Hello from Your Pritzker Chiefs!

We want to extend a welcome to the incoming Class of 2010 and to all our returning classmates. We hope that everyone had a wonderful summer and is as excited as we are for the upcoming year. There have been lots of meetings and plenty of planning that has gone on over the summer in preparation for this school year, so we want to let everyone know what our role is and what great things you can look forward to for 2006-2007.

In addition to serving as Co-Presidents of the 4th year class, we have the honor of serving as your Pritzker Chiefs. One year ago, the Pritzker Chief position was developed to emulate the Chief Resident system in the hospital. Just as Chief Residents bridge the gap between faculty and housestaff in the hospital, we will be acting as liaisons between the student body and the Pritzker administration. We meet regularly with the Deans of the Medical School and work with student governing bodies, like Dean’s Council, which gives us ample opportunities to address issues that are important to students. We want you to know that we are here to bring your ideas and questions to light and to ensure that your time at Pritzker is as enriching as it can be. As medical students, we know you have great ideas and we want to make sure that they are heard.

To get things started, here are some of the ideas that we’re excited about. Our main goal for this year is to strengthen the Pritzker experience by promoting interaction between all four classes. We have a number of plans in store, one of which includes a quarterly dessert social in the student lounge! Schedules can get hectic and what better way to end a week of exams or a long rotation than by satisfying your sweet tooth and unwinding with classmates from all four years? Additionally, we plan on continuing with the Book Club that last year’s Chiefs created to bring together students and faculty to discuss literature outside of a medical environment.

The Book Club was such a success that we anticipate it being a hit again this year. The Club begins meeting on Tuesday, October 3rd, and our selected novel is The Curious Incident of the Dog at Night-Time. Also, stay tuned for updates on social and school-wide events throughout Chicago!

We know this year is going to be great, and we look forward to working with all of you. Feel free to contact us for anything—whether it’s finding the student lounge or meeting the CEO of the hospital—we’ve got you covered. Shoot us an email, give us a page, or grab us in the student lounge.

We can be reached via email at pritzkerchiefs@bsd.uchicago.edu.

Best,

Sandra Indacochea
Jeremy Nicolarsen

Sandra Indacochea
Jeremy Nicolarsen

Jeremy Nicolarsen and Sandra Indacochea, Class of 2007
It is particularly fitting, as we plan our White Coat Ceremony for the Pritzker Class of 2010, that this edition of the Pritzker Pulse focuses on the issue of professionalism. We are all aware that there are many threats to the values and principles that have served as the foundation for our profession and the basis for our social contract with patients for the last century.

Earlier this summer, the University of Chicago played host to the Association of American Medical College’s Petersdorf Scholar in Residence, Ms. Linda Blank, who was visiting our school as part of the AAMC’s new national initiative entitled *Leadership and Transforming the Culture and Environment to Educate for Medical Professionalism*. The specific goal of the project is to share the innovative approaches and best practices from twelve US and Canadian medical schools to inform the efforts of all AAMC constituents. The project will conclude at year’s end with a report of the findings from the twelve institutions and a set of recommendations that can be used by all medical schools involved in such transformation. I look forward to hearing Linda Blank’s presentation at the AAMC National Conference this November.

Our school was chosen to be part of this select group on the basis of the activities that have commenced under the auspices of our *Roadmap to Professionalism Initiative*. The Roadmap, which is being led by Dr. Vineet Aroa, Assistant Dean for Curricular Innovation, is organized into working groups, who are developing strategies specifically targeted at each stage of the profession from first year medical students to faculty members. From workshops for residents on interacting with the pharmaceutical industry to the implementation of the new Pritzker Societies for medical students, our school has developed numerous strategies to help us “affirm our deeper values and reclaim our authenticity as trusted healers,” as Thomas Inui wrote in the AAMC’s seminal report, *A Flag in the Wind: Educating for Professionalism in Medicine*. Dr. Inui continues, “In the end it is not because we have special knowledge and technology that we can be trusted—instead we are trusted only if this knowledge and technology is firmly attached to values that are explicit, understood, and (when push comes to shove) altruistic.”

Sincerely,

Holly J. Humphrey, MD
Professor of Medicine and
Dean for Medical Education
Gold Humanism Honor Society Welcomes New Members

By Steven Bachta, MS 4

Intimate is not a word usually associated with award ceremonies. However, quite fittingly, the inaugural Gold Humanism Honor Society induction ceremony held this past March was exactly that. Seventy family, friends, and faculty gathered in Bond Chapel to support the inductees from the Class of 2006. The Keynote address entitled, The Sociobiology of Humanism, was given by Dr. John Lantos (excerpts from his text are included in this issue of the Pritzker Pulse). Its message of humanistic necessity has continued to resonate with its audience. The twenty three new members of the Gold Humanism Honor Society (GHHS) were then called upon to stand and be honored by Pritzker faculty as well as Dr. Norma Wagoner, former Dean of Students at the Pritzker School of Medicine and Chair of the Medical and Professional Advisory Council for the Arnold P. Gold Foundation. In addition to the students recognized, Kyle Nash was awarded the GHHS Founder’s Award for her work in starting Pritzker’s chapter, while Dr. Joel Schwab was awarded the Leonard Tow Humanism in Medicine Faculty Award.

The Gold Humanism Honor Society honors senior medical students and physician teachers for demonstrated excellence in clinical care, leadership, compassion and dedication to service. It remains the only nationally recognized honor society in which students are nominated for election by their peers.

In 2005, the Pritzker School of Medicine established a GHHS chapter at the University of Chicago to honor senior medical students, residents, role-model physician teachers and other exemplars recognized for “demonstrated excellence in clinical care, leadership, compassion, and dedication to service.” The election process is based upon the recommendations of third year student peers and GHHS Selection Committee deliberations. The Selection Committee is composed of a broad array of individuals who interact with students in a variety of settings: clerkship administrators, nurses, residents, faculty, and medical school staff.

The selection committee has recently named the senior students from the Class of 2007 who will be inducted into the GHHS next spring (see page 5).

The following essay is an edited version of the talk delivered by Dr. John Lantos at the spring ceremony inducting Pritzker students from the Class of 2006 into the Gold Humanism Honor Society.

The Sociobiology of Humanism

By John Lantos, MD

In March of 1982, the interns at Children’s Hospital National Medical Center demanded a meeting with our chief residents. February had been a brutal month. Every night would bring eight or ten new admissions. We interns were running hard just to stay in place, treating and triaging like crazy. Our care was all crisis intervention. We were not sensitive or humanistic, we were technical, pragmatic, and ruthlessly competent. In March, as things finally slowed down a bit, we met with our chief residents. It started as one of those basic gripe sessions. Too much work, too little sleep, complaints about medical records and incompetent agency nurses.

Then Ellie began to talk. She described how, one night in February, one of her teenage patients had died. The girl had bone cancer. Her leg had been amputated but, in spite of that, the cancer had returned and metastasized to her liver and brain. We were providing palliative care. We’d all gotten
to know her over the course of the year but Ellie had cared for her the most and gotten the closest to her and her family.

When the end came, it was peaceful, but also very sad. No matter how much a death is anticipated, it is always, for loved ones, shockingly painful. Ellie cried. The family cried. The nurses cried. The hospital room became transformed momentarily into something different, a surprisingly spiritual place. As deaths go, this was a pretty good one. The grief that came with the inevitable end was a healing sort of pain.

Then, Ellie said, her beeper went off. It was the Emergency Room. She had two asthmatics to admit. Her beeper went off again. It was one of the nurses on the toddler unit. A patient’s IV line had fallen out. Could she come and restart it? Her beeper went off again. As she sat by the deathbed, she felt a deep moral obligation to stay connected. She felt her own emotional need to grieve a little. At the same time, all the routine stuff for an intern’s night on call was piling up. The two sets of demands seemed incommensurable, absurd, and ultimately enraged.

As she told this story to the hushed group of interns and chief residents, she began to cry. But she kept talking, tears rolling down her cheeks, her voice getting huskier, determined to say what she had to say. And one by one, we all began to cry with her.

She was not asking for much, Ellie said. She could do eight months in a row of caring for sick and dying children. She could do it without sleeping every third night. She could cover the cancer patients and the preemies and the motor vehicle accidents and the child abuse cases. She thought she was pretty tough. But she also thought that, when one of her patients died, she should be allowed a little time, just an hour or two, she suggested, without getting paged, to sit with the family and grieve and to let herself feel something.

Our chief residents said they would see what could be done. But, as it turned out, not much could be done. No matter how the system is designed, it is hard to stay connected—either to others or to ourselves. There are always other things to do.

Evolutionary biologists have been long puzzled by cases of apparent altruism in certain animal societies—vampire bats who regurgitate blood and donate it to other members of their group, birds who help other birds raise their young, vervet monkeys who give alarm calls to warn fellow monkeys of the presence of predators, even though doing so increases their personal chance of being attacked. Scientists develop complex mathematical models to explain the survival advantages of such behaviors.

Underneath the elegant math is a straightforward idea: it may benefit an animal to behave altruistically towards another. If you do unto others as you hope others will do unto you, someday they just might. Each act of altruism is a sort of prayer, and many of the prayers are answered.

Maybe the world of medicine requires dramatized humanism. The ugly and horrible things that make up the stuff of daily life in hospitals are enough to harden the humanism out of anyone. But they are also the stuff out of which any genuine humanism must be fashioned.

When medical technology fails and we face our own vulnerabilities, then the truths of art, of sociobiology, of religion and of medicine come together. We fall back on what we started with—the enactment of a prayer that is built into our most magnificent theatre, the faith that is encoded into our DNA—that if we care for others, then someone, someday, will care for us. In the end, it is what we have to believe.
## Gold Humanism Honor Society Members

### 2006 Members
- Renais Anthony
- Ryan Carlson
- Daniel Choi
- Chase Coffey
- M. Justin Coffey
- Megan Collins
- Sara Dickie
- Joseph Hanna
- Aaron Horne
- Anita Kulikarni
- Cindy Matsen
- Peter Moschovis
- Joseph Ogarek
- M. Pilar Ortega
- Catherine Roberts
- Katherine Sparger
- Chrisanne Timpe
- Yousef Turshani
- Gaurav Upadhyay
- William Van Cleve
- Ethel Weld
- Megan Young
- Mya Zapata

### 2007 Members
- Steven Bachta
- Patrick Burkett
- Walter Conwell
- Sarah Cross
- Adam De Vore
- Brody Flanagan
- Maureen Grundy
- Sandra Indacochea
- Bonnie Kaplan
- Jeffrey Lewis
- Richard McCormick
- Jeremy Nikolarsen
- Erik Nordquist
- Jacqueline Ogutha
- Nicklas Pfanzelter
- Tiphanie Phillips
- Deepa Rangachari
- Timothy Whitehead

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### The Ropes Course: A Team Building Activity for Third Year Students

This year, the rising third year students in the Pritzker Class of 2008 were given the opportunity to participate in a unique team-building exercise—the ropes course. Ropes courses are engineered structures for climbing. Ropes course programs involve small groups of participants who work together in a series of activities which increase in difficulty and focus on participants’ physical, emotional, social, and intellectual capabilities and team building skills.

The idea was suggested by class member Katie Bekeny, and she spearheaded the efforts to bring this pilot program to Pritzker. The fourteen participants set the following goals for themselves though this experience:

- To demonstrate the power of teamwork by presenting students with challenges that cannot be completed as individuals.
- To encourage individual professionalism by exploring concepts such as leadership, respect, compassion, communication, responsibility, altruism, and honor.
- To explore and practice communication skills in the context of goal setting, problem solving, cooperation, group support, group cohesion, trust, conflict management, frustration, and risk taking.

- To give students an opportunity to interact with and get to know their classmates outside of their normal, familiar environment and to build class unity based upon shared challenges, successes, and fun experiences.

> “I got to know several of my classmates much better over the time we spent there today, and I now feel a new level of trust with them. It was the perfect team-building activity for a bunch of anxious soon-to-be third year medical students, and I would recommend the activity for future.”
Student Clinician Ceremony Reception, June 22, 2006

Every June, rising third year students at the Pritzker School of Medicine participate in the three-day Orientation to the Clinical Biennium. During this event, faculty and students convene for the Student Clinician Ceremony Reception, and a series of teaching awards bestowed by the medical student class that is just completing their own third-year clerkships. Awards were bestowed this year on the following faculty, residents and students.

2006 L.D.H. Wood Preclerkship Teaching Award

This award honors one faculty member from each of the two pre-clerkship years on the basis of their outstanding teaching, as well as their selfless and tireless commitment to the education of medical students.

- Kamla Ahluwalia, PhD, Lecturer, Department of Organismal Biology and Anatomy, Human Morphology
- Ting-Wa Wong, MD, PhD, Professor of Pathology, Clinical Pathophysiology and Therapeutics

2006 Arnold P. Gold Foundation Humanism and Excellence in Teaching Award

Residents were selected by the third year class of the Pritzker School of Medicine on the basis of their demonstrated professionalism and stature as a role model to medical students.

- Phyllis Chang, MD, Department of Obstetrics/Gynecology
- Michael Large, MD, Section of Urology, Department of Surgery
- Michael Marcangelo, MD, Department of Psychiatry
- Robert Sargis, MD, Department of Internal Medicine
- Jessica Zimmerman, MD, Department of Pediatrics

2006 Students Teaching Students Award

Students were selected to receive this peer recognition award on the basis of their dedication and outstanding performance as a teaching assistant in the pre-clerkship curriculum:

- InYoung Kim, Teaching Assistant, Organ Physiology and Endocrinology
  Course Director: Eugene Chang, MD, Professor of Medicine
- Kelly O’Riordan, Teaching Assistant, Microbiology
  Course Director: Olaf Schneewind, MD, PhD, Professor and Chairman, Department of Microbiology

Health Care Reform Conference

The eighteenth annual Dorothy J. MacLean Fellows Conference will take place on November 10th and 11th on the University of Chicago campus.

The conference will feature a debate on United States health care reform between Princeton University Professor and renowned economist Uwe Reinhardt and University of Chicago Law Professor Richard Epstein. Former AAMC President, Jordan Cohen will moderate.

The conference will also feature panel discussions addressing such topics as:

- Is the United States Ready for Health Care Reform?
- What Is Medical Ethics Research and Does It Improve Patient Care?
- Surrogate Decision Making: A Key Unresolved Problem in American Medical Ethics

For the complete schedule of events, please log onto the MacLean Center for Clinical Medical Ethics website (http://medicine.uchicago.edu/centers/ccme/events.htm).

This event is free-of-charge. Medical students are strongly encouraged to attend.

“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.”
The following essay is an extract from the Keystone Address delivered by Dr. Maura Quinlan earlier this summer at the Student Clinician Award Ceremony.

A student who just finished her third year said that I should tell you that this year will be different from any other year in your life because every day you will see something new. Some of your most vivid memories of patients you will know over your career will be those of your third year. You never forget the first time you hear a heart murmur, see a patient in the ER with acute psychosis, see an open abdomen in surgery, or help to deliver a baby. And it begins next week.

I remember being in your shoes, having finished the basic science years, getting out my white coat, loading up my pockets, and being terrified. I remember feeling like an imposter. I felt like I couldn’t possibly be prepared for taking care of sick people! I remember saying to my boyfriend at the time (now husband of fourteen years), “how can I know what to do, how can I evaluate people in the ER, do surgeries put it all together?” He looked at me, kind of confused, and said, “It’s not like you’re the only one there!” I was there to learn. I was ready for that and so are you.

Even the most esteemed faulty were once nervous third years. One of my department’s most senior faculty members tells us that on her first day the senior pediatrics resident asked her to check the I’s and O’s of the children on the service. I is input (usually how much IVF a patient has received), and O’s means output (urine volume). She, of course, had no idea what I’s and O’s were, but thought they meant eyes and noses, so she went to the several kids rooms, and checked their eyes and noses. She took notes, and proudly went back to the conference room to report on how the kids all seemed to have normal eyes and noses. She said that her team was very nice, and tried not to laugh as she reported her findings. It was an honest mistake, and we all make them. So, when you see our best, most senior faculty, know that they were once third year students, and they all have their stories.

So, what exactly is different about what you are about to do? You are about to see your real patients. Your patients in that you are a part of the team taking care of them. You need to step forward and participate now; you are not just an observer. And these are real patients, not simulated patients, or volunteers acting like patients, but people who have rich lives outside of here. That thirty-eight year old woman who was getting a bone marrow transplant to cure her leukemia was lab values, drug doses and daily notes to the team taking care of her. But to me she was my sister-in-law, Margaret, who used the fax machine on the floor to send her son back his reviewed math homework. And, they are patients, which means that they are in a very challenging situation. Imagine what it would feel like to be in the hospital for the second time this month, for chemo that seems not to be working. Or imagine being in pain. We need to try to put ourselves in their shoes and allow them to keep their humanity as much as possible. There is no excuse for us to be critical of patients and their families if they are angry, challenging, or difficult; we might well be too if we were in their shoes.

So, what advice can I give you about how to care for your real patients? I can tell you one very important thing: remember what a privilege our patients have given us to care for them. They are literally putting their lives in our hands, and we need to give them the care they deserve. As students, you have even more a privilege, in that they are allowing you to invade their physical space, ask them questions that they wouldn’t share with close friends, and look into their bodies during surgery—all because these patients understand that is how doctors learn for their future patients. What you need to do in order to thank them for letting you learn from them, is to learn all that you can. Because these patients are letting you in, you are just not allowed to be bored or cavalier—you owe it to them to learn.

Some of the most exciting moments of medical school begin next week. You are ready, and your teachers and patients are ready. Welcome to third year, and welcome to clinical medicine.
Summer Research Forum Winners

The Joseph B. Kirsner Research Award for Excellence

Matthew Cable, MS 2  
Research topic: Effects of the Mevalonate Pathway on Airway Smooth Muscle Expression in Asthma Models  
Mentor: Blanca Camoretti-Mercado, PhD

The Brain Research Foundation Award for Best Neuroscience Project

Yang Shen, MS 2  
Research topic: Protein Kinases, Mitochondrial kATP Channel and Retinal Ischemic Preconditioning  
Mentor: Steven Roth, MD

The Sigma Xi Award for Best Science Project

Thejasvi Thirvoyiapi, MS 2  
Research topic: Cost-Effectiveness Analysis of Diabetes Health Disparities Collaborative from the Perspective of Medicare and Medicaid  
Mentor: Elbert Huang, MD, MPH

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

Nan Sethakorn, MS 2  
Research topic: Telomere-Based DNA Damage Responses: A New Approach to Colon Cancer Therapy  
Mentor: Neehu Puri, PhD

Christian Skong, MS 2  
Research topic: In Vivo Growth Factor Expression in Rat Achilles Tendon After Laceration  
Mentor: Daniel P. Mass, MD

Kelly Snider, MS 2  
Research topic: The Effect of High Molecular Weight Polyethylene Glycol on the Development of Necrotizing Enterocolitis in Rats  
Mentor: Loretto Glynn, MD

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

Erica Aronson, MS 2  
Research topic: Does Gender Influence Time to Diagnosis in Crohn’s Ileitis?  
Mentor: Sunanda V. Kane, MD, MSPH, FACC

Vanitha Johnson, MS 2  
Research topic: Diabetic Retinopathy’s Impact on Vision-Related Quality of Life  
Mentor: Seenu Hariprasad, MD

Marc Ward, MS 2  
Research topic: The Impact of Bariatric Surgery on Obesity-Related Comorbidities in Super-Obese Patients  
Mentor: Vivek N. Prachand, MD

Calendar of Events

SEPTEMBER

28 AUTUMN QUARTER SOCIETIES MEETINGS  
Noon - 5:00 pm  Thursday, September 28  
Location (TBA)

28 BOWMAN SOCIETY LECTURE  
Donald R. Hopkins, MD  
Associate Executive Director, Health Programs, The Carter Center  
5:00 pm  Thursday, September 28  
DCAM 4th Floor Atrium

OCTOBER

2 ALL SCHOOL MEETING  
5:00 - 7:00 pm  Monday, October 2  
BSLC

17 MS 4 MEETING: INTERVIEWING FOR RESIDENCY  
5:00 - 7:00 pm  Tuesday, October 17  
Dora DeLee Hall L-168

NOVEMBER

17 MS 3 SYMPOSIUM  
8:00 am - 1:00 pm  Friday, November 17  
Location (TBA)

17 MS 2 SYMPOSIUM  
Noon - 5:00 pm  Friday, November 17  
Location (TBA)