Greetings from your new Pritzker Chiefs! Our Dean for Medical Education, Dr. Humphrey, has kindly given us her usual space to introduce ourselves to you. We’re both fourth year medical students, knee-deep in the residency application process. While we are eager to discover what the future holds for us, we’re currently enjoying the freedom of designing our own schedules and pursuing our intellectual passions.

When Lavanya was first runner up in the Miss Strongsville, OH beauty pageant and when Catherine won the perfect attendance award in high school, neither event was front-page news worthy. Although disappointed back then, we both feel like it was worth the wait to make headline news now to tell you about our role as Pritzker Chiefs and our new initiatives.

“What’s a ‘Pritzker Chief’?” you might ask. Inspired by the chief resident system, Dr. Humphrey envisioned that students could function in a similar role in the medical school environment, making a positive impact on the school and working as student stewards to their peers. In our third year, we were elected by our class to serve as senior class co-presidents and plan activities such as the 2006 Match Day and Convocation. Shortly after the election, Dean Humphrey shared her vision with us and asked us to be this year’s Pritzker Chiefs. We are honored and excited to contribute to our school in this way.

Someone once said, “A thought which does not result in an action is nothing much, and an action which does not proceed from a thought is nothing at all.” It’s our mission to achieve a happy union between thoughts, ideas, and actions from them. Along these lines, here’s what we’ve done so far and where we’re going.

What we’ve done so far…

The new school year kicked off with an O-week that had more inter-class involvement than ever before. We worked with the O-week committee to involve third and fourth year students in the traditional opening day “Clap-In” welcome, the White Coat Ceremony, student-faculty dinners, and the closing day celebration at the International Museum of Surgical Sciences. This year, we have also been newly appointed as voting members on Dean’s Council in order to be more aware of active issues affecting the student body, as well as to provide continuity and perspective as senior medical students. Pritzker has hosted a number of prominent national and international speakers this autumn and we’ve also made it a goal of ours to ensure good student participation at these events which elevate the scholarly environment of our school.

Where we’re going…

We’re currently working on a number of future projects. Among our ideas are inter-class informal dinners hosted at students’ homes, a non-academic book club, and a comprehensive database of current students and their interests, hobbies, and experiences in order to facilitate peer-motivated mentorships. We are also looking at ways to re-involve upperclassmen with the extracurricular activities in which they participated during their first two years of medical school.

Finally, we’d like to tell you about...
Dear Pritzker Students:

out latest “thought put into action.” We’re starting a student space in the Pritzker Pulse and we want YOU to contribute the topics and the writing for this section. Right now, we envision student perspectives on classes, profiles on favorite faculty, and student-conducted interviews highlighting interesting projects or accomplishments of their peers. The inaugural, student-written article appears in this edition. Third year student Steven Bachta conducted an interview with Dr. Callum Ross, the new course director for the revamped Human Morphology course. Steve also polled several of our favorite faculty to respond to the question, “if you could go back to college for just one course, what would it be?” This is just the tip of the iceberg and we look forward to hearing your ideas for the Pritzker Pulse. Please contact us at pritzkerchiefs@bsd.uchicago.edu if you’d like to be involved with this endeavor.

We hope you’re as excited as we are about the latest developments at Pritzker! We know the best ideas will come from you. Let us know what you’re thinking and what you’d like to see happen at Pritzker: we’ve only just begun!

Best,

Catherine Roberts  
Lavanya Kondapalli

Dear Students,

For medical education to flourish from one generation to the next, it has to reconfigure itself in response to changing scientific, social, and economic circumstances.

That challenge from Abraham Flexner served as the basis for the medical education revolution of the early 20th century. Throughout its history, the University of Chicago Pritzker School of Medicine has met Flexner’s challenge through an unremitting examination and evaluation of the medical curriculum and its relationship to biomedical discovery. Today, in 2005, ten years after the last such intensive curricular review and reform, we once again find ourselves in an era of rapid discovery and pathbreaking approaches to medical care, and we, like many of our peer institutions, will undertake a new initiative to create a blueprint for a 21st century curriculum.

During the 2005-06 academic year, we will launch The Pritzker Initiative: A Curriculum for the 21st Century. This initiative will transform the program of medical education offered at the Pritzker School of Medicine to reflect the revolutionary discoveries of the last ten years and their application to patient care,

Holly J. Humphrey, MD  
Pritzker Class of ’83  
Professor of Medicine and  
Dean for Medical Education

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Layout and design by Bernice Williams
It is clear to me that all these criteria are met at our school and that *The Pritzker Initiative* will serve as a transformative process. The University of Chicago, long known as the “teacher of teachers,” has a rich tradition in medical education and numerous strengths, including the dedication of the teaching faculty, the distinction and academic excellence of our students, and the effectiveness of our current curriculum. *The Pritzker Initiative* will draw upon these strengths as well as the ideas and insights of our faculty and students to develop an integrative and comprehensive biomedical curriculum that will provide our medical students with the intellectual and practical tools to keep pace with burgeoning science and the social and economic imperatives of our evolving world.

I am looking forward to working with all of you over the next 18 months and drawing upon your passion and commitment for this initiative.

Sincerely,

Holly J. Humphrey, MD
Professor of Medicine and Dean for Medical Education

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**Prerequisites of Success for Curriculum Reform:**

- A champion with passion
- Commitment from the dean
- Genuine buy-in by department chairs
- Core faculty committed to education and willing to spend the time!
- **Students undaunted by innovation**

Jordan Cohen, MD
President, AAMC

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**The Pritzker Initiative Kickoff**

Many of our students and faculty were in attendance when *The Pritzker Initiative* commenced on October 19, 2005 with a speech by Dr. Jordan Cohen, President of the Association of American Medical Colleges (AAMC). Dr. Cohen described the challenges of 21st century medical education in preparing students for the new paradigms of health care while adapting the curriculum to the new paradigms of medical education. During his talk, Dr. Cohen identified the necessary prerequisites of success for curriculum reform initiatives:

- A champion with passion
- Commitment from the dean
- Genuine buy-in by department chairs
- Core faculty committed to education and willing to spend the time!
- Students undaunted by innovation

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**Dean’s Corner**

while preserving the great traditions and core values of the school and its devoted teaching faculty.

Over the next few months, our institution’s most senior leaders (department chairs, distinguished scientists, and eminent teachers) together with your elected student curriculum representatives, will meet regularly to create a blueprint. The process is led by Dr. Halina Brukner, Professor of Medicine and Associate Dean for Medical School Education, and Marsha Rosner, PhD, Director and Charles B. Huggins Professor, Ben May Institute for Cancer Research.

In spring 2006, we will begin work on the implementation planning phase of *The Pritzker Initiative*. The student voice will continue to be a key factor in this process, as student volunteers, along with your elected student representatives, will participate. We anticipate that the implementation planning phase of *The Pritzker Initiative* will evolve over a period of approximately 15 months, culminating in implementation of the new curriculum by Summer 2007.
Prospective Students Ask Questions about the Process of Curriculum Reform

I want to attend a school where the emphasis is on the future and innovation, but everyone tells me not to be a “guinea pig.” Why should I take the risk and attend a school in the midst of curriculum reform?

The challenges facing The Pritzker School of Medicine are not unique—all schools will need to make changes in their curriculum to encompass the shifting paradigms of health care and biomedical science or run the risk of providing an educational experience that will not prepare students to meet the challenges of 21st century medicine. As you consider where you will pursue your medical education, you should strongly weigh how the schools to which you are applying are facing this universal challenge. Does the school have “the ability to ‘think outside the box’? The flexibility to act quickly? The courage to act decisively?”1 Most importantly, you should consider that our leaders and faculty have the wisdom to know what not to change—the timeless core mission and values of our school1 which have produced generations of self-directed, lifelong learners, outstanding clinicians, and leaders in academic medicine. We are not seeking “guinea pigs” in our new classes of students, but students who will be undaunted by innovation and will embrace the opportunity to be key players and contributors in upholding the University of Chicago’s place as a leader in medical education and innovation.

1 From Kenneth Ludmerer’s seminal work, Time to Heal:

Pritzker attracts me because of its flexibility and interdisciplinary opportunities. Will these still be available during the transition to a new curriculum?

The greatest strength of our institution is its capacity for interdisciplinary opportunity in research, education, and clinical care. Our location on the main campus of the University of Chicago supports this as does our administrative structure within the Biological Sciences Division and the University as a whole. Far from seeking to eliminate those opportunities, we seek to expand them. Therefore, as we wish our students to avail themselves of these opportunities in increasing numbers, we are committed to providing the flexibility that makes such experiences possible. Our small size is an important strength since it ensures that we have the flexibility to see each student as a unique individual as well as an integral part of a medical school class.

I need to decide if I want a traditional or non-traditional curriculum. How will I know what the new curriculum will be?

As we have always done, we will draw upon the best practices in medical education today and utilize the strengths of all models in implementing the new curriculum. Certainly, the thorough grounding in basic sciences that we provide is an important strength of our program, as is the active student directed-learning in which our students engage. The Pritzker Initiative will consider what elements are important for 21st century medicine and what forms of educational practices will be most successful in conveying these concepts to students. The most important tradition to consider in selecting a medical school is a long-standing tradition of commitment to excellence as demonstrated by the outstanding success achieved by our graduates.

Why are you engaging in curriculum reform? Are students not passing the boards? Is the match success in trouble?

Our students pass the USMLE examinations with scores that are frequently well above national averages. Pritzker students match into the very best residency programs in the country, and we know from our surveys of residency program directors that our students perform at an excellent to outstanding level compared to their peers and go on to be the leaders of their program and, ultimately, the leaders in academic medicine.

So why curriculum reform and why now? Because the pace of discovery in biomedical sciences is such that only a school like our own which commits the extensive resources that we do to innovation in medical education can ensure that its students achieve at the level at which Pritzker students regularly perform.
P E R S P E C T I V E S & O P I N I O N S

Our faculty are known as the “teacher of teachers.”

However, given the opportunity, what college course would our highly educated University of Chicago faculty chose to attend if they had to do it all over again? Third year medical student Steven Bachta asked four faculty members to respond to the following question:

If you could go back to college for just one course, what would it be?

Their answers are below.

“A Humanities class without a doubt! It is a welcome change to think about college since lately my focus has been on the curriculum encountered in second grade as my seven-year-old struggles to learn the fact families (mathematics) and cursive! I enjoyed the idea of mulling over college curriculum and selecting a course that allowed me the opportunity to read and write for the pure joy and enlightenment. In preparation for medical school, my college days were filled with chemistry and biology courses with little time to ponder other cultures, the arts, or music. Since then, the emphasis has shifted to the well-rounded student. However, I attended Jordan Cohen’s lecture on the 21st Century Challenges to Medical Education at the Department of Medicine Grand Rounds and have started to rethink my initial response. As we are challenged to educate our students with an ever increasing breadth of scientific knowledge, it seems an even greater emphasis may need to be placed on science courses at the undergraduate level in preparation for a career in medicine. We will see! For now though, my answer remains the same.”

Linda Druelinger, MD
Associate Professor of Medicine
Clerkship Director, Emergency Medicine

“Public Speaking. I was a biology major in college, so felt well-prepared for studying the science of medicine. While anatomy, biochemistry, pathology and the rest were no walk in the park, I knew how to study science and learn what I needed to learn. But as we all know, being a doctor is much more than that. It is a gift that enables us to interact with people in a powerful way. It is unique, for example, to meet with someone for the first time and ask about sensitive topics such as their sexual practices, domestic violence issues and recreational drug use. It is likewise a challenge to advise patients about complex issues such as end-of-life care, delivering bad news and counseling for behavior change. No matter the kind of physician we become, we need the skills to perform these tasks effectively. To do these tasks well requires us to be self-reflective. We have to be aware of how we present ourselves to our patients with cues such as our body language and tone of voice. I suspect that a course that introduces one to public speaking would begin with skills such as this. If I had taken such a course, I think that I would have been better prepared to interact with my patients. Should we ask all of our students to take an public speaking class prior to matriculating? I don’t think that’s necessary, but I do think it is essential that doctors and doctors in training be continually self-reflective, and recognize that our patients’ perceptions of us and their willingness to comply with what we recommend is influenced not only by what we say, but how we say it.”

Will Harper, MD
Assistant Professor of Medicine
Course Director, Clinical Skills
**Perspectives & Opinions**

“Classic texts. I don’t think I appreciated “the classics” as I should have, and I’ve spent much of my post-college life repenting this. Part of this “repentance” has been to teach courses on authors I should have spent more time reading when I was in college. In order to prepare for the courses, I had to read a lot of works by the authors, and then secondary sources. So, in a sense, I have taken the courses I either didn’t take, or took and didn’t spend enough time on. This would include courses on Aquinas and Augustine, especially. For my recent project, I’m going through Shakespeare in a semi-systematic way, so maybe I would take a course on Shakespeare or several courses (how can one really “cover” Shakespeare in a quarter or semester?) I would like to get to the point where I could read Homer and Aristotle in the original Greek, so that might be another set of courses to take. Other authors I’d like to spend more time with are late 19th and early 20th century American writers (Melville, Dreiser, Dos Passos, Faulkner, among other). You didn’t ask this, but a related thought is that I regret having taken courses on subjects that seemed very topical at the time. Some of these were just silly—wastes of time. On the other hand, I also wish I had taken more math courses. And biology classes would be right out!”

Stephen Meredith, MD, PhD
Professor of Pathology and Biochemistry & Molecular Biology
Course Director, Biochemistry & Molecular Biology, and Cell Pathology & Immunology

“Comparative World Views. This was a classic course at my college. I am embarrassed to say that I actually DID take that class as a 20-year-old undergraduate, but this time around, I would really pay close attention and read all the great classics that were assigned! I would take this class because I think I (we) could use a time when we step back and, over many sessions and in great depth, see the rich differences in the cultures in our world. In my profession as an Obstetrician/Gynecologist, I am fascinated, and try to respect and encourage, the cultural traditions surrounding the childbirth experience of my patients. But I wish I had a better grounding in the history and important components of different cultures. It would certainly help us all to better understand the political discord in the world as well. (But I bet I have the course syllabus from 20+ years ago. Maybe I can find it in the basement and try to audit the course from home!?) Thanks so much for asking.”

Maura Quinlan, MD
Assistant Professor of Obstetrics and Gynecology
Clerkship Director, Obstetrics and Gynecology
Welcome to the Class of 2009!

Orientation Week began on the morning of Monday, September 19th with the traditional Clap-In welcome of the Pritzker Class of 2009. Guided by O-Week Co-Chairs, Jon Hron and Sonya Chawla, over half the Class of 2008 contributed to this week-long series of events designed to support the transition of the next class of students into medical school.

The first day of O-Week concluded with the White Coat Ceremony in Rockefeller Chapel. This year’s guest speaker, Abraham Verghese, MD, the Marvin Forland Distinguished Professor in Medical Ethics at the University of Texas Health Science Center at San Antonio, is also a graduate of the prestigious Iowa Writers’ Workshop. He has published two widely acclaimed books and a plethora of articles in the New Yorker, Wall Street Journal, New York Times, Washington Post, Esquire, Sports Illustrated and Atlantic Monthly. At the White Coat Ceremony, Dr. Verghese spoke movingly about his recent experiences treating evacuees of New Orleans following Hurricane Katrina.

A Message from the President of the Pritzker Alumni Association,
David Whitney, MBA ’78, MD ’80

This fall I had the pleasure of meeting the entering class of the Pritzker School of Medicine, first at the Clap-In, and then again at the White Coat Ceremony. Once again, I was struck by the excellence of our faculty and administrative leadership, and even more so by the promise of our bright and diverse student body. I trust that all students—years one through four—have enthusiastically and long settled back into campus and are knee-deep in books and labs. Keep working hard; you are the future of science and medicine!

I’m happy to have this forum to remind you of some of the many valuable ways in which the alumni body and alumni association staff are supporting you. In particular, I want to draw your attention to our Day in the Life experience which provides you the opportunity to shadow Chicago-area or California-based alumni in their professional lives during your spring break (March 20-24). We hope this experience will allow you some insight into what it might be like to practice in various specialties and in geographic areas. Please keep an eye out for an e-mail from Dr. Holly Humphrey inviting you to apply to this program. More information about this and other student-alumni programs can be found on the alumni association website section for student programs: http://bsdalumni.uchicago.edu/students/, or by calling the alumni association staff at 888-303-0030.

I wish you all the best this quarter and continued good luck in your studies.

Regards,

David Whitney, MBA ’78, MD ’80
President, Medical & Biological Sciences Alumni Association
Human Morphology has become the hallmark course of the first year of medical school. This September, a fresh class of Pritzker students began their journey into the intricacies of the human body along with new course director, Dr. Callum Ross. While Dr. Ross is responsible for many of the changes to this year’s curriculum, he is quick to point out that all facets of the medical school came together to produce this spectacular course. Dr. Ross is joined by three other full-time faculty in the Department of Organismal Biology and Anatomy (Dr. Kamla Ahluwalia, Dr. Eric Lombard, and Dr. Jim O’Reilly) in providing the majority of the instruction in the classroom and laboratory.

Students began this year with Embryology and Basic Histology. The Pathology faculty are integral within this portion of the course, providing new slides for many of the histology labs and specialized lectures for each body tissue. Although the slides have been updated, elder Pritzker students and alumni will be relieved to know that the ever-popular Dr. Dave Visual Histology videos remain the opening segue to each histology lab.

Three weeks into the course, the students made the transition from the Histology lab to the Anatomy lab to begin dissection of the Thorax, Abdomen, and Pelvis. This is a unique and often difficult experience for many students as it is the first interaction they have with their cadavers. Dr. Farr Curlin, Assistant Professor of Medicine, leads a discussion session before the first dissection to answer anxious questions and foster respect for these generous gifts. Dr. Curlin also attends dissections that students may find particularly upsetting in order to provide emotional support.

During anatomy lab, four students are assigned to each cadaver which challenges them to work efficiently as a team. For the first time this year, the dissections are guided by Grant’s Dissector which provides detailed, illustrated instructions for each laboratory. Each of the four cadaver bays is staffed by one of the four full-time faculty, three upperclassmen teaching assistants, and laboratory technicians, Betty Katsoros and Brian Beatty. Additionally, Drs. Chris Strauss and Scott Santeler, of the Radiology Department discuss pertinent x-rays and are creating CT visualization software which the students will be able to use at home.

The first year students will finish the fall quarter by returning to the Histology lab to examine Basic Organ System Histology and finish the course with the dissection of the Limbs, Head and Neck. In addition to learning the vocabulary necessary to function as a medical professional, Dr. Ross hopes his students take a four-dimensional image of the human body away from his course. Half jokingly, Dr. Ross adds, “If I ever need to bring my two children to the Emergency Room, my students will be the ones who have to save them.”
The following is an excerpt from the Preface of *Symptom to Diagnosis* by Drs. Scott Stern, Adam Cifu, and Diane Altkorn.

Our goal in creating *Symptom to Diagnosis* was to develop an interesting, practical, and informative approach to learning the diagnostic process in internal medicine. Interesting, because real patient cases are integrated within each chapter, complementing what can otherwise be dry and soporific. Informative, because *Symptom to Diagnosis* articulates the most difficult process in becoming a physician: namely making an accurate diagnosis. Many other textbooks describe diseases, but fail to characterize the process used to get from the patient’s presentation to the diagnosis...

*Symptom to Diagnosis* aims to help students and residents learn internal medicine and focuses on the challenging task of diagnosis. Using a framework and terminology presented in Chapter 1, each chapter addresses one common complaint, such as chest pain. The chapter begins with a case and an explanation of a way to frame, or organize, the differential diagnosis. As the case progresses, clinical reasoning is clearly articulated. The differential diagnosis for that particular case is summarized in tables that delineate the clinical clues and important tests for the leading diagnostic hypothesis and important alternative diagnostic hypotheses. As the chapter progresses, the pertinent diseases are reviewed. Like in real life, the case unfolds in a stepwise fashion as tests are performed and diagnoses are confirmed or refuted. Readers are continually engaged by a series of questions that direct the evaluation. Each chapter contains several cases and most conclude with a diagnostic algorithm...

All third year medical students at Tulane University and Louisiana State University Schools of Medicine received a copy of *Symptom to Diagnosis*, courtesy of the Biological Sciences Division and the Pritzker School of Medicine. In the aftermath of Hurricane Katrina, Dean James Madara arranged for 335 copies of this textbook to be shipped from McGraw-Hill to Tulane’s temporary site in Houston, Texas and to LSU’s temporary site in Baton Rouge, Louisiana as a gesture of our support.
Vineet Arora, MD, Assistant Dean for Curricular Innovation, presented one of the four-award winning poster presentations at the Quality Fair sponsored by the University of Chicago Hospitals. In collaboration with Drs. Paula Podrazik, Stacie Levine, Greg Sachs, and David Meltzer, as well as second year medical student, Martha Johnson, Dr. Arora’s research employed standard quality indicators to measure the quality of care for frail, hospitalized elders. Dr. Arora et al. found that the quality of geriatric-specific hospital care is worse than for general hospital care. Furthermore, although quality indicators for documentation of screening of geriatric-specific conditions were often met, the screening assessments were often incorrect. Quality indicators for hospital care that focus on documentation of screening may overestimate performance. This work was honored at the October 25th Quality Fair Awards Ceremony.

Ari Bernstein, ’05, currently an intern at Boston Children’s Hospital, and Herbert Abelson, MD, Associate Dean for Admissions and Chair Emeritus of the Department of Pediatrics, published an editorial in the Archives of Pediatrics on PM 2.5—A Killer in Our Midst. Drs. Bernstein and Abelson call for a variety of national and local efforts to reduce levels of air pollution PM 2.5, which is the component of air pollution that poses the greatest threat to health, particularly in children.

David Dickerson, a second year student, was awarded the Joseph Collins Medical Foundation Scholarship. The scholarship is awarded to a medical student involved in other cultural endeavors outside their studies. Dave received the scholarship for his participation in the production and recording of string arrangements for several independent music projects recorded throughout the United States in the past year. Dave spent eleven weeks in India on an Edson Memorial Scholarship where he gave a violin program at the Arya Vaida hospital auditorium in Coimbatore, India. Dave has been working to launch his own production label, “Organic Strings.” Dave’s music is featured on the Pritzker Admissions DVD.

Karoline Dmochowska, a third year medical student, was one of very few medical students invited to present an oral abstract at the Society for General Internal Medicine Midwest Regional Meeting in fall 2005. Karoline’s presentation, entitled Motivation Factors for Entry, Discontinuation, or Completion of a Primary Care/Web-Based Intervention for Depression in Adolescents: Observations from Project Catch-It, is based on research she began last winter with her mentor Dr. Benjamin Van Voorhees, Associate Professor of Medicine and Pediatrics, and Director of Project Catch-It.

Will Harper, MD, Assistant Professor of Medicine and Course Director of the Clinical Skills courses, received honors for Best Presentation in Medical Education, when he presented his work on a health literacy curriculum at the...
Awards and Honors (continued)

Opening Plenary Session of the 2005 Society for General Internal Medicine Regional Meeting.

(Please see the sidebar on page 15 for information about Dr. Harper’s research on health literacy.)

Jonathan Hemmert, a second year medical student, serves as first author on an abstract accepted for presentation at the AMA 2005 MSS Research Poster Session, which was held on November 4th in Dallas, Texas. Jonathan worked with Dr. Steven Roth of the Department of Anesthesia and Critical Care this last summer on a neuroscience project focusing on Akt/Protein Kinase B in Endogenous Retinal Neuroprotection.

Gretchen Hermes, PhD, a third year student, served as first author for two articles published in Neurobiology of Learning and Memory and the American Journal of Physiology, based on her doctoral research in the Committee on Human Development and Department of Psychology. Gretchen’s doctoral dissertation focused on the impact of social isolation on bio-behavioral systems, pre-disease pathways, and patterns of aging. Gretchen also presented her research from her postdoctoral fellowship at the 8th International Congress on Toxoplasmosis in France this summer. This work demonstrated that common, persistent, parasitic infection causes chronic inflammation with neurologic and behavioral abnormalities.

Andrew Hong, a second year student, presented his research at the Central Society for Clinical Research and the Midwestern Section American Federation for Medical Research’s 2005 combined annual conference. At this meeting, Andrew received a Centocor Scholar Award in Rheumatology/Gastroenterology for work looking at genetic contributions to bilirubin levels in cancer patients. Prior to matriculating at the University of Chicago Pritzker School of Medicine, Andy was a Post-Baccalaureate Fellow at the National Cancer Institute where he studied the mechanisms of cell cycle protein, MAD1. He recently served as a co-first author on a 2005 paper in Genetics.

Aaron Horne, a fourth year medical student has been named an American Medical Association Foundation Minority Scholar for his excellence as a medical student and outstanding promise for a future career in medicine. Aaron was one of ten medical students in the country to receive the $10,000 scholarship. The Minority Scholar Award recognizes scholastic achievement and promise for the future among students in groups defined as historically underrepresented in the medical profession. “We are pleased to recognize the outstanding achievements of Aaron Horne,” said AMA Foundation President Linda Ford, MD. “The AMA Foundation is committed to introducing more minorities into the medical profession in order to better reflect the needs of our diverse society.” Aaron previously served as national president of the Student National Medical Association.
Troy Leo, a second year medical student, served as first author on a poster at the 2005 Society for General Internal Medicine Midwest Region Meeting, with second year co-author Adam Kern, third year co-authors, Karoline Dmochowska and Griffin Myers, and faculty mentor, Don Scott, MD, Assistant Professor of Medicine. The poster discussed the results from the recent student opinion survey conducted among first and second year medical students on perceptions of professional behaviors.

Jennifer Newberry, a fourth year medical student currently on leave of absence while attending the University of Chicago Law School, was one of two students selected to receive the Tony Patiño Fellowship. The Tony Patiño Fellowship is a merit award created to support law students with demonstrated leadership ability whose outstanding academic and personal histories show good moral character, ethical conduct, good citizenship, motivation, and initiative. One of the factors in evaluating character is past participation in public service activities. Jennifer served as one of the Co-Chairs of the University of Chicago’s chapter of Students for Global Public Health/Physicians for Human Rights. In that capacity, Jennifer played an integral role in the 2003 AIDS Week events as well as the first national conference of Physicians for Human Rights. Jennifer received the Jane Morton and Henry C. Murphy Award in 2004 in recognition for her exceptional contributions to the University community.

David Silver, a third year student, attended the Society for Academic Emergency Medicine Conference in New York City in May of 2005, where he presented a talk entitled Efficiency, Effectiveness and Preference for Use of Traditional vs. Assessment Oriented Oral Case Presentations in an Academic Emergency Department. For this presentation, David received the second place prize for excellence in research. David also presented a poster on Interruptions During Oral Case Presentations in the Academic Emergency Department: Benign or Problematic?

Yousef Turshani, a fourth year student, was Project Coordinator for an international coalition of volunteers through the international Volunteers for Peace, an organization whose objective is to promote the dialogue of people across cultures while they are working together on common goals in support of a local community. Yousef has been involved with this organization since his undergraduate years. Before beginning his fourth year, Yousef was invited to serve as the group leader in an environmental camp working with international volunteers to clean the Point Reyes National Seashore Park in Northern California.

Sam Seiden, a fourth year student was invited to present at the September 14th–15th Joint Commission on Accreditation of Healthcare Organizations national conference. Sam spoke on Transforming Health Professional Education: Core Competencies, Microsystems, and New Training Venues. Sam’s role was to present a medical student perspective and to highlight...
Awards and Honors (continued)

the University of Chicago’s recent involvement with the Clarion competition (see Pritzker Pulse, July 2005). Sam’s presentation focused on opportunities and experiences that medical students can have in enhancing patient safety and preventing medical error.

Adam Schmitt, a second year student, is first author on an article which will appear in Nature. The data in the paper is based on work which Adam began as an undergraduate Biology major at the University of Chicago and served as the basis for his Honors Thesis. Adam spent a year following graduation working in Dr. Yimin Zou’s laboratory in the Department of Neurobiology, Pharmacology, and Physiology and continued to collaborate with this scientific team as a first year medical student. The paper is entitled Wnt-Ryk Signaling Mediates Medial-Lateral Retinotectal Topographic Mapping.

Three Pritzker Students Receive Scholarships from the ARCS Foundation

Three Pritzker students were awarded scholarships from the ARCS Foundation this October. Achievement Rewards for College Scientists (ARCS) is a national organization providing scholarship support in the natural sciences, medicine, and engineering. For 2005-06, fourth year student Megan Collins received the Cashel Foundation Scholarship, fourth year student Shannon Hensley received the Takeda Pharmaceuticals North America Scholarship, and first year student Shahnaz Kazi received the Baxter International Scholarship.

At the annual luncheon held on October 26th at The University Club of Chicago, our students had the opportunity to present their research in progress to other awardees and members of the Foundation.

“At the University of Chicago, in an atmosphere of interdisciplinary scholarship and discovery, the Pritzker School of Medicine is dedicated to inspiring diverse students of exceptional promise to become leaders and innovators in science and medicine for the betterment of humanity.”

From left to right: Shannon Hensley, unidentified, unidentified, Megan Collins, Shahnaz Kazi and unidentified
Summer Research Forum

In the summer following their first year, many students at the University of Chicago Pritzker School of Medicine engage in summer research experiences through two NIH-funded programs that are directed by Drs. Eugene Chang, Leo Towle and William McDade. This year, sixty-seven students participated in the program and presented their work over the two-day Summer Research Forum on August 24th and 25th.

The following students received awards for their research:

The Joseph B. Kirsner Research Award for Excellence

Recipient: Cadman Legett
Title: Trial Validation Study of Giemsa, Wright and Leishman Blood Strains for the Diagnosis of Acute Phase Bartonellosis
Mentor: David Pitrak, MD
Professor of Medicine & Section Chief of Infectious Diseases,
Department of Medicine

Brain Research Foundation Award

Recipient: Shanti Shenoy
Title: The Roles of PKC Delta and PKC Epsilon in Retinal Ischemic Preconditioning
Mentor: Steven Roth, MD
Associate Professor
Department of Anesthesiology and Critical Care

Sigma Xi Award

Recipient: Shaun Odell
Title: Religion and Psychiatry: Findings From a National Physician Survey
Mentor: Farr Curlin, MD
Assistant Professor
General Internal Medicine, Department of Medicine

Overall Excellence in Scientific Quality, Content and Ability to Respond to Questions in the Performance of Research in Basic Science

Recipient: Adam Kern
Title: Exodus of Claudin: Visualization of Clostridium Perfringens Enterotoxin-Mediated Tight Junction Down Regulation
Mentor: Jerrold Turner, MD, PhD
Associate Professor
Department of Pathology

Recipient: Erwin Bennett
Title: Metastatic Resistance Following Tranfection of Metastasis Suppressor Gene for Raf Kinase Protein Inhibitor in Osteosarcoma Cell Line 143B
Mentor: Tong-Chuan He, MD, PhD
Assistant Professor, Department of Orthopedic Surgery & Rehabilitation Medicine

Recipient: James Bullock
Title: Chondrogenic Inducing Activity of Bone Morphogenetic Proteins
Mentor: Tong-Chuan He, MD, PhD
Assistant Professor, Department of Orthopedic Surgery & Rehabilitation Medicine

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Summer Research Forum (continued)

Overall Excellence in Scientific Quality, Content and Ability to Respond to Questions in the Performance of Research in Clinical Research

Recipient: Amanda Poston
Title: Real Time Pain Assessment: Using the Experience Sampling Method as a Novel Tool for Measuring Pain and Satisfaction with Pain Management

Mentors: David Meltzer, MD, PhD
Associate Professor, Departments of Medicine & Economics; Harris School for Public Policy Studies

Chad Whelan, MD
Assistant Professor of Medicine, General Internal Medicine, Department of Medicine

Recipient: Audrey Brewer
Title: A Community-Based and Family-Oriented Nutrition and Exercise Intervention Program Designed to Prevent Type II Diabetes Mellitus in Overweight African American Youth

Mentor: Deborah Burnet, MD
Associate Professor of Medicine and Pediatrics, & Section Chief, General Medicine

Recipient: Russell Stewart
Title: Estimation of Radiation Dose and Noise in Gated and Non-Gated 16, 40 and 64 Multi-Detector Computer Tomography (MDCT) Scans; Designing Scan Protocols for Cardiac Exams in Children, a Phantom Study

Mentor: Dianna Bardo, MD
Assistant Professor, Department of Radiology

Health Literacy by Will Harper, MD

“The issue of health literacy is very important. Half of all people in the United States have a less than 8th grade level of reading. This has an impact on health related outcomes. For example, people with limited literacy have worse diabetes control, and are more likely to be hospitalized for any cause. Dr. Don Scott, Dr. Monica Vela, Dr. Sandy Cook and I have designed and are implementing in phases a curriculum to teach our students how to identify people with limited literacy, and how to interact effectively with this population. In the end, we hope to try and prevent some of these adverse outcomes. We have implemented a curriculum in the first and second year Clinical Skills course sequence as well as in the third year Internal Medicine clerkship. In a pilot study conducted last year, we compared 2004 students to 2005 students in their self-reported attitudes toward health literacy behaviors, confidence in using specific health literacy behaviors, and how frequently students use these behaviors. We found that our second year class improved in confidence and frequency of use of health literacy behaviors compared to how they were at the end of the first year. We plan on continuing the curriculum this year for our first and second year students, have added the clerkship component for third years, and hope to see continued improvement from our students at all levels. We sincerely thank all students who contributed to this research by completing the surveys.”

Dr. Harper received the Innovation in Medical Education Award at the 2005 Society of General Internal Medicine Regional Meeting.
### DECEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Pritzker School of Medicine Holiday Party</td>
<td>3:30 - 6:30 p.m.</td>
<td>BSLC Lobby</td>
</tr>
<tr>
<td>16</td>
<td>MS 3 Symposium</td>
<td>8:00 a.m. - 2:00 p.m.</td>
<td>International House</td>
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### 2006

### JANUARY

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5</td>
<td>Huggins &amp; Coggeshall Advising Societies Meeting</td>
<td>3:30 - 5:00 p.m.</td>
<td>BSLC (Room TBA)</td>
</tr>
<tr>
<td>7</td>
<td>17th Annual AMSA Charity Ball</td>
<td>7:00 - 11:00 p.m.</td>
<td>Millenium Knickerbocker Hotel</td>
</tr>
<tr>
<td>12</td>
<td>Phemister Advising Society Meeting</td>
<td>3:30 - 5:00 p.m.</td>
<td>BSLC (Room TBA)</td>
</tr>
<tr>
<td>12</td>
<td>Bowman Society Lecture</td>
<td>5:00 - 6:30 p.m.</td>
<td>DCAM 4th Floor Atrium</td>
</tr>
<tr>
<td>24</td>
<td>MS 4 Career Advising Meeting</td>
<td>Preparing Your Rank List</td>
<td>Tuesday, January 24</td>
</tr>
<tr>
<td>23</td>
<td>MS 1 Symposium</td>
<td>8:30 a.m.</td>
<td>International House</td>
</tr>
<tr>
<td>28</td>
<td>AOA Banquet</td>
<td>6:00 - 9:30 p.m.</td>
<td>Ida Noyes Hall, Cloister Club</td>
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### FEBRUARY

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<td>MS 1 Symposium</td>
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### MARCH

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<tbody>
<tr>
<td>16</td>
<td>Match Day</td>
<td>9:00 a.m. - 1:00 p.m.</td>
<td>Thursday, March 16</td>
</tr>
<tr>
<td>27</td>
<td>MS 3 Symposium</td>
<td>1:00 p.m. - 8:00 p.m.</td>
<td>Monday, March 27</td>
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### MAY

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<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>4</td>
<td>Senior Scientific Session</td>
<td>8:00 a.m. - 6:00 p.m.</td>
<td>Thursday, May 4</td>
</tr>
<tr>
<td>7</td>
<td>Senior Show</td>
<td>7:00 p.m.</td>
<td>Wednesday, June 7</td>
</tr>
<tr>
<td>8</td>
<td>Student/Faculty Recognition Dinner</td>
<td>6:00 p.m.</td>
<td>Thursday, June 8</td>
</tr>
<tr>
<td>9</td>
<td>Divisional Academic Ceremony</td>
<td>10:30 a.m.</td>
<td>Friday, June 9</td>
</tr>
<tr>
<td>9</td>
<td>University Convocation</td>
<td>Time TBA</td>
<td>Friday, June 9</td>
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### JUNE

<table>
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<th>Date</th>
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<tbody>
<tr>
<td>21</td>
<td>Introduction to the Clinical Biennium</td>
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