Midtown Dental  303-377-2345  (Denver)
Stapleton Dental  303-399-1488  (Denver)
Cody Dental Group  303-758-5858  (Denver)
Comfort Dental  303-377-3876  (Denver)
Aspenwood Dental  303-751-3321  (Aurora)
UCHSC Dental School  303-724-6900  (Aurora- low cost cleanings by dental students)

Student Affairs
ED2 North, Room 5231  Phone 303-724-6407
Dr. Maureen Garrity, Associate Dean for Student Affairs  maureen.garrity@ucdenver.edu
Dr. Terri Blevins, Director of Student and Career Development  terri.blevins@ucdenver.edu

Student Health Insurance Office
ED2 North, Room 3208  303-724-7674  Laverne Loechel: laverne.loechel@ucdenver.edu

Exploring Denver

Denver Free Days  (http://scfd.org/p/free-days-calendar.html). Find out when the Denver Art Museum, the Museum of Nature and Science, the Botanic Gardens, the Zoo, and lots of other superb state-run museums and gardens are completely and totally FREE!

www.denver.org. A tourist site, but it works for quick day-trips, “must-see Denver”, and everything you wanted to cross off your bucket list...before you realize you’ll stay in Denver forever, because it’s awesome

Gyms
24 Hour Fitness, various locations
Costco deal: $250 for 2-year gym membership. Membership to Costco is $55, so in total this ends up being about $13/month for two years.
Anschutz Health and Wellness Center (on campus)
Located on campus at the corner of Montview and Quentin St, the Health and Wellness Center is a great place to work out on the state-of-the-art equipment, participate in a huge variety of group fitness classes, eat at the delicious and healthy Bistro Elaia or hold meetings/events in the rooftop garden! It is not included in student fees, but they offer pretty reasonable student rates that are around $30/month. This is charged on a month by month basis and you can freeze your membership for up to 3 months if you are not on campus for certain rotations. The membership includes an initial fitness assessment that involved baseline cardio, flexibility and strength assessment, training on how to use the equipment, and registration of a digital fitness key that you can use to track your workouts and how many calories you burn. They also offer many free health and wellness classes including cooking classes and the facilities include locker rooms, a small pool, steam room and sauna, group fitness rooms, an indoor running track, and lots of brand-new fitness equipment. They are open weekdays 5 am -10 pm and on the weekends 7 am - 5 pm. Overall this is a nice, new facility on campus that is a great option for students, although it is a bit pricier than some of the larger fitness chains. Find out more info at the website www.anschutzwellness.com.

Building 500 fitness room. FREE. Located in the Student Lounge in Building 500: go upstairs towards the bookstore and turn left, then use your student ID to access Lounge 500, which is on the right next to the restrooms. The fitness room is in the back left. There are a few treadmills, an elliptical, a bike, and some standard weight machines

Colorado Athletic Club: Downtown and Tabor Center. Young professionals discount: $60-70/month.

LoHi Athletic Club: Highlands, 2010 W. 30th Ave, Denver CO 80211. 24/7 access. $75/month.

It Burns Joe Fitness at Red Rocks (http://itburnsjoefitness.com/). FREE. Two-hour full-body workout on Saturday and Sunday mornings 8-10am at the beautiful Red Rocks Amphitheatre. Intense cardio, stair and bleacher running, ab/core strengthening, yoga for ALL LEVELS – go at your own pace!

Anschutz Running Club: Year-round, ALL LEVELS welcome! Tuesdays and Thursdays, meet in front of Cedar Creek Pub: 3:15pm in the winter, 5:15 in fall and spring

Yoga
Core Power Yoga: Various locations. $13 drop-in with student ID, Student monthly membership: $94.
Root Yoga: Lower Highlands. 1539 Platte St, Denver CO 80202. FREE community class Saturdays 2-3pm
Endorphin Yoga (formerly Qi Yoga): City Park neighborhood. 3170 E. Colfax Ave, Denver CO 80206. $5 community class Sundays 12-1pm
Iyengar Yoga Center: Wash Park neighborhood. 770 S. Broadway, Denver CO 80209. FREE community class Sundays 4:30-5:45pm (more basic / clients with injuries)
Dancing

La Rumba Salsa Dancing (http://www.larumba-denver.com), Denver. Thursdays: lesson starting at 8pm with dancing starting at 9pm, for $10

D-note (http://www.thednote.com), Arvada. Salsa Sundays: bachata dance lessons from 7pm, salsa dance lessons til 9:15pm, music until close. $8 cover

The Adult Professional Studio (TAPS) (http://www.tapsdancedenver.com)
Location: Near 2nd and Broadway, right above a CrossFit gym.
Cost: $15 per class, $120 for a 10 class pack, or $150 for 1 month of unlimited classes.
Details: This small studio offers excellent (and fun) classes in hip-hop, jazz, modern, ballet, tap, burlesque, and BUTI yoga classes for adults at various levels. It’s a very casual environment with significant individual attention. Classes typically last one hour and consist of a some foundational work and/or conditioning, followed by learning a short routine to music.
Contact Info: 227 Broadway, Denver, CO 80203. 303.733.3020. info@tapsdancedenver.com.

Colorado Ballet Academy (http://www.coloradoballet.org/academy/spring-adultandteenopenprograms)
Location: Downtown near Lincoln and 13th.
Cost: $15 per class, $57 for 4 class punchcard, $125 for 10 class punchcard, $200 for 1 class per week for the semester
Details: For their open classes, this studio offers beginning through advanced tap, ballet, and yoga for dancers. Teachers are dancers in the Colorado Ballet, so there is very high quality instruction in a low-pressure adult class with others from the community with varying levels of dance experience.
Contact Info: 1278 Lincoln St., Denver, CO 80203. 303-837-8888.

Aerial Fabric Acrobatics (http://www.aerialfabric.com)
Location: Dardano’s Gymnastics near Kearny and 23rd (Park Hill)
Cost: $30 for a 1.5 hour drop in class on the first Sunday/Monday of the month, $100 for an intro course (1 class per week for 4 weeks, must begin on first week of month.)
Details: Class begins with some basic conditioning and stretching (similar to yoga) and then students learn basic aerial fabric skills and take turns practicing on the silks. There is a standardized curriculum for the classes. No experience is necessary for the first class. It is a good balance of learning exciting moves, will still ensuring that students are safe and not overwhelmed. It is recommended to wear yoga pants/capris and a leotard or shirt that can be tucked in and bring/wear a shirt that will cover the armpits.
Contact Info: 2250 Kearney St, Denver, CO 80207.
Tatanya Hamermesh, Director of Classes. 303-919-5772. tatanya@aerialfabric.com
Rock climbing

Rock’n & Jam’n, indoor climbing facility. Two locations: 9499 Washington Street, Thornton CO 80229 | 7390 S. Fraser Street, Centennial CO 80112. Friday night student nights 8-11pm: $8 entry fee, $3 shoe rental, $1 harness rental. 5- and 1-visit punch card at ~$12/visit, off-hours (arrive before 3:30pm on weekdays) punch cards for less.

Hiking

Other than your college 14er, may we suggest, nothing too crazy: day hikes within 30 minutes of Denver – http://www.dayhikesneardenver.com/hikes-30-minutes-denver

Rocky Mountain National Park

Eldorado Canyon (on the way to Boulder)

Flat Irons (Boulder)

14ers closest to Denver: Pikes Peak (long hike up, drivable), Bierstadt, Evans (drivable), Quandary, Grays, Torreys, Longs (harder). See 14ers.com for more info/routes

10th Mountain Division Hut System (http://www.huts.org). Backcountry skiing or snowshoeing.

Biking

Commuting to campus from the west (City Park, Stapleton): Montview Boulevard has a nice wide bike lane that is a straight-shot from City Park to Anschutz

B-cycle bike-share program (http://www.DenverBcycle.com). Sign up online, then use any of the many stations scattered through Denver to nab a bike – note: you must supply your own helmet! FREE for <30 minute rides, $1 if you’re under an hour, and $4 for each 30 minute increment over 1 hour. You can also grab 24-hour passes for $8 or weeklong passes for $20. Bcycles are available March-December from 5am-midnight and December-March 6:30am-9:30pm. Check out Denver’s sweet neighborhoods on these self-guided tours, including which station to pick up your bike and where to explore: http://www.denver.org/what-to-do/sports-recreation/denver-b-cycle-rides

Denver Summer Solstice Ride (http://www.bikedenver.org/rides-events/other-rides/summer-solstice). An easy bike ride starting in City Park, winding through the Botanic Gardens and ending in a picnic at Wash Park (free frothy beverage and burrito!). Sign up online, bring your own wheels and helmet!
Skiing

**Epic Local Pass:** Keystone, Arapahoe Basin, Breckenridge, Vail, Beaver Creek, plus some resorts in Tahoe. ~$520 with restrictions, $650 for full unrestricted.

**Keystone/A-Basin or Copper/Winter Park combos:** two great resorts, one lower price. Get a discount by opening a new Wells Fargo account

**Eldora Mountain Resort:** student season pass for ~$150

**Loveland Ski Area:** one of the closest resorts, with ticket packs for as low as ~$30/ticket

**Liftopia.com:** discount lift tickets

Movies on a budget

**Elvis Cinemas** ([http://www.elviscinemas.com/pages/home.htm](http://www.elviscinemas.com/pages/home.htm)). Three locations (Arvada, Littleton and Tiffany Plaza @ I-25 & Hampden) offering stubs for $2.50 before 6pm and $3.50 after 6pm – and the movies are not actually that dated! Check out the site for showtimes

**Denver Film Society** ([http://www.denverfilm.org/join](http://www.denverfilm.org/join)). $25 for a yearlong student membership including free admission and one free small popcorn per visit. DFS has a weekly-changing schedule of independent cinema spanning domestic to foreign, narrative to documentary, shown at the Sie FilmCenter (2510 E. Colfax Ave, Denver CO 80206)

Arts & Music

**First Friday Art Walks** ([http://www.artdistrictonsantafe.com/events/firstfriday](http://www.artdistrictonsantafe.com/events/firstfriday)). FREE. 6-9pm on the first Friday of every month, on Santa Fe and Kalamath Streets between Alameda and 12th Avenues, Denver CO 80204

**City Park Jazz** ([http://cityparkjazz.org](http://cityparkjazz.org)). FREE. Live jazz music on Sunday nights at the City Park Bandstand starting at 6pm in June and July. Bring a blanket, folding chair and picnic!

**Arapahoe Philharmonic Orchestra** ([http://www.arapahoe-phil.org](http://www.arapahoe-phil.org)). Great community orchestra with a couple of your lecturers on the personnel roster. $5 student tickets with ID. Mission Hills Church, 620 Southpark Dr, Littleton CO 80120. Check website for upcoming concerts

**Concert Venues:** smallest (dive bars): Hi-Dive, Larimer Lounge, Cervantes, The Walnut Room. Small: Bluebird Theatre, The Ogden, Fillmore, Gothic, Paramount. Medium: Red Rocks concert series/Film on the Rocks

Reading for fun – FREE audio and regular eBooks on your Kindle, Nook, iPhone or Android

Bring a Colorado driver’s license or utility bill proving a Denver residency and get a library card at any of the Denver Public Library branches ([http://denverlibrary.org/locations](http://denverlibrary.org/locations)). Use it to register and download the app for your device using the following eMedia instructions: [http://denverlibrary.org/content/ebooks](http://denverlibrary.org/content/ebooks). Listen while you’re riding the bus, taking a walk, working out, getting ready in the morning, whenever!
**Farmers’ Markets**

Just north of Fitz 21 apartments (Ursula & 22nd), Tuesdays 10am-3pm, June-October. Bring cash to pay vendors. Find more info at: [http://www.denverfarmersmarket.com/](http://www.denverfarmersmarket.com/)

Cherry Creek Fresh Market. Cherry Creek Shopping Center, 1st Ave & University Blvd. Saturdays, May 3-October 25, 8am-1pm, and Wednesdays, June 18-September 24, 9am-1pm

City Park Esplanade Fresh Market. Sullivan Fountain, E. Colfax Ave. & Columbine St. Sundays, June 1-October 26, 9am-1pm

Stapleton Fresh Market. Stapleton Founders; Green, E. 29th Ave. & Roslyn St. Sundays, June 15-October 12, 8:30am-12:30pm

Old South Pearl Street Farmers’ Market. 1500 block of South Pearl Street, Denver 80210. Sundays, May-October, 9am-1pm

Belmar Fresh Market. Belmar Entry Sign, Wadsworth & Alameda. Saturdays, June 7-September 27, 10am-2pm

Boulder Farmers’ Market. 1435 Yarmouth Avenue, Boulder 80304. Saturdays, 1st Saturday in April through 4th Saturday in November, 8am-2pm. Wednesdays, 1st Wednesday in May through 1st Wednesday in October, 4-8pm. Artists, performers and street-festival-like atmosphere

Longmont Farmers’ Market. Boulder County Fairgrounds, 9595 Nelson Rd, Longmont 80501. Saturdays, 1st Saturday in April through 1st Saturday in November, 8am-1pm

**Easy, Healthy Recipes**

**Sleep Hygiene for Med Students**

The BOULDER COMMUNITY SLEEP DISORDERS CENTER (8/2011)
1000 Alpine, Boulder Colorado 80304
303 938-5354
Michael Weissberg, MD, Professor, University of Colorado Denver School of Medicine
Medical Director, Boulder Community Sleep Disorder Center

**ROUTINE ROUTINE ROUTINE**

1. **Wind down ritual** - Develop a wind-down sleep ritual, a certain routine you follow every night such as reading a non-medical book for 15-30 minutes. (A 30 minute or longer hot bath 2 hours before retiring will improve your deep sleep.)
2. **Regular bed and wake times** - Set regular bed and wake times. Your wake time shouldn’t vary by more than one hour, seven days per week.
3. **Exercise** - Exercise (at least 4-5x/week is best) at any age increases deep sleep. It would be terrific if you exercised outside (e.g. 30-45 minute walk) for sunlight.
4. **Sunlight** - Daily sunlight will also help organize your sleep, improve mood and memory (or at least your hippocampus).

**STRESS MANAGEMENT**

1. **Room Preparation** - Your bedroom should be safe, dark, quiet, and comfortable. Use earplugs, eye mask, or bandana if necessary. If possible your bedroom should only be used for sleep and sex not studying, emailing, etc.
2. **Anxiety management** - If worrying about something before sleeping, jot down what is on your mind and set it aside. Avoid stimulating/anxiety-producing work right before bed such as paying bills, or having deep, “important” conversations with your significant other.
3. **Relaxation techniques** - (abdominal breathing and self-hypnosis) can help your transition to sleep.

**Additional tips:**

**FALLING ASLEEP AND MIDNIGHT AWAKENINGS**

1. **Things to avoid** –
   a. If you are having trouble falling asleep, avoid bright lights, TV, or computers right before bed and if you awaken during the night.
   b. Avoid alcohol within five hours of bedtime, a heavy meal within three to four hours of bedtime, caffeine (coffee, tea, chocolate, coke) after noon, and nicotine always. (A light nighttime snack – for instance a glass of warm milk - is pleasant and OK.)
   c. Face clocks away from you or remove them altogether so that you don’t get hyper-aroused by clock-watching if you have trouble falling asleep or wake in the middle of the night.
Many medications have alerting or soporific effects; check what you are taking. “Alternative” treatments may also have an effect on your sleep.

2. **Getting back to bed** - If you lie awake for more than 15 minutes get up, sit in a chair, and read something benign, in dim light until you are tired. Then go back to bed.

3. **Difficulty falling asleep** - If you develop trouble sleeping, try going to bed later for a few nights. Your internal sleep drive will build up and help you normalize your sleep. Then go back to your regular schedule.

**SUNDAY NIGHT INSOMNIA** - If your sleep period drifts later on weekends, a small dose of melatonin (0.3mg) at 6PM will help re-set your circadian clock to an earlier time. Higher doses at 6PM will work but also make you feel goofy until bedtime and are not necessary to shift your clock.

**OTHER**

1. **Napping** - 15-30 minute naps are great but if you wake up with a crease on your face or drool on your pillow you have slept too long.

2. **Airway** - Clear your airway. Do you have a stuffed nose? A cold? Allergies? All can disrupt sleep. Nasal sprays or Breathe Right strips may help.

When to reach out to your provider:

1. If you have consistently implemented these tips and are continuing to struggle falling asleep, staying asleep, or getting quality sleep.

2. If you find yourself falling asleep while driving or alternatively find that you can't sleep at night because it is impossible to "wind down" (aka find yourself wired but exhausted)

3. Recognize that poor sleep causes depression and depression causes poor sleep. It is not okay to feel lousy all the time because you aren't sleeping—you should treat the cause of why you aren't sleeping.

Don't buy into the idea that poor sleep is "natural" because you are stressed. There is an intrinsic bias in medicine toward not sleeping because residents and attending are required to stay up at night and this leads to a medical culture that values the ability to function on little sleep. However, recognize that practicing physicians are doing less intensive learning than you and that they have repeatedly practiced their craft. In other words, they are not learning a mass of information and trying to process it all, which actually happens while you sleep. You deserve to get great zzzzzzz's, and your future (and current) patients deserve a provider who is prepared and knowledgeable.


Academics

Overview of Curriculum

The School of Medicine curriculum is divided into 4 phases: the Essentials Core (Phases I and II), the Clinical Core (Phase III) and Advanced Studies (Phase IV). Woven through all Phases are four Threads that integrate overarching topics into the curriculum: Culturally Effective Medicine; Evidence-Based Medicine and Medical Informatics; Humanities, Ethics, & Professionalism; and Medicine & Society. In addition, the Mentored Scholarly Activity (MSA), which provides students with the opportunity to work closely with a faculty mentor on a project of mutual interest, extends through all four years. The Foundations of Doctoring Curriculum (FDC) extends through Phases I-III and emphasizes a humanistic approach to medical care while teaching and evaluating students’ basic communication and physical examination skills.

Students also have the option of participating in Tracks across the four Phases that offer activities and support for faculty and students with similar interests. These tracks are CU-UNITE: Colorado Urban Underserved Interdisciplinary Health Training and Education; Global Health; LEADS: Leadership, Education, & Advocacy Development and Scholarship; Research; Rural Health; and Women’s Care.

The Essentials Core Curriculum (Phases I and II) comprises the first 18 months of the undergraduate medical curriculum. It is separated into two phases, each consisting of a series of integrated interdisciplinary blocks that represent basic science in a clinical context. Each block is led by basic science and clinical co-directors and consists of lectures, team-based learning sessions, laboratory exercises, and small group discussion sections. The aim of the Essentials Core is to provide the scientific foundation for further medical education and to begin to equip the student for a lifetime of learning, research, clinical care, and community service.

Essentials Core blocks include:

- **Phase I**
  - Human Body
  - Molecules to Medicine
  - Disease and Defense
  - Blood and Lymph
  - Cardiovascular, Pulmonary, and Renal Systems

- **Phase II**
  - Nervous System
  - Digestive, Endocrine, and Metabolic Systems
  - Life Cycles
  - Infectious Disease

Following the Essentials Core, students have a 5 week dedicated study period in which to study and take USMLE Step 1.
The Clinical Core Curriculum (Phase III) consists of required clinical clerkships and incorporates many disciplines of medicine. These competency-based clerkships provide opportunities for mastery of the core knowledge, skills, and attitudes required of physicians. Integrated Clinician Courses (ICCs) punctuate the clerkships with a focus on advanced clinical skills, translational clinical science, and communication. Throughout the Clinical Core, Foundations of Doctoring and Mentored Scholarly Activity projects continue.

Clinical Core clerkships include:

- Hospitalized Adult Care (8 weeks)
- Peri/Operative Care (8 weeks)
- Women’s Care (6 weeks)
- Infant, Child, and Adolescent Care (6 weeks)
- Rural and Community Care (4 weeks)
- Adult Ambulatory Care (4 weeks)
- Neurologic Care (4 weeks)
- Psychiatric Care (4 weeks)
- Musculoskeletal Care (2 weeks)
- Emergency Care (2 weeks)

The Advanced Studies Curriculum (Phase IV) consists of 32 weeks of educational time. The curriculum includes a required four-week Sub-Internship rotation, two required two-week Integrated Clinician Courses, 24 weeks of elective time, and the presentation of students’ capstone MSA projects. The Advanced Studies also interfaces significantly with the Tracks and Threads of the UCD SOM curriculum. With the goals of fostering knowledgebase development, career preparation/development, and vocational mentorship, the Advanced Studies leadership works closely with the Office of Student Affairs to meet the needs of the students.

The main curriculum page can be found at http://www.ucdenver.edu/academics/colleges/medicalschool/education/degree_programs/MDProgram/Pages/default.aspx with links to each Phase and to individual blocks and clerkships.
**Academic Resources**

- Dr. Carol Lay is a psychologist specialized in learning and is a valuable resource for students who are struggling as well as students who would like to improve their academic work but are not struggling. Contact Terri Blevins (terri.blevins@ucdenver.edu) to schedule an appointment with Dr. Lay.
- Tutoring for the preclinical phases is available through the Student Affairs Office, again, contact Terri Blevins for tutoring.
- Clinical skills tutoring is also available through the Student Affairs office and Terri Blevins. This service provides help with clinical reasoning, differential diagnosis, physical exam skills, and oral presentations.
- The Health Sciences Library is a phenomenal resource for learning to use Pubmed, do literature searches, etc. Each student has a Mentored Scholarly Activity librarian assigned to them to help with these phases of research. hslibrary.ucdenver.edu

**Career Resources**

**Careers in Medicine**

Choosing a medical specialty is one of the most significant decisions a medical student will make. The AAMC created Careers in Medicine (CiM), a career-planning program to help medical students:

- Identify career goals
- Explore specialty and practice options
- Choose a specialty
- Select and apply to residency programs
- Make good career decisions

Medical students should approach these goals through a four-step career planning process:

1. Understanding yourself
2. Exploring options
3. Choosing a specialty
4. Getting into residency

Careers in Medicine can be accessed through [https://services.aamc.org/careersinmedicine/](https://services.aamc.org/careersinmedicine/)

**Terri Blevins, Director of Student and Career Development**

Terri Blevins holds a number of career workshops throughout the year, works one-on-one with students looking for additional guidance, and provides resources for students with extenuating life circumstances or particular questions about scheduling weddings, new babies, etc. She is a go-to resource for everything.
**Specialty Advisors**

Specialty advisors typically focus on advising 3rd and 4th year medical students who have narrowed their choices down to only a few fields and have more specific questions about the specialty or about residency.

- **Anesthesiology**
  - Joy Hawkins
    - joy.hawkins@ucdenver.edu
  - Matthew Roberts
    - matthew.roberts@ucdenver.edu
  - Brenda Bucklin
    - brenda.bucklin@ucdenver.edu
  - Alison Brainard
    - alison.brainard@ucdenver.edu

- **Dermatology**
  - David Norris
    - david.norris@ucdenver.edu

- **Emergency Medicine**
  - Jeff Druck
    - jeffrey.druck@ucdenver.edu

- **Family Medicine**
  - David Gaspar
    - david.gaspar@ucdenver.edu

- **General Surgery**
  - Thomas Whitehill
    - thomas.whitehill@ucdenver.edu
  - Mark Nehler
    - mark.nehler@ucdenver.edu

- **Internal Medicine**
  - Adam Trosterman
    - adam.trosterman@ucdenver.edu

- **Med-Peds**
  - Richard Miranda
    - richard.miranda@ucdenver.edu
  - Robin Deterding
    - robin.deterding@childrenscolorado.org

- **Neurology**
  - Chris Filley
    - christopher.filley@ucdenver.edu

- **Neurosurgery**
  - Michael Handler
    - michael.handler@childrenscolorado.org

- **Ophthalmology**
  - Eric Hink
    - eric.hink@ucdenver.edu

- **Ob/Gyn**
  - Kristina Tocce
    - kristina.tocce@ucdenver.edu

- **Orthopaedic Surgery**
  - Frank Scott
    - frank.scott@ucdenver.edu

- **Otolaryngology**
  - John Song
    - john.song@ucdenver.edu

- **Pathology**
  - Robert Low
    - robert.low@ucdenver.edu

- **Pediatrics**
  - Jenny Soep
    - jennifer.soep@childrenscolorado.org

- **Physical Med & Rehab**
  - William Sullivan
    - william.sullivan@ucdenver.edu

- **Preventive Medicine**
  - Tim Byers
    - tim.byers@ucdenver.edu

- **Psychiatry**
  - Michael Weissberg
    - michael.weissberg@ucdenver.edu
  - Robert Davies
    - robert.davies@ucdenver.edu
  - Alexis Giese
    - alexis.giese@ucdenver.edu

- **Radiation Oncology**
  - Christine Fisher
    - christine.fisher@ucdenver.edu
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<thead>
<tr>
<th>Department</th>
<th>Name</th>
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<tr>
<td>Radiology</td>
<td>David Rubinstein</td>
<td><a href="mailto:david.rubinstein@ucdenver.edu">david.rubinstein@ucdenver.edu</a></td>
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<td></td>
<td>Kimi Kondo</td>
<td><a href="mailto:kimi.kondo@ucdenver.edu">kimi.kondo@ucdenver.edu</a></td>
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<tr>
<td>Urology</td>
<td>Ty Higuchi</td>
<td><a href="mailto:ty.higuchi@ucdenver.edu">ty.higuchi@ucdenver.edu</a></td>
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PLACE HOLDER:
ACADEMIC CALENDARS TO BE PROVIDED AT THE START OF FALL SEMESTER; SHOULD INCLUDE ALL TEST DATES FOR MS1 AND MS2 CLASSES

PHASE III JUNE HIDDEN CURRICULUM SESSION AND PHASE I ORIENTATION ARE THE ONLY SUMMER SEMESTER EVENTS
Resources for Student Advisors

Facilitation Guide for 10 minute PBL session on WELLNESS

- Before the session, email the “Wellness Resources” handout to your PBL group

- Start by explaining how in med school, many of us seem to “have it all together”, but in reality many of us (as well as residents and faculty) are struggling.
- Part of med school (and being a doctor) is about learning balance - so we’re here today to brainstorm some ways to stay balanced, to stay “well,” and to avoid burnout.
- Why does this matter? Burnout is linked to lapses in professionalism, medical errors, and lower patient satisfaction.
- Have each student brainstorm:
  - 1 thing that they do that HURTS their own wellness that they could try to change
  - 1 thing that they do that IMPROVES their wellness that they could do more of
- Share these as a group if members are willing
- Mention some other ideas for wellness activities (besides working out/hiking/etc, which is what we’re guessing everyone will say):
  - Talking to family or friends
  - Cooking
  - Movies
  - Farmers market
  - Instruments
  - Concerts
  - Going for a walk
  - Seeing friends
  - Cleaning
  - Reading for fun

- Distribute handouts- briefly explain wellness resources as well as brainstorming questions at the very end (these are just a few other things students can think about on their own and get back in touch with you about these later)
- Offer to help students with their wellness goals- give your email as well as the other med student and faculty contacts for your college.

Some things to think about...

What things do you need to do to feel well? How often?

What are your responsibilities outside of med school?

What time can you set aside (12-24 hour period) to not do med school?
Surviving vs Succeeding: PBL Talk

First think about who you are and what you want. While you will be a physician so long as you pass everything, if you are considering a competitive specialty, now is the time to reach out for more information and support to position yourself well with honors, research, etc.

Surviving:

- Must study every day...you can’t put off studying for a week.
- Embrace balance and what balance is for you. Many of us were able to have one fun day or thing each weekend, even before tests.
- Make a schedule. Plan your study time ahead of time and around the rest of the things happening in your life.
- Set small achievable goals and keep track of them
  - These goals need to be reasonable and related to your schedule. You are probably not going to get up every morning at 5:00 am to study
- Communication with family and friends about what you have going on each week, when you need to be studying and when you can be available.
- Focus study on learning objectives (you will survive if you focus on LOs and notes...books are extra)
- BE FLEXIBLE
  - It is okay to try several methods for studying (groups, notes, books)...you will find one that works for you and embrace it.
  - Try to have a solid study plan established by the end of first year.
  - People are variable. What works for your friends and the amount of time they spend studying is different than you. Avoid envy. Achieve your goals.
  - There will be challenges and a time you are freaking out. We all did this...every single person. You need to have strong friends and support systems around you to be able to talk when these things happen.

Succeeding:

- Succeeding is really about structuring a strong study plan for you.
- Advancing past knowing information to being able to explain information
- Pre-reading
- Time...this isn’t meant to stress you out but to take the next step you need to be familiar with details of the material. There are no tricks to short cut this, just familiarity with the subject matter.

When to reach out:

- If you don’t have a study method that you are comfortable with by the end of the first year.
- If you fail a test or if you are repeatedly close to failing tests.
- If you are just not doing as well as you’d like to be doing.
  - Medical school is meant to get you to the next step—if you need to be doing better to get to the residency you want, you should reach out for support.

What are your resources?

- Terri Blevins: first stop for any issues you’re having
- Carol Lay, PhD: educational psychologist and learning specialist
  - Make an appointment through Terri Blevins (terri.blevins@ucdenver.edu)
- Student Affairs for tutors (school-funded)
- Your fourth year Student Advisor and Faculty Mentor
- Your peers!

Your Upcoming 1st and 2nd year time line
1. **Spring First Year**
   a. Disease and Defense/Blood and Lymph
   b. CVPR: Cardiovascular, Pulmonary and Renal
   c. MSA/Mentored Scholarly Activity: You may not need to start working on it intensively, however start thinking about what your interests are, where you could find a mentor, and how much time you may need to reach your goals

2. **Summer between 1st and 2nd year**
   a. Many students use this time for MSA work
   b. If you failed or came near failing tests in the first year, this is a great opportunity to spend some time on those subjects so that you are confident going into 2nd year

3. **Fall Second Year**
   a. Nervous System
   b. DEMS: Digestive, Endocrine, and Metabolic Systems
   c. Start planning for Step 1: You do not need to start studying, but you do need to have a plan for when you’ll start studying and what you’re going to do when you do start studying.

4. **Spring Second Year**
   a. Infectious Disease/Life Cycles
   b. Studying for Step 1
   c. Balance during this time is DIFFICULT
Facilitation Guide for 10 minute PBL session on CAREER DECISIONS

Before the session: email your group something career-oriented, for example the diagram at the end. Could also email “Charting Outcomes in the Match” so students can look at the average characteristics of matched applicants in their top few specialties.

Introduction

- many students don’t know what they want to go into during first year, or second year, or third or fourth year, and that’s okay!
- lots of us have an idea of a specialty and change our minds…better now than in residency (20% of residents/faculty change specialties!)
- find what you like right now and think about what you want in a career later in life too
- interest in classroom does not necessarily mean that will be what you like in the clinical world, and a more time-intensive residency does not necessarily mean a more time-intensive career (work life balance can be worked into any specialty)
- Ok if you aren’t heavily involved in the field you’re going into; can do research or activities in other areas
- “Your personality determines the trajectory of your life, work as hard as you want to and find a career that allows you to do that” (-Robin Michaels)
- a lot of what goes into the decision is finding your people
- If you feel like you need to be more active in figuring this out, start shadowing and use the CiM website

Activity/Discussion

Careers in Medicine (CiM) website:
https://services.aamc.org/careersinmedicine/index.cfm?fuseaction=myCIM.getHome

- Personality type and learning styles
- Interests and values: can be very biased, definitely do it but consider the top 5 specialities
  - Be aware that the personality type correlations are from a couple decades ago, when the demographics of some specialties were significantly different

Design a job differential: (mentors - have PBL group come up with ideas for a “problem” (a life/job goal) and then a “DDx” (list careers that could fit with that goal).
  * ‘problem’ = want to work abroad
  * DDx: pediatrics, ob/gyn, surgery, family med, internal medicine

Wrap up:
- Recommend everyone complete personality or interests from CIM website
Careers in Medicine (CiM) website:
https://services.aamc.org/careersinmedicine/index.cfm?fuseaction=myCIM.getHome


Anesthesiology  Neuroradiological Surgery  Preventive Medicine
Child and Adolescent Neurology  Psychiatry
Psychiatry  Nuclear Medicine  Radiation Oncology
Dermatology  Obstetrics and Gynecology  Radiation-Diagnostic
Emergency Medicine  Ophthalmology  Surgery-General
Emergency Medicine/Family Orthopaedic Surgery  Thoracic Surgery-Integrated
Medicine  Otolaryngology  Urology
Family Medicine  Pathology-Anatomic and Vascular Surgery-Integrated
Family Medicine/Preventive Clinical  ALSO! Not everyone goes to
Medicine  Pediatrics  residency...(what do they do?)
Internal Medicine  Physical Medicine and
Internal Medicine/Pediatrics Rehabilitation
Medical Genetics  Plastic Surgery-Integrated
Other Resources
Campus Offices

Bursar's Office  Ed 2 North 3120A  303.724.8032  bursar@ucdenver.edu

Financial Aid
Deedra Colussy  Ed 2 North 3111  303.724.8039  financial.aid@ucdenver.edu

Registrar's Office
Wayne Sell  Ed 2 North 3214  303.724.8053  registrar@ucdenver.edu

Student Email
Mary Mauck  HS Library 1105  303.724.2129  mary.mauck@ucdenver.edu

Student Health Services
LaVerne Loechel  Ed 2 North 3207  303.724.7674  laverne.loechel@ucdenver.edu

Medical Student Council

Medical Student Council (MSC) is the student government for the MD students in the School of Medicine. Meeting dates and more information can be found on the MSC website.

http://www.ucdenver.edu/academics/colleges/medicalschool/education/studentaffairs/studentgroups/msc/Pages/Main.aspx

Financial Information, Resources, Services, and Tools (FIRST)

FIRST provides information on loans, repayment, and a nifty calculator where students can input their personal scenario and consider what different repayment options they have.

https://www.aamc.org/services/first/
Advisory College Program Contacts

Wellness and Advising Committee (ACP Oversight Committee)

This committee manages evaluation and long-term development of the Advisory College Program. It is chaired by Dr. Maureen Garrity, Associate Dean of Student Affairs, and includes Dr. Eva Aagaard (Assistant Dean of Lifelong Learning), Dr. Steven Lowenstein (Associate Dean of Faculty Affairs), Terri Blevins (Director of Student and Career Development), Igor Shumskiy and James Ross (Lead Student Advisors) and several student representatives.

Office of Student Life

Dr. Maureen Garrity     ED 2 North 5318         303.724.6407   maureen.garrity@ucdenver.edu
Dr. Terri Blevins       ED 2 North 5313         303.724.6403   terri.blevins@ucdenver.edu
Dr. Carol Lay, Learning Psychologist       contact Terri Blevins to set up an appointment
Vicki Crites           ED 2 North 5314         303.724.6404   vicki.crites@ucdenver.edu
Sean Spellman          ED 2 North 5315         303.724.6406   sean.spellman@ucdenver.edu
Janina Stewart         ED 2 North 5315         303.724.6407   janina.stewart@ucdenver.edu
Brena Peters           ED 2 North 5th floor   303.724.6407   brena.peters@ucdenver.edu

Student Directors ***

Ryan Best              719.221.3491   ryan.best@ucdenver.edu
Diana Tsen             480.415.7395   diana.tsen@ucdenver.edu
## Faculty Mentors

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>College</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audrey Blakeley-Smith</td>
<td>Eolus College</td>
<td><a href="mailto:audrey.blakeleysmith@ucdenver.edu">audrey.blakeleysmith@ucdenver.edu</a></td>
</tr>
<tr>
<td>Carrie Brown</td>
<td>Conundrum College</td>
<td><a href="mailto:carrie.brown@dhha.org">carrie.brown@dhha.org</a></td>
</tr>
<tr>
<td>Jennie Buchanan</td>
<td>Uncompahgre College</td>
<td><a href="mailto:jennie.buchanan3@dhha.org">jennie.buchanan3@dhha.org</a></td>
</tr>
<tr>
<td>Robert Davies</td>
<td>Conundrum College</td>
<td><a href="mailto:robert.davies@ucdenver.edu">robert.davies@ucdenver.edu</a></td>
</tr>
<tr>
<td>Scott De La Cruz</td>
<td>Red Cloud College</td>
<td><a href="mailto:scott.delacruz@ucdenver.edu">scott.delacruz@ucdenver.edu</a></td>
</tr>
<tr>
<td>Amira del Pino-Jones</td>
<td>Crestone College</td>
<td><a href="mailto:amira.delpino-jones@ucdenver.edu">amira.delpino-jones@ucdenver.edu</a></td>
</tr>
<tr>
<td>Anjali Dhurandhar</td>
<td>Eolus College</td>
<td><a href="mailto:anjali.dhurandhar@ucdenver.edu">anjali.dhurandhar@ucdenver.edu</a></td>
</tr>
<tr>
<td>Kristin Furfari</td>
<td>Sneffels College</td>
<td><a href="mailto:kristin.furfari@ucdenver.edu">kristin.furfari@ucdenver.edu</a></td>
</tr>
<tr>
<td>Tai Lockspeiser</td>
<td>Maroon Bells College</td>
<td><a href="mailto:tai.lockspeiser@childrenscolorado.org">tai.lockspeiser@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Thomas Parker</td>
<td>Uncompahgre College</td>
<td><a href="mailto:thomas.parker@childrenscolorado.org">thomas.parker@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Vijay Ramakrishnan</td>
<td>Bierstadt College</td>
<td><a href="mailto:vijay.ramakrishnan@ucdenver.edu">vijay.ramakrishnan@ucdenver.edu</a></td>
</tr>
<tr>
<td>Nicole Restauri</td>
<td>Sneffels College</td>
<td><a href="mailto:nicole.restauri@ucdenver.edu">nicole.restauri@ucdenver.edu</a></td>
</tr>
<tr>
<td>Benjamin Scott</td>
<td>Maroon Bells College</td>
<td><a href="mailto:benjamin.scott@ucdenver.edu">benjamin.scott@ucdenver.edu</a></td>
</tr>
<tr>
<td>Deb Seymour</td>
<td>Crestone College</td>
<td><a href="mailto:deb.seymour@ucdenver.edu">deb.seymour@ucdenver.edu</a></td>
</tr>
<tr>
<td>Rachel Swigris</td>
<td>Bierstadt College</td>
<td><a href="mailto:rachel.swigris@ucdenver.edu">rachel.swigris@ucdenver.edu</a></td>
</tr>
<tr>
<td>Meghan Treitz</td>
<td>Red Cloud College</td>
<td><a href="mailto:meghan.treitz@childrenscolorado.org">meghan.treitz@childrenscolorado.org</a></td>
</tr>
</tbody>
</table>
**Student Advisors**

**Bierstadt**

Anna Kuropatkina  (720) 938-3859  anna.kuropatkina@ucdenver.edu  
Joe Gonzalez      (605) 393-5692  joseph.gonzalez@ucdenver.edu  
Caitlin Rower     (208)360-2327  Caitlin.Rower@ucdenver.edu  
Kellen Sakala     (970) 581-1416  kellen.sakala@ucdenver.edu  

**Conundrum**

Rebecca Thomson  (512) 626-7083  rebecca.thomson@ucdenver.edu  
Laurel McGarry   (208) 596-1923  laurel.mcgarry@ucdenver.edu  
Helena Winston   (917) 656-2710  Helena.winston@ucdenver.edu  
Eric Petersen    (303) 396-8653  Eric.petersen@ucdenver.edu  
Meredith Aragon  (970) 209-9276  meredith.aragon@ucdenver.edu  

**Crestone**

Geoff Fauchet    (978) 505 8388  geoffroy.fauchet@ucdenver.edu  
David Elison     (406) 425-1184  David.elison@ucdenver.edu  
Sam Percy        (970) 214-9692  Samuel.percy@ucdenver.edu  
Kelsey Ward      (636) 578-2880  kelsey.ward@ucdenver.edu  

**Eolus**

Jacey Loberg     (406) 261-7793  jacey.loberg@ucdenver.edu  
Paul Scott       (720) 979-8503  paul.scott@ucdenver.edu  
Kelly Ground     (303) 947-9780  kelly.ground@ucdenver.edu  
Joel Roberts     (719) 201-9114  joel.roberts@ucdenver.edu
Maroon Bells
Julie Dyer    (801) 652-4115  julie.dyer@ucdenver.edu
Brooke Thurman  (720) 937-5233  brooke.thurman@ucdenver.edu
Michael Rudolph  (720) 220-2723  michael.r.rudolph@ucdenver.edu
Camri Wolf    (815) 973-3964  camri.wolf@ucdenver.edu

Redcloud
Talia Sorrentino  (303) 902-6096  talia.sorrentino@ucdenver.edu
Brian Lancaster  (303) 506-3234  Brian.lancaster@ucdenver.edu
Lucas Salg    (303) 807-4028  lucas.salg@ucdenver.edu
Marie McKinnon  (260) 433-6097  marie.mckinnon@ucdenver.edu

Sneffels
Charlie Johnson (701) 212-8540  charles.a.johnson@ucdenver.edu
Grant Gebhard  (801) 616-8432  grant.gebhard@ucdenver.edu
Carlie Field   (720) 495-2821  Carlie.Field@ucdenver.edu
Matt Grant     (720) 505-0145  matthew.grant@ucdenver.edu

Uncompahgre
Erin Gonzales  (303) 304-7912  erin.gonzales@ucdenver.edu
Adam Berlinberg (720) 318-4183  adam.berlinberg@ucdenver.edu
Pat Minot      (970) 749-2701  patrick.minot@ucdenver.edu
Chris Kennel   (303) 808-6521  Christopher.kennel@ucdenver.edu
**Resident and Fellow Advisors, 2013-2014**

**Bierstadt College**

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mara Additon</td>
<td>General Surgery</td>
<td><a href="mailto:mara.additon@ucdenver.edu">mara.additon@ucdenver.edu</a></td>
</tr>
<tr>
<td>Tyler Anstett</td>
<td>Internal Medicine</td>
<td><a href="mailto:tyler.anstett@ucdenver.edu">tyler.anstett@ucdenver.edu</a></td>
</tr>
<tr>
<td>Danielle Arnold</td>
<td>Pediatrics</td>
<td><a href="mailto:danielle.arnold@childrenscolorado.org">danielle.arnold@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Heather Hoch</td>
<td>Pediatrics</td>
<td><a href="mailto:heather.hoch@childrenscolorado.org">heather.hoch@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Michelle Leppert</td>
<td>Neurology</td>
<td><a href="mailto:michelle.leppert@ucdenver.edu">michelle.leppert@ucdenver.edu</a></td>
</tr>
<tr>
<td>Brook McConnell</td>
<td>Otolaryngology</td>
<td><a href="mailto:Brook.McConnell@ucdenver.edu">Brook.McConnell@ucdenver.edu</a></td>
</tr>
<tr>
<td>Alex Myint</td>
<td>Internal Medicine</td>
<td><a href="mailto:alex.myint@ucdenver.edu">alex.myint@ucdenver.edu</a></td>
</tr>
<tr>
<td>Bart Paull</td>
<td>Emergency Medicine</td>
<td><a href="mailto:bart.paull@gmail.com">bart.paull@gmail.com</a></td>
</tr>
<tr>
<td>Elaine Reno</td>
<td>Emergency Medicine</td>
<td><a href="mailto:elainemreno@gmail.com">elainemreno@gmail.com</a></td>
</tr>
<tr>
<td>Leslie Ridall</td>
<td>Pediatric Critical Care</td>
<td><a href="mailto:leslie.ridall@childrenscolorado.org">leslie.ridall@childrenscolorado.org</a></td>
</tr>
</tbody>
</table>

**Conundrum College**

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny Chua-Tuan</td>
<td>Emergency Medicine</td>
<td><a href="mailto:JennyLCT@gmail.com">JennyLCT@gmail.com</a></td>
</tr>
<tr>
<td>Ben Goot</td>
<td>Pediatric Cardiology</td>
<td><a href="mailto:benjamin.goot@childrenscolorado.org">benjamin.goot@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Megan Gossling</td>
<td>Pediatrics</td>
<td><a href="mailto:megan.gossling@childrenscolorado.org">megan.gossling@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Meg Kirkley</td>
<td>Pediatrics</td>
<td><a href="mailto:megan.kirkley@childrenscolorado.org">megan.kirkley@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Ryan Murphy</td>
<td>Internal Medicine</td>
<td><a href="mailto:ryan.murphy@ucdenver.edu">ryan.murphy@ucdenver.edu</a></td>
</tr>
<tr>
<td>Jordan Ryan</td>
<td>Emergency Medicine</td>
<td><a href="mailto:jordanmryan1@gmail.com">jordanmryan1@gmail.com</a></td>
</tr>
<tr>
<td>Jared Shows</td>
<td>Pathology</td>
<td><a href="mailto:jared.shows@ucdenver.edu">jared.shows@ucdenver.edu</a></td>
</tr>
<tr>
<td>David Sprunger</td>
<td>General Surgery</td>
<td><a href="mailto:david.sprunger@ucdenver.edu">david.sprunger@ucdenver.edu</a></td>
</tr>
<tr>
<td>Taylor Triolo</td>
<td>Pediatrics</td>
<td><a href="mailto:taylor.triolo@gmail.com">taylor.triolo@gmail.com</a></td>
</tr>
<tr>
<td>Keith Wells</td>
<td>Internal Medicine</td>
<td><a href="mailto:keith.wells@ucdenver.edu">keith.wells@ucdenver.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Specialty</td>
<td>Email</td>
</tr>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>Jamie Dhaliwal</td>
<td>Emergency Medicine</td>
<td><a href="mailto:dhaliw@gmail.com">dhaliw@gmail.com</a></td>
</tr>
<tr>
<td>Brian Jackson</td>
<td>Pediatric Critical Care</td>
<td><a href="mailto:brian.jackson@childrenscolorado.org">brian.jackson@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Michelle Kiger</td>
<td>Pediatrics</td>
<td><a href="mailto:michelle.kiger@childrenscolorado.org">michelle.kiger@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Yihan Lin</td>
<td>General Surgery</td>
<td><a href="mailto:yihan.lin@ucdenver.edu">yihan.lin@ucdenver.edu</a></td>
</tr>
<tr>
<td>Madison Macht</td>
<td>Pulm/Critical Care</td>
<td><a href="mailto:madison.macht@ucdenver.edu">madison.macht@ucdenver.edu</a></td>
</tr>
<tr>
<td>Alyssa Nash</td>
<td>Internal Medicine</td>
<td><a href="mailto:alyssa.nash@ucdenver.edu">alyssa.nash@ucdenver.edu</a></td>
</tr>
<tr>
<td>Leah Ramsey</td>
<td>Pediatrics</td>
<td><a href="mailto:anna.ramsey@childrenscolorado.org">anna.ramsey@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Sarah Schraubben</td>
<td>Child Psychiatry</td>
<td><a href="mailto:sarah.schraubben@ucdenver.edu">sarah.schraubben@ucdenver.edu</a></td>
</tr>
<tr>
<td>Jeremy Voros</td>
<td>Emergency Medicine</td>
<td><a href="mailto:jeremy.voros@ucdenver.edu">jeremy.voros@ucdenver.edu</a></td>
</tr>
<tr>
<td>David Williams</td>
<td>Internal Medicine</td>
<td><a href="mailto:david.a.williams@ucdenver.edu">david.a.williams@ucdenver.edu</a></td>
</tr>
<tr>
<td>Julia Clemons</td>
<td>Internal Medicine</td>
<td><a href="mailto:julia.clemons@ucdenver.edu">julia.clemons@ucdenver.edu</a></td>
</tr>
<tr>
<td>Ryan Gamble</td>
<td>Dermatology</td>
<td><a href="mailto:ryan.gamble@ucdenver.edu">ryan.gamble@ucdenver.edu</a></td>
</tr>
<tr>
<td>Jenelle Holst</td>
<td>Emergency Medicine</td>
<td><a href="mailto:jenelle.holst@gmail.com">jenelle.holst@gmail.com</a></td>
</tr>
<tr>
<td>Chloe Hughes</td>
<td>Anesthesiology</td>
<td><a href="mailto:chloe.hughes@ucdenver.edu">chloe.hughes@ucdenver.edu</a></td>
</tr>
<tr>
<td>Daniel Karlsberg</td>
<td>Internal Medicine</td>
<td><a href="mailto:daniel.karlsberg@ucdenver.edu">daniel.karlsberg@ucdenver.edu</a></td>
</tr>
<tr>
<td>Timothy Luebbert</td>
<td>Pediatrics</td>
<td><a href="mailto:Timluebbert@gmail.com">Timluebbert@gmail.com</a></td>
</tr>
<tr>
<td>Kelly McConnell</td>
<td>Pediatrics</td>
<td><a href="mailto:kelly.mcconnell@childrenscolorado.org">kelly.mcconnell@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Julia Meade</td>
<td>Pediatrics</td>
<td><a href="mailto:julia.meade@childrenscolorado.org">julia.meade@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Melissa Noble</td>
<td>Family Medicine</td>
<td><a href="mailto:Melissa.Nicole.Noble@gmail.com">Melissa.Nicole.Noble@gmail.com</a></td>
</tr>
<tr>
<td>Nicole Townsend</td>
<td>General Surgery</td>
<td><a href="mailto:nicole.townsend@ucdenver.edu">nicole.townsend@ucdenver.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Email</td>
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</tr>
<tr>
<td>Shannon Acker</td>
<td>General Surgery</td>
<td><a href="mailto:shannon.acker@ucdenver.edu">shannon.acker@ucdenver.edu</a></td>
</tr>
<tr>
<td>Meaghann Bernardy</td>
<td>Family Medicine</td>
<td><a href="mailto:meaghann.bernardy@healthonecares.com">meaghann.bernardy@healthonecares.com</a></td>
</tr>
<tr>
<td>Karen Christopher</td>
<td>Ophthalmology</td>
<td><a href="mailto:kchristopher5280@gmail.com">kchristopher5280@gmail.com</a></td>
</tr>
<tr>
<td>Sarah Earle</td>
<td>Medicine/Geriatrics</td>
<td><a href="mailto:Sarah.earle@ucdenver.edu">Sarah.earle@ucdenver.edu</a></td>
</tr>
<tr>
<td>Austin Lammers</td>
<td>Internal Medicine</td>
<td><a href="mailto:austin.lammers@ucdenver.edu">austin.lammers@ucdenver.edu</a></td>
</tr>
<tr>
<td>David Otten</td>
<td>Emergency Medicine</td>
<td><a href="mailto:ottendave@gmail.com">ottendave@gmail.com</a></td>
</tr>
<tr>
<td>Erin Preloger</td>
<td>Pediatrics</td>
<td><a href="mailto:erin.preloger@childrenscolorado.org">erin.preloger@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Natalie Prohaska</td>
<td>Psychiatry</td>
<td><a href="mailto:natalie.prohaska@ucdenver.edu">natalie.prohaska@ucdenver.edu</a></td>
</tr>
<tr>
<td>Amy Starr</td>
<td>Pediatrics</td>
<td><a href="mailto:amy.starr@childrenscolorado.org">amy.starr@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Amanda Wallace</td>
<td>Anesthesiology</td>
<td><a href="mailto:amanda.wallace@ucdenver.edu">amanda.wallace@ucdenver.edu</a></td>
</tr>
<tr>
<td>Colleen Wood</td>
<td>Peds Endocrinology</td>
<td><a href="mailto:colleen.wood@childrenscolorado.org">colleen.wood@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Daine Bennett</td>
<td>General Surgery</td>
<td><a href="mailto:daine.bennett@ucdenver.edu">daine.bennett@ucdenver.edu</a></td>
</tr>
<tr>
<td>Austin Butterfield</td>
<td>Psychiatry</td>
<td><a href="mailto:austin.butterfield@ucdenver.edu">austin.butterfield@ucdenver.edu</a></td>
</tr>
<tr>
<td>Stephanie Gold</td>
<td>Family Medicine</td>
<td><a href="mailto:stephanie.gold@ucdenver.edu">stephanie.gold@ucdenver.edu</a></td>
</tr>
<tr>
<td>Vineel Kankanala</td>
<td>Internal Medicine</td>
<td><a href="mailto:vineel.kankanala@ucdenver.edu">vineel.kankanala@ucdenver.edu</a></td>
</tr>
<tr>
<td>Sarah Milliken-Glabe</td>
<td>Anesthesiology</td>
<td><a href="mailto:sarah.milliken@ucdenver.edu">sarah.milliken@ucdenver.edu</a></td>
</tr>
<tr>
<td>Hayley Ross</td>
<td>Pediatrics</td>
<td><a href="mailto:hayley.ross@childrenscolorado.org">hayley.ross@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Cory Siebe</td>
<td>Emergency Medicine</td>
<td><a href="mailto:corysiebe@gmail.com">corysiebe@gmail.com</a></td>
</tr>
<tr>
<td>Julie Simpson</td>
<td>Internal Medicine</td>
<td><a href="mailto:julie.simpson@ucdenver.edu">julie.simpson@ucdenver.edu</a></td>
</tr>
<tr>
<td>Jenna Sopfe</td>
<td>Pediatrics</td>
<td><a href="mailto:Jenna.sopfe@childrenscolorado.org">Jenna.sopfe@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Padade Vue</td>
<td>Pediatric GI</td>
<td><a href="mailto:Padade.Vue@childrenscolorado.org">Padade.Vue@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Kelsey Watt</td>
<td>Pediatrics</td>
<td><a href="mailto:Kelsey.Watt@childrenscolorado.org">Kelsey.Watt@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Name</td>
<td>Specialty</td>
<td>Email</td>
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</tr>
<tr>
<td>Jessica Cataldi</td>
<td>Pediatrics</td>
<td><a href="mailto:jessica.cataldi@childrenscolorado.org">jessica.cataldi@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Sara Combs</td>
<td>Nephrology</td>
<td><a href="mailto:sara.combs@ucdenver.edu">sara.combs@ucdenver.edu</a></td>
</tr>
<tr>
<td>Teresa Jones</td>
<td>General Surgery</td>
<td><a href="mailto:Teresa.jones@ucdenver.edu">Teresa.jones@ucdenver.edu</a></td>
</tr>
<tr>
<td>Austin Larson</td>
<td>Pediatrics/Genetics</td>
<td><a href="mailto:austin.larson@childrenscolorado.org">austin.larson@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Aaron Lazorwitz</td>
<td>Ob/Gyn</td>
<td><a href="mailto:aaron.lazorwitz@ucdenver.edu">aaron.lazorwitz@ucdenver.edu</a></td>
</tr>
<tr>
<td>Deborah Liptzin</td>
<td>Pediatric Pulmonary</td>
<td><a href="mailto:deborah.liptzin@childrenscolorado.org">deborah.liptzin@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Kari Mader</td>
<td>Family Medicine</td>
<td><a href="mailto:kari.mader@ucdenver.edu">kari.mader@ucdenver.edu</a></td>
</tr>
<tr>
<td>Adrienne Mann</td>
<td>Internal Medicine</td>
<td><a href="mailto:adrienne.mann@ucdenver.edu">adrienne.mann@ucdenver.edu</a></td>
</tr>
<tr>
<td>Michael Susalla</td>
<td>Emergency Medicine</td>
<td><a href="mailto:michael.susalla@gmail.com">michael.susalla@gmail.com</a></td>
</tr>
<tr>
<td>Amy Willis</td>
<td>Pediatrics</td>
<td><a href="mailto:amy.willis@childrenscolorado.org">amy.willis@childrenscolorado.org</a></td>
</tr>
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</tr>
<tr>
<td>Stephanie Bourque</td>
<td>Pediatrics</td>
<td><a href="mailto:stephanie.bourque@childrenscolorado.org">stephanie.bourque@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Michelle Brock</td>
<td>Pediatric Pulmonary</td>
<td><a href="mailto:michelle.brock@childrenscolorado.org">michelle.brock@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Benjamin Easter</td>
<td>Emergency Medicine</td>
<td><a href="mailto:benjamin.easter@gmail.com">benjamin.easter@gmail.com</a></td>
</tr>
<tr>
<td>Edward Jones</td>
<td>General Surgery</td>
<td><a href="mailto:Edward.Jones@UCDenver.edu">Edward.Jones@UCDenver.edu</a></td>
</tr>
<tr>
<td>Anna Munoa</td>
<td>Internal Medicine</td>
<td><a href="mailto:anna.munoa@ucdenver.edu">anna.munoa@ucdenver.edu</a></td>
</tr>
<tr>
<td>Natalie Nokoff</td>
<td>Pediatrics</td>
<td><a href="mailto:natalie.nokoff@childrenscolorado.org">natalie.nokoff@childrenscolorado.org</a></td>
</tr>
<tr>
<td>Tyson Oberndorfer</td>
<td>Internal Medicine</td>
<td>tyson.oberndorfer</td>
</tr>
<tr>
<td>Matthew Simpson</td>
<td>Family Medicine</td>
<td><a href="mailto:matthew.simpson@ucdenver.edu">matthew.simpson@ucdenver.edu</a></td>
</tr>
<tr>
<td>Timothy Waxweiler</td>
<td>Radiation Oncology</td>
<td><a href="mailto:timothy.waxweiler@ucdenver.edu">timothy.waxweiler@ucdenver.edu</a></td>
</tr>
<tr>
<td>Emily West</td>
<td>Ob/Gyn</td>
<td><a href="mailto:emily.west@ucdenver.edu">emily.west@ucdenver.edu</a></td>
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</tbody>
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