**The Faculty of Medicine of Harvard University**

**Curriculum Vitae**

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| **Date Prepared:** | **December 4, 2020** |
| **Name:** | **Cameron David Nereim, MD, FABP** |
| **Office Address:** | **333 Longwood Avenue, 5th Floor, Boston, MA 02115** |
| **Home Address:** | **92 Parsons Street, Boston, MA 02135** |
| **Work Phone:** | **(617)355-7181** |
| **Work Email:** | [**cameron.nereim@childrens.harvard.edu**](mailto:cameron.nereim@childrens.harvard.edu) |
| **Place of Birth:** | West Palm Beach, FL |

Education:

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| --- | --- | --- | --- |
| Month/Year(s) | Degrees (Honors) | Fields of Study  (Thesis advisor for doctoral research degrees) | Institution |
| 09/2010-04/2014  06/2006-05/2010 | M.D.  (Minority Student Merit Scholarship, Gold Humanism Honor Society inductee)  B.S.  (Honors college member, graduated *cum laude*) | Medicine with Scholarly Concentration in Medical Education  Psychology | University of South Florida Morsani College of Medicine  University of Florida |

Postdoctoral Training:

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| Month/Year(s) | Title | Specialty/Discipline  (Primary mentor/PI, if relevant) | Institution |
| 07/2020-07/2021  07/2018-07/2021  04/2019  07/2017-06/2018  07/2014-06/2017 | Fellowship  Fellowship  Fellowship Immersion Training  Chief Residency  Residency | Advocacy & Public Policy  (Amanda Stewart, MD, MPH)  Adolescent & Young Adult Medicine  Addiction Medicine  Pediatrics  Pediatrics | Government Relations Office of Children’s Hospital, Boston Children’s Hospital  Boston Children’s Hospital, Harvard Medical School  Clinical Addiction Research & Education Unit, Boston University School of Medicine  University of South Florida Morsani College of Medicine  University of South Florida Morsani College of Medicine |

Faculty Academic Appointments:

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| --- | --- | --- | --- |
| Month/Year(s) | Academic Title | Department | Institution |
| 07/2017-06/2018 | Clinical Instructor/Chief Resident | Pediatrics | University of South Florida Morsani College of Medicine |

Appointments at Hospitals/Affiliated Institutions:

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| --- | --- | --- | --- |
| Month/Year(s) | Position Title | Department  (Division, if applicable) | Institution |
| 07/2017-06/2018 | Clinical Instructor/Chief Resident | Pediatrics | Tampa General Hospital |

Other Professional Positions:

|  |  |  |  |
| --- | --- | --- | --- |
| Year(s) | Position Title | Institution | Level of effort  (current roles only) |
| 2009-2010 | Research Assistant | McKnight Brain Institute & Malcom Randall VA Medical Center | N/A |

Major Administrative Leadership Positions:

Local

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| --- | --- | --- |
| Year(s) | Position Title | Institution (note if specific department) |

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| --- | --- | --- |
| 2017-2018 | Pediatric Chief Resident | University of South Florida Morsani College of Medicine (Pediatric Residency Program) |

Regional

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| Year(s) | Position Title | Institution/Organization |

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National

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| Year(s) | Position Title | Institution/Organization |

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International

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| --- | --- | --- |
| Year(s) | Position Title | Institution/Organization |

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Committee Service:

Local

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| --- | --- | --- |
| Year(s) | Name of Committee | Institution/Organization |
|  | Dates of Role(s) | Title of Role(s) |
| 2020-2021 | Racial Equity & Social Justice Council  09/2019-07/2021 | Division of Adolescent & Young Adult Medicine, Boston Children’s Hospital  Member |
| 2020-2021 | Healthcare Disparities Research Working Group  07/2019-07/2021 | Office of Health Equity & Inclusion, Boston Children’s Hospital  Member |
| 2019-2021 | Housestaff Council on Quality Improvement & Patient Safety  07/2019-07/2021 | Graduate Medical Education Committee, Boston Children’s Hospital  Executive Board Member |
| 2016-2018 | Resident Wellness Committee  03/2016-06/2018 | Pediatric Residency Program, University of South Florida Morsani College of Medicine  Co-founder/Director |
| 2010-2014 | Christian Medical & Dental Association  04/2011-04/2012  08/2010-04/2014 | University of South Florida Morsani College of Medicine Chapter of the Christian Medical & Dental Association  President  Member |
| 2011-2012 | Pediatric Interest Group  09/2011-08/2012 | University of South Florida Morsani College of Medicine  Member |

Regional

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| --- | --- | --- |
| Year(s) | Name of Committee | Institution/Organization |
|  | Dates of Role(s) | Title of Role(s) |
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National

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| --- | --- | --- |
| Year(s) | Name of Committee | Institution/Organization |
|  | Dates of Role(s) | Title of Role(s) |
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International

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| --- | --- | --- |
| Year(s) | Name of Committee | Institution/Organization |
|  | Dates of Role(s) | Title of Role(s) |

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Professional Societies:

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| Year(s) | Society Name |  |
|  | Dates of Role(s) | Title of Role(s) |
| 2016-Present | Society for Adolescent Health & Medicine  04/2019-03/2020  08/2016-Present | Student/Trainee SIG Council Member  Member |
| 2011-Present | American Academy of Pediatrics  10/2011-Present | Member |

Grant Review Activities:

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| Year(s) | Name of Committee | Institution/Organization |
|  | Dates of Role(s) | Title of Role(s)  [indicate either Ad hoc or Permanent Member status] |

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Editorial Activities:

* Ad hoc Reviewer

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| List journals for which you serve as a reviewer |

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* Other Editorial Roles

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| Year(s) | Role | Journal/Publication Title |

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Honors and Prizes:

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| Year | Name of Honor/Prize | Awarding Organization | Achievement for which awarded  (if unclear from award title) |

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| 2014 | Gold Humanism Honor Society Inductee | Barness Behnke Chapter of the Gold Humanism Honor Society | Nominated by peers/faculty for excellence in humanism |

**Report of Funded and Unfunded Projects**

Past

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| --- | --- |
| Year(s) | Grant title |
|  | Funding Agency, Grant type and Grant number |
|  | Official role on project |
|  | Description of the major goals |

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| --- | --- |
| 2015-2016 | Women’s Health Collaborative Grant  University of South Florida, Institutional Seed Grant for $12,500  Medical staff research assistant  Designed and carried out a multi-method, prospective, cohort study of pregnancy ambivalence and reproductive health outcomes in a high-risk youth population of women seeking care at an urban adolescent clinic. |
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Current

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| --- | --- |
| Year(s) | Grant title |
|  | Funding Agency, Grant type and Grant number |
|  | Official role on Project (if PI or Site PI, report total direct costs for all years) |
|  | Description of the major goals |

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**Projects Submitted for Funding**

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| Status | Grant title |
| Grant type and number |
|  | Role on Project (if in PI role, list requested direct costs |
|  | Description of the major goals (include preliminary scores or review date if known) |

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**Training Grants and Mentored Trainee Grants**

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| Year(s) | Grant title |
|  | Funding Agency and Grant Type |
|  | Role on Project (e.g., Mentor or Faculty Member) |
|  | Description of the major goals |

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Unfunded Current Projects

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| --- | --- |
| Year(s) | Title of Project |
|  | Role |
|  | One sentence description of the purpose of the project |

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**Report of Local Teaching and Training**

Teaching of Students in Courses:

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| Year(s) | Course Title | Location |
|  | Type of Student/Audience | Level of Effort |

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| --- | --- | --- |
| 2017-2018 | Primary Care Curriculum: Doctoring I Course  MS-1 Medical Students | University of South Florida Morsani College of Medicine  4 hours/1 day once monthly for 1 year |
| 2018 | General Pediatrics Curriculum: Topics in Adolescent Medicine  PA Students | University of South Florida Morsani College of Medicine  2 hours/1 day once weekly for 1 month |
| 2013-2014 | Primary Care Curriculum: Doctoring III Course  MS-3 Medical Students | University of South Florida Morsani College of Medicine  4 hours/1 day once monthly for 1 year |

Formal Teaching of Residents, Clinical Fellows and Research Fellows (post-docs):

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| --- | --- | --- |
| Year(s) | Title | Location |
|  | Type of Trainee/Audience | Level of Effort |

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| --- | --- | --- |
| 2020-2021 | Keystone Seminar Course: Topics in Advocacy  PGY-1 Residents | Boston Children’s Hospital, Harvard Medical School  4 hours per day once monthly for 4 months |
| 2018-2021 | Keystone Seminar Course: Topics in Adolescent Medicine  PGY-1 Residents | Boston Children’s Hospital, Harvard Medical School  1-2 hours per day once monthly for 6 months |
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Clinical Supervisory and Training Responsibilities:

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| Year(s) | Type of Responsibility | Location |
|  | Type of Trainee/Audience | Level of Effort |

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Research Supervisory and Training Responsibilities:

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| --- | --- | --- |
| Year(s) | Type of Responsibility | Location |
|  | Type of Trainee/Audience | Level of Effort |

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Formally Mentored Harvard Medical, Dental and Graduate Students:

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| --- | --- |
| Year(s) | Name, Year |
|  | Describe the accomplishments of your mentee as a direct result of your mentorship (maximum one sentence) |

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**Other Mentored Trainees and Faculty:**

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| --- | --- |
| Year(s) | Names and degrees / Current position, Institution |
|  | Note the mentee’s career stage during the mentorship period and your mentoring role. Please describe the accomplishments of your mentee as a direct result of your mentorship (maximum one sentence) |

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Formal Teaching of Peers (e.g., CME and other continuing education courses):

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| Check the **single** most appropriate statement below (double click the chosen box and change the default value to “checked”) |

*No presentations below were sponsored by 3rd parties/outside entities*

*Those presentations below sponsored by outside entities are so noted and the sponsor(s) is (are) identified.*

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| Year(s) | Title(s) or topic(s) of talks | Number of talks in a single course |
|  | Course Name (Sponsor, if any) | Location(s) (city or country) |
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Local Invited Presentations:

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| Check the **single** most appropriate statement below (double click the chosen box and change the default value to “checked”) |

*No presentations below were sponsored by 3rd parties/outside entities*

*Those presentations below sponsored by outside entities are so noted and the sponsor(s) is (are) identified.*

|  |  |
| --- | --- |
| Year(s) | Title of presentation / Type of presentation |
|  | Department and Institution where presented (Sponsor, if any) |

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| 2018 | The Art of the Debrief: Protecting Patients and their Healers from Untoward Harm / Grand Rounds Presentation  Department of Pediatrics at the University of South Florida Morsani College of Medicine, Tampa General Hospital |
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**Report of Regional, National and International Invited Teaching and Presentations**

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| Check the **single** most appropriate statement below (double click the chosen box and change the default value to “checked”) |

*No presentations below were sponsored by 3rd parties/outside entities*

*Those presentations below sponsored by outside entities are so noted and the sponsor(s) is (are) identified.*

Regional

|  |  |
| --- | --- |
| Year(s) | Title of presentation or name of course / Type of presentation/role(s)  (note if presentation was the result of a selected abstract) |
|  | Location (Sponsor, if any) |

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| 2020 | Supporting Young People During COVID & Beyond: Considerations for Mental Health & Well-Being / Panelist  (not associated with abstract)  New England-based Webinar (Maternal & Child Health Bureau Region I State Adolescent Health Coordinators & Community Partners) |
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National

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| Year(s) | Title of presentation or name of course / Type of presentation/role(s)  (note if presentation was the result of a selected abstract) |
|  | Location (Sponsor, if any) |

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International

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| Year(s) | Title of presentation or name of course / Type of presentation/role(s)  (note if presentation was the result of a selected abstract) |
|  | Location (Sponsor, if any) |

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**Report of Clinical Activities and Innovations**

Current Licensure and Certification:

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| Year | Type of License or Certification |

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| 2018 | Board Certification in General Pediatrics |

Practice Activities:

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| List all clinical activities, both those at Harvard and its affiliates and those outside Harvard, and for each indicate: |

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| Year(s) | Type of activity | | | Name and location of practice | Level of activity | |
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If you have no current clinical activities, but have practiced in the past, you may provide a brief (1-2 sentence) description of those prior activities:

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Clinical Innovations:

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| Name/location of clinical innovation  (dates if applicable) | Describe the influence or potential influence of the innovation on clinical care or practice management, including how the innovation is used or has been implemented locally (at HMS), regionally, nationally or internationally; if developed as a member of a team or committee, describe your contribution. (1-3 sentences) |

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**Report of Teaching and Education Innovations**

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| Teaching/education innovation  (dates if applicable) | Describe the influence or potential influence of the innovation on education or teaching, including how the material is used locally (at HMS), regionally, nationally or internationally; if developed as a member of a team, describe your contribution. (1-3 sentences) |
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**Report of Technological and Other Scientific Innovations**

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| Innovation  (dates, if applicable) | Patent, if any, pending or awarded; if described in print or on the web, provide citation |
|  | Describe the influence or potential influence of the innovation on research or clinical care, including how the material is used locally (at HMS), regionally, nationally or internationally; if developed as a member of a team, describe your contribution. (1-3 sentences) |
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**Report of Education of Patients and Service to the Community**

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| Check the most appropriate statement below (double click the chosen box and change the default value to “checked”) |

*No presentations below were sponsored by 3rd parties/outside entities*

*Those presentations below sponsored by outside entities are so noted and the sponsor(s) is (are) identified.*

Activities

|  |  |
| --- | --- |
| Year(s) | Organization or institution / Role (Sponsor, if any) |
|  | One sentence description (optional) |

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| 2019 | Milton Academy / Panelist  ‘Screenagers’ Viewing & Discussion  Provided academic & clinical perspective on the impact of social media to parents & faculty. |
| 2018 | The Winsor School / Presenter  Provided educational content on e-cigarette use to students and faculty. |
| 2014-2106 | Champions for Children, University of South Florida Morsani College of Medicine / Volunteer  Coordinated gift collections for Holiday Store for underserved populations. |
| 2014 | Pediatric Residency Program, University of South Florida Morsani College of Medicine / Medical Staff Volunteer  Volunteered to provide free medical screenings at community-based health fair. |
| 2013 | Florida Camp for Children and Youth with Diabetes, University of Florida / Camp Counselor  Served as Florida Diabetes Camp Counselor. |
| 2011-2012 | Christian Medical & Dental Association, University of South Florida Morsani College of Medicine / Volunteer  Coordinated weekly volunteer efforts at Mission Tampa Food Pantry. |
| 2012 | Christian Medical & Dental Association, University of South Florida Morsani College of Medicine / Medical Staff Volunteer  Provided free medical care to underserved populations on mission trip to Dominican Republic. |
| 2010-2011 | Silver Child Development Center, University of South Florida Morsani College of Medicine / Volunteer  Provided social skills/communication therapy to children with autism spectrum disorder. |
| 2008-2010 | Child Life Program at UF Shands Hospital, University of Florida / Volunteer  Coordinated and supervised Child Life Program activities for hospitalized children. |

Educational Material for Patients and the Lay Community:

***Books, monographs, articles and presentations in other media***

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| --- | --- | --- | --- |
| Year | Title | Type of contribution (Sponsor, if any) | Citation, if any |

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| 2018-2019 | Young Men’s Health Site ‘Ask Us’ Contributor | Edited and provided evidence-based responses to patient-submitted questions | N/A |

***Educational material or curricula developed for non-professional students***

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| --- | --- | --- | --- |
| Year | Title | Type of contribution (Sponsor, if any) | Citation, if any |

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***Patient educational material***

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| --- | --- | --- | --- |
| Year | Title | Type of contribution (Sponsor, if any) | Citation, if any |

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| 2013-2014 | Seeking Care at Ybor Youth Clinic | Developed adolescent-friendly, population-specific patient educational content for Title X-funded clinic | N/A |

Recognition:

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| Year(s) | Name of award / recognition | Organization conferring recognition |

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**Report of Scholarship**

Peer-Reviewed Scholarship in print or other media:

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| Group peer reviewed publication in three categories under the following headings:   * Research Investigations (full-length manuscripts that contain new data or new meta-analysis) * Other peer-reviewed publications (e.g., reviews, case reports, UpToDate and MedEdPORTAL submissions) * Scholarship without named authorship |

**Research Investigations**

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**Other peer-reviewed scholarship**

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| Nereim C, Bickham D, Rich M. A primary care pediatrician's guide to assessing problematic interactive media use. Curr Opin Pediatr. 2019 Aug; 31(4):435-441. PMID: [31033606](https://www.ncbi.nlm.nih.gov/pubmed/31033606" \t "_blank). |

**Scholarship without named authorship**

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**Non-peer reviewed scholarship in print or other media:**

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| Group materials into the following categories:   * Proceedings of meetings or other non-peer reviewed research scholarship * Reviews, chapters, monographs and editorials * Books/Textbooks for the medical or scientific community   + Only include books for which you are listed as an author. Books that you edited should be listed under Other Editorial Activities. * Case reports * Letters to the Editor |

**Proceedings of meetings or other non-peer reviewed scholarship**

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| Lee M, Junior J, Nereim C, Stewart A. Voter Mobilization: A Powerful Tool for Health Equity. AM Rounds Online Publication of the Journal of the Association of American Medical Colleges; Published online 10/2020. |

**Reviews, chapters, monographs and editorials**

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| Topale D, Nereim C, Rich M. "The Virtual World of Adolescents" in Ginsburg K and McClain ZBR, eds. *Reaching Teens:  Strength based, Trauma-sensitive, Resilience-building Communication Strategies Rooted in Positive Youth Development.* 2ndedition. Itasca, IL: American Academy of Pediatrics; In Print 2020. |

**Books/textbooks for the medical or scientific community**

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**Case reports**

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**Letters to the Editor**

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Professional educational materials or reports, in print or other media:

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| For each item indicate:   * Type of material (e.g., syllabus, teaching case) * If published in print or on the web, provide citation * Intended audience (including course number, if applicable) and brief description of how the material is used locally (at HMS), regionally, nationally or internationally; if developed as a member of a committee, describe your contribution (1-2 sentences) |

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Local/Unpublished Clinical Guidelines and Reports:

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| For each item indicate:   * Type of material (e.g., clinical protocol or standard of care) * If published in print or on the web, provide citation * Description of how the material is used locally (at HMS), regionally, nationally or internationally; if developed as a member of a committee, describe your contribution (1-2 sentences) |

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Thesis:

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| Provide full citation for doctoral thesis |

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Abstracts, Poster Presentations and Exhibits Presented at Professional Meetings:

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| List abstracts published and exhibits presented at meeting during the last 3 years which have not already been published as full-length manuscripts. May also list all abstracts or exhibits, regardless of date or publication as full-length manuscript, which received special recognition at a meeting (e.g., juried poster presentation, meeting commendation). |

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| Nereim C, Bickham D, Rich M. Social Media and Adolescent Mental Health: Who You Are and What You Do Matter. Presented in 03/2020. Manuscript pending.  Student/Trainee Special Interest Group. “Student/Trainee SIG: Adulting 101.” Presented in 03/2020.  C Nereim MD, R. Meredith PlantMD, S Dabrow MD. One Program’s Journey to the Wizarding World of Wellness. Academic Pediatrics, Volume 18, Issue 5, e39. Presented at Association for Pediatric Program Directors National spring meeting. In print 03/2018. |

Narrative Report

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| The narrative should describe your major contributions and achievements and should be clear to those outside your field. Readers should understand your career trajectory and impact. You need not reiterate your history of training, but the chronology of your accomplishments should be clear. You should make clear the extent of your reputation and the key achievements for which you are known. If your accomplishments bridge difference arenas (e.g., research and clinical care), you may wish to clarify any connections that are not readily apparent. Additionally, feel free to include any meaningful educational experiences (e.g., leadership or specialized course training) that you feel have impacted your career trajectory.  The narrative should be written in the first person and should be concise. In general, length should be commensurate with rank. Most narratives for Instructor and Assistant Professor candidates should ≤ 1 page; no narrative should exceed two pages.  Please include:   * Your contributions in your Area of Excellence (Investigation, Teaching and Educational Leadership, or Clinical Expertise and Innovation). You may want to include a description of work in progress that may otherwise not be reflected in your CV. * Your contributions in teaching (if not already described under your Area of Excellence). * Your contributions in any Significant Supporting Activities (Investigation, Clinical Expertise, Special Merit in Education, Administration & Institutional Service, Education of Patients and Service to the Community). |

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| Throughout my academic and clinical career, I have demonstrated a true commitment to seeking out opportunities for growth in the areas of leadership and communication and to asking important and timely societal and systems-based questions with an eye toward advancing the general public health and well-being. My experiences in executive positions as a medical student, resident, and now fellow have taught me that in order to lead, I must first listen and learn. As an Executive Board member for the Housestaff Council for Quality Improvement & Patient Safety at Boston Children’s, I advocated for the inclusion of health equity at the heart of our discussions around quality improvement and patient safety, which has lead to a multi-disciplinary institutional effort to re-examine the presence and role of race in our Clinical Pathways. During my third year of Adolescent Fellowship, I pursued a dual-Fellowship in Advocacy & Public Policy in order to learn more about how healthcare professionals might positively influence the social policy landscape in order to improve population health outcomes. In my research, I have focused on the intersection between interactive media use and behavioral/mental health outcomes, recognizing that we are living in a watershed moment that threatens the socio-emotional development and mental well-being of children and adolescents across the world.  By grounding my training experiences in a wide array of clinical and advocacy settings, I have continually worked toward developing my leadership and communication skills in the areas of academic medicine and public health. Upon the completion of my Fellowship in Adolescent & Young Adult Medicine, I set the goal of graduating as a highly-skilled clinician with a real understanding of systems of care and the value of multidisciplinary work. To that end, I have gained substantial experience in eating disorder care, healthy weight management, reproductive endocrinology, LARC methods, media use disorders, substance use & addiction treatment, and more. Driven by empathy for our patients and their families, I have worked tirelessly to advocate for better, more equitable systems before community advocacy groups, large coalitions, and policy makers in state and federal government.  As any medical provider or seasoned parent would attest to, it takes a special person to want to work with adolescents and young adults. At the same time, we all recognize how critically important that time is in a person’s life, a time when social relationships form that will last a lifetime and academic endeavors launch into fulfilling careers or else a lifetime of economic strain. As a young undergraduate student majoring in Psychology at the University of Florida, I was struck by a quote from Dr. Ivan Pavlov: “Do not become a mere recorder of facts, but try and penetrate the mystery of their origin.” In all that I have endeavored to do in my academic and clinical career, I have put considerable effort into contemplating this question – why do these facts exist as they do? I consider it a moral obligation to think deeply about upstream factors that contribute to a person’s and, therefore, all of society’s well-being. For me, this sense of obligation has been a tremendous source of compassion and drive to help others, especially the most vulnerable among us. |