Dear Students, Alumni, Faculty, and Staff,

Throughout this issue of The Pritzker Pulse, you will see instances of these very action steps taking place on our own campus – through student projects and programs, medical education research, and new leadership for the Biological Sciences Division and the Pritzker School of Medicine.

Medical Education Day, an extension of the work conducted by the Academy of Distinguished Medical Educators and the Office of Graduate Medical Education, is a strong example of an amalgamation of Dr. Kirch’s call. The November 18th event showcased some exceptional ideas in improving many elements of medical education and often in turn, of clinical care. The October arrival of Kenneth S. Polonsky, MD, Executive Vice President of Medical Affairs at The University of Chicago and Dean of the Biological Sciences Division and the Pritzker School of Medicine, also marks a change in the direction of each component of the three missions of our academic medical center. As you will read in his interview with our Pritzker Chiefs, Dr. Polonsky recognizes the complexity of providing care to our community – both locally and globally – and I am excited to help support the changes that I know he will bring to our institution.

Along with Dr. Kirch, I urge you to consider the ways in which you can invest yourself in “the new reality” and work to make changes in academic medicine that will support strong educational practices, committed leaders in service, shrewd resource allocation, and more effective care for our patients.

Sincerely,

Holly J. Humphrey, MD ’83
Professor of Medicine
Dean for Medical Education
On October 1, 2010, Dr. Kenneth Polonsky assumed the role of Executive Vice President for Medical Affairs and Dean of the Biological Sciences Division and the Pritzker School of Medicine. The Pritzker Chiefs – Noura Dabbouseh, Megan Prochaska, and Marion Stanley, MS4s – had a chance to sit down with Dr. Polonsky to ask him about his goals for the medical school, the direction of medical education, and returning to the city of Chicago.

Pritzker Chiefs: Welcome! How is it going so far?

Dean Kenneth Polonsky: It is going fine! A lot of emails, a lot of meetings, a lot of dinners...

PC: Can you describe to students how you see your job?

KP: The most important part of my job is that I set the overall tone and direction and flow of where things go. The way I think about it is that at this institution we have three missions: we have a research mission, we have an education mission, and we have a clinical mission – and the students are involved in all three missions. From my perspective, we have to give equal weight to all three of the missions. There is sometimes discussion about this perspective in academic centers – not the research and education missions, which are long accepted, but the clinical mission. It is a relatively recent mission, and I believe it is equally as important as the other two. We have to be outstanding doctors, and we have to have outstanding clinical practice. If we do not, then we should not be a medical school, because we should not be teaching young people like yourselves how to practice medicine if we are not good at it ourselves. We do have a community role, as well, both locally and more globally. We live in a neighborhood that does not have resources. People are underserved, and we need to contribute in a significant way to providing quality care.

“The way I think about it is that at this institution we have three missions: we have a research mission, we have an education mission, and we have a clinical mission – and the students are involved in all three missions.”

PC: Is the community one of the things that drew you back to The University of Chicago?

KP: It was the sum total of all of it. It is a very special place. The University of Chicago is a world class institution situated in a neighborhood that in many ways has fallen on hard times. We are the biggest employer on the South Side. I am still learning about all of the impact we have, but I know that we have a huge positive impact on the community. The Urban Health Initiative is trying to do a lot of good things, and the students are very active in neighborhood clinics and shelters. So I do think that we have a very special role to play in the community, beyond just fulfilling our direct responsibilities for education, teaching, and patient care.

PC: We have multiple community clinics in which students are involved.

KP: Students are always very enthusiastic and committed to do things like this. Students today seem to understand that if you are a doctor, you are very privileged. They do have a very special role to play in society.
PC: Is there a single accomplishment you are most proud of?

KP: I do not really think of pride, to be quite honest. I feel I am very fortunate. We came here from South Africa in 1976, and the opportunities that I have had are unbelievable. I feel that I am lucky on a daily basis. I have spent my career predominantly in two places – The University of Chicago and Washington University – two outstanding institutions. The fact that I have been able to participate in and, hopefully, make some contributions to those institutions makes me very grateful.

PC: Do you have any major goals for the University, the Biological Sciences Division, and Pritzker in particular?

KP: What I think all of us hope to do is to leave things a little bit better off than they were when we came, and that is what I hope will be the case. From the standpoint of Pritzker, it is an outstanding medical school, and my goal is to build upon the interesting programs that are already in place. Pritzker was outstanding before, and it will be outstanding in the future.

PC: Have you been getting questions about the last couple years and the direction the Medical Center has gone?

KP: Obviously that is a big issue. I studied that in great detail before I decided to take the job, and I considered it from many angles. There are issues that we are going to have to try to approach differently. I think we will have to put an emphasis on areas that were not emphasized previously.

We have outstanding faculty, and I think we are going to have to be a little more proactive in growing our clinical practice. We will have to figure out ways of delivering healthcare to people in a more cost effective and efficient manner than we currently are doing. In its simplest form, that is what healthcare reform involves. It is increasing access to people who did not previously have entrée to the system. And in order to do that we have to redistribute resources in such a way that everybody gets a good level of care rather than some people receiving care and others not having any at all. We are going to have to do that in a way that is smarter and more efficient. It is not an easy challenge.

PC: It is a national challenge.

KP: It is, and if you are on the South Side of Chicago, it becomes a very immediate challenge.

PC: Just so the students can get to know you better, do you have any hobbies outside of medicine?

KP: I like to run, although I am not good at it. I swim, I run; I do these hobbies very regularly. I have done half marathons. Family is very important, too. We have five grandchildren, and they’re all in Chicago.

Although free time does not abound, I would like to talk to the students and still be involved teaching in Physiology, and to give some lectures. I would be happy to give you my perspective on what makes for a successful career, too.

PC: The more perspectives we get, the better. That would be great.

KP: I enjoy having regular contact with the students, so let’s do that!

PC: Great! Thanks for meeting with us!

KP: Thank you.
Medical Education Day celebrates exceptional research and innovation in education at The University of Chicago

Medical Education Day, organized by Dr. Halina Brukner, Associate Dean for Medical School Education and Director of the Academy of Distinguished Medical Educators, provides medical educators and students the opportunity to showcase their innovative work relating to the progressive discipline of medical education. The Fifth Annual Medical Education Day, held on November 18, 2010, proved to be another year replete with exceptional work, illustrating the breadth of a field that is at once highly technological and deeply personal.

The day began with a morning retreat for clerkship and program directors, organized by the Academy and the Office of Graduate Medical Education. Dr. Kenneth Polonsky, Executive Vice President for Medical Affairs at the University and Dean of the Biological Sciences Division and the Pritzker School of Medicine, provided the keynote address to a standing-room only audience at noon. His discussion, entitled “The Central Role of Medical Education in the Academic Medical Center,” provided immediate steps for the University to consider in recruiting and supporting the most exceptional students, residents, and faculty, as well as ideas on how to share programs and ideas across departments. The afternoon concluded with a poster session featuring 60 distinct research projects, along with four oral presentations delivered during the plenary session. Medical students contributed to nearly 40 of the projects highlighted and presented two of the plenary sessions. Finally, the Academy of Distinguished Medical Educators welcomed three new Masters and six new Fellows to its ranks during the celebratory closing ceremony.

Congratulations to all those involved with this outstanding event, which helps ensure that the Pritzker School of Medicine and The University of Chicago Medical Center remain leaders in creative and innovative research and thought.

Plenary Session Presentations

- Evaluating Student Support for Open-Ended Suggestions on Course Evaluations: Introducing the QESO (Quantitative Evaluation of Student Opinion) Methodology
  Andrew Cohen, MS3; Andrew Hughey, MS3; Sara Olack, MS3; Halina Brukner, MD

- Case of the Week: A Pilot Web-Based Educational Tool in Pediatric Emergency Medicine
  Alisa McQueen, MD

- Analytical Diagnostic Reasoning: Articulating the Intuitive
  Scott Stern, MD; Adam Cifu, MD; Diane Altkorn, MD

- End of Life Care Training for Medical Students Through Hospice Volunteering: A Pilot Program
  Melissa Mott, MS2; Rita Gorawara-Bhat, PhD; Michael Marschke, MD; Stacie Levine, MD
2010 Inductees to the Academy of Distinguished Medical Educators

Masters
- Diane Altkorn, MD, Associate Professor of Medicine
- Adam Cifu, MD, Associate Professor of Medicine
- Mindy A. Schwartz, MD, Associate Professor of Medicine

Fellows
- Catherine Bachman, MD, Assistant Professor of Anesthesia & Critical Care
- James Brorson, MD, Associate Professor of Neurology
- Jeanne Farnan, MD, MHPE, Assistant Professor of Medicine
- H. Barrett Fromme, MD, MHPE, Assistant Professor of Pediatrics
- Karl Matlin, PhD, Professor of Surgery
- Sarah-Anne Schumann, MD, Assistant Professor of Family Medicine

(front row, left to right) Drs. Adam Cifu, Mindy Schwartz, Diane Altkorn, Sarah-Anne Schumann, Jeanne Farnan, and Barrett Fromme; (back row, left to right) Drs. Karl Matlin, Catherine Bachman, and James Brorson
As I drove, squinting through makeshift sunglasses, Katie asked, “Shall we review the lesson plan for today?” My classmates, Ashwin, Kelly, and Liz, glanced at each other in the backseat. “Can you read it to us? We can’t really see.” We had just left a Clinical Skills session where all of us, except Katie, had our eyes dilated, so looking at bright lights and distinguishing fine details was problematic. I parked. Our vision still blurry, we walked into Carter G. Woodson Middle School, into our classroom of eighteen amazing sixth and seventh grade students, and began the lesson for week two: Fruits and Vegetables. We brought with us an array of items, a few of which, such as Asian pears and bitter gourds, even we had hesitated to identify.

“On a Mission for Nutrition” started out as a project for the Health Care Disparities in America class. Our group of nine then first-year medical students – Brittany Betham, Chris Collier, Marcia Faustin, Greg Kauffmann, Dan Levin, Katie Raffel, Melissa Tjota, Jordan Yoder, and me – proposed a school-based nutrition intervention with the lofty goal of reducing obesity in underserved communities on the South Side of Chicago. We also wanted an excuse to cook together, so that’s what we did. As we rotated between grocery shopping, cooking, and researching obesity and nutrition articles online, the details of the proposal started to take shape. We were one of two Health Care Disparities course projects awarded development funding by Dr. Monica Vela, and together, Katie Raffel and I started to make the idea a reality.

The project has morphed and expanded since its beginnings, but its basic tenet is the same: to teach local students to make healthy choices. The six-week curriculum covers four main topics – fruits and vegetables, whole grains, calcium, and protein. Longitudinal themes include trying new foods, portion size, label reading, and exercise. We distributed surveys on nutrition knowledge, self-efficacy, and behavior in order to monitor the effectiveness of our program. This past quarter, during which we taught the students once a week for an hour, was our pilot course.

With the help of fellow second-year students Kevin Heaton, Kelly Ledbetter, and Matt Odenwald who designed the curriculum, Ashwin Kotwal, Kelly Ledbetter, and Liz Poli who taught the students, and Dr. Vela to advise, Katie and I have had an amazing time. Our experiences have given us a greater understanding about how nutrition habits form and challenges to healthy eating, and they will influence the interactions we have with our future patients. We’ve learned about pediatric nutrition, working in the community, and new foods...
I always knew I wanted to be a doctor, but coming from an impoverished background with no family or friends in the medical field, I came to college with little knowledge of how to make that happen. Beyond making good grades in my math and sciences classes, I was clueless about what else I needed. Feeling a little lost and unsure of whom to turn to, my strategy was to take one step at a time and figure out the rest as I went along. It wasn't until my second year of college that a friend suggested I take a more proactive approach and apply to a program she had attended called the Summer Medical Education Program (SMEP). I was accepted, and the summer after my sophomore year, I attended SMEP in Chicago – a six week, mini-medical school enrichment consortium program run by The University of Chicago, Northwestern, and Rush Medical Schools.

In SMEP I learned what qualities medical schools value, when to take the MCAT and apply to medical school, and how to write a personal statement. For the first time, I heard about the steps to becoming a licensed doctor once you get to medical school. In six short weeks, I gained three things: the inspiration that I could get into medical school because the SMEP program directors believed in me, the knowledge of how to make that happen, and the connections to people within the medical field to whom I could turn if I had questions along the way. When I returned to college my junior year, I got involved in research and shadowing, took the MCAT, and eventually applied and was accepted to Pritzker.

Having gained so much from SMEP at Pritzker, I was excited about the opportunity to serve as teaching assistant for the Chicago Academic Medical Program (CAMP) – a medical enrichment program similar to SMEP. As part of CAMP, students participate in a mini-medical school lecture curriculum on three major body systems, prepare group presentations, shadow physicians, listen to physicians discuss their career paths, and attend workshops on personal statements, interviewing skills, and the application process. In the beginning of the 2010 program, while all the students were interested in we didn’t know existed! Most of all, though, we have loved working with our students.

After telling the students about Vitamins A and C, potassium, and fiber, everyone broke into small groups while I, that week’s organizer, prepared for the taste test. As I cut into a perfectly-ripe avocado, I overheard a sixth grader exclaim how he had never eaten kiwis until now, but they were so good. And as I recalled one student from the previous week who commented that he had never seen the inside of a peach before, the chaos of the day disappeared, and teaching felt perfect.
Pipeline Programs

(Continued from page 7...)

medicine, many were also intrigued by nursing and allied health careers. However, by the end of CAMP, all of the students expressed interest in becoming a physician. I like to think that is because CAMP provided them with the same three things that I had gained in SMEP – inspiration, knowledge, and connections – in addition to so much more.

The benefits of SMEP only seem to beget more benefits. Because I participated in SMEP, I chose to get involved with CAMP. And after being involved with CAMP, I plan to incorporate my interest in medical education into my career as a physician.

From Student to Student Coordinator

By Rhonda Douglas, MS2

As a premedical undergraduate student, I received numerous emails from counselors and administrators highlighting various opportunities for those interested in a career in medicine. As I skimmed through these emails, one opportunity in particular stood out. The Summer Medical Education Program (SMEP), a nationally sponsored program for minorities interested in medical careers, sounded perfect. I was in my first year of college, and while I knew I wanted to pursue medicine, I didn’t know very much about the field. I applied to three different locations and ended up coming to the Chicago site, which included The University of Chicago Pritzker School of Medicine among other Chicago medical schools. The program exposed me to lectures at the medical school level, different medical specialties, as well as the different features of the medical schools involved. The knowledge I gained in SMEP solidified my desire to apply to medical school and influenced my decision to add Pritzker to my list of possible schools.

After applying and matriculating at Pritzker, I was eager to attend a panel of second-year students discussing their experiences from the previous summer. While most of the students discussed summer research, one spoke of her experience as the student coordinator of the Chicago Academic Medicine Program (CAMP). As someone who has an interest in medical education and mentoring in particular, I felt this would be an ideal starting point for me to delve into the field. I decided to look into leading CAMP, and discovered that it was much like SMEP. After meetings with the Deans of Multicultural Affairs, I was selected as the student coordinator for CAMP 2010.

I had a great experience as the student coordinator. My main duties were helping to plan the students’ schedules, giving feedback on personal statements, and assigning and evaluating group presentations, among other things. While the position was time consuming, it was also very rewarding. The nine hours a day I spent with the students gave me experiences in both mentoring and teaching, and allowed me to realize that regardless of my future medical specialty, I want to teach. I also was able to see what a difference the program made in the students’ lives. It was clear that the program had inspired many of them to become physicians. I still keep in touch with a few students, just like I did with my student coordinator after SMEP.

My participation in SMEP exposed me to Pritzker and to life as a medical student in Hyde Park, and were it not for the program, I might never have applied here. My hope is that the current pipeline programs through Pritzker provide students with the exposure, guidance, and support to pursue careers in medicine, just like SMEP did for me.

For more information about Pritzker’s Pipeline programs, please visit: http://pritzker.uchicago.edu/about/diversity/pipeline/
**Student Honors**

Kate Lemler, MS3 has been selected from an international pool to be one of 11 members of the **Student Advisory Committee to the Global Health Education Consortium (GHEC)**. GHEC, created in 1991, is a consortium of health professionals, educators, students, and institutions committed to improving the ability of the global workforce to meet the needs of underserved populations. Kate’s term runs from November 1, 2010 through November 1, 2011.

Katie Raffel, MS2 and Nisha Narula, MS2 have developed a curriculum on nutrition which has been used to educate 6th graders at a local middle school over the course of six weeks this fall (see “On a Mission” – page 2). Their curriculum was accepted for poster presentation at the **Regional Symposium on Minorities, the Medically Underserved & Cancer**, which took place in September in Chicago.

Eric Wagner, MS4, one of the 2009-2010 Pritzker Fellows, is the first author of “Therapeutic Potential of the Wnt Signaling Pathway in Bone Metabolic Disorders,” which was published in **Current Molecular Pharmacology** this fall. Eric was also part of the team that delivered two podium presentations at the **2010 Orthopaedic Research and Education Foundation Conference** in Chicago: “Evaluation of Pain Management Modalities in Total Knee Arthroplasty” and “Evaluation of BMP13 and PRP in Rotator Cuff Repairs.” Farbod Rastegar, MS4, also a Pritzker Fellow, contributed to the latter project.

Farbod and Eric, along with Deana Shenaq, MS4 have been involved with a number of other papers, as well. Farbod served as the first author and Eric and Deana served as co-authors of “Mesenchymal Stem Cells: Molecular characteristics and clinical applications,” which appeared in **World Journal of Stem Cells**. Farbod and Eric were also co-authors of “Retinoic Acids Potentiate BMP9-Induced Osteogenic Differentiation of Mesenchymal Progenitor Cells” (**PLoS One**); “Insulin-like Growth Factor 2 (IGF2) Potentiates BMP9-induced Osteogenic Differentiation of Mesenchymal Stem Cells and Bone Formation (**Journal of Bone and Mineral Research**); and “Synergistic Anti-Tumor Effect of the Activated PPARg and Retinoid Receptors on Human Osteosarcoma” (**Clinical Cancer Research**).

Emily Wenrich, MS3 is listed as an author on “Assessing Gynecologic and Breast Cancer Survivors’ Sexual Health Care Needs,” which has been accepted for publication in **Cancer**. The publication is an extension of the research Emily conducted with Dr. Stacy Lindau.
Pritzker Achievements

Pritzkerites Flex Their Muscles in Races Across the Country!

Sam Smith, MS2, along with teammates from the Lincoln Park Boat Club, competed in the Head of the Charles Regatta in Boston and won the race by 0.4 seconds over St. Mary’s College of California. The team raced in the Club 4+ event against 50 other crews over the three-mile course.

On October 10, 2010 several members of our Pritzker community ran in the Chicago Marathon. To show our support for this extraordinary achievement, Marcia Faustin, MS2, organized a cheering squad with colorful signs, snacks, and water for our runners. Unfortunately, our eyes (and cameras) were not quick enough to catch all of our classmates in action, but hopefully they heard us cheering as they raced by.

Although this list only represents those who reported running the Marathon, congratulations to all those who completed the race!

Vivian Choi, MS2; Sara Foley, MS3; Allison Hickey, MS2; Yelena Koldobskya, MS2; Molly McAdow, MS1; Molly Naunheim, MS2; Mike Putman, MS2; Jordan Yoder, MS2

Pritzker Research Showcased at Midwest SGIM Meeting

Several students participated in the Midwest Society of General Internal Medicine 2010 Regional Meeting held this September at the Gleacher Center in Chicago.

Julia Berian, MS4 - Clinical Vignette
“Severe, Acute-Onset Drug-Induced Thrombocytopenia Secondary to Ceftriaxone”

Laura Hodges, MS4 - Oral Presentation
“Premedical Student Exposure to Interactions with the Pharmaceutical Industry”

Andrew Cohen, MS3 and Andrew Hughey, MS3 - Oral Presentation
“Evaluating Student Support for Open Ended Suggestions Course Evaluations: Introducing the QESO (Quantitative Evaluation of Student Opinion) Method”*

*Work conducted with Sara Olack, MS3 as part of their role as preclinical curriculum committee representatives.

Several second-year students presented their Summer Research Program (SRP) projects including:

Jordan Yoder, MS2 - Oral Presentation
“Sleep in Older Hospitalized Patients: Effects of Disruptions” (co-authored by Kevin Chang, MS3)

Greg Kauffmann, MS2 - Oral Presentation
“IBCD: Development and Testing of a Checklist to Improve Quality of Care for Hospitalized General Medicine Patients”

Elizabeth Greenstein, MS2 - Poster Presentation
“Intern Competency-based Peer Evaluation of Patient Handoffs”

Andrew Schram, MS2 - Poster Presentation
“Comparing Experience Sampling Method and Post-Discharge Measures of Satisfaction with Pain Management in Hospitalized Patients”
Jeanne Farnan, MD’02 was named to the American College of Physicians’ Top Hospitalists of 2010 list, an honor that recognizes those who have “contributed enormously to the field of hospital medicine.”

William McDade, MD’83, PhD’80 has been named Deputy Provost for Research and Minority Issues for The University of Chicago. As Associate Dean for Multicultural Affairs at the Pritzker School of Medicine from 2001 through 2010, Dr. McDade served as a mentor and guide to countless medical students. In his new role, effective November 15, 2010, Dr. McDade will ensure that a commitment to diversity will continue to be one of the highest and most visible priorities, not only for the Pritzker School of Medicine but for the entire institution.
Mark Siegler, MD’67, Director of the MacLean Center for Clinical Medical Ethics at the University of Chicago, was honored this past October with the American Society of Bioethics and Humanities Lifetime Achievement Award. This award “recognizes outstanding contributions and significant publications that have helped shape the directions of the fields of bioethics.”

Lisa Vinci, MD, Julie Oyler, MD’01, and Vineet Arora, MD received 3rd place for the 2010 Academy of Healthcare Improvement Award for Curricular Innovation. Their submission, “Integrating Quality Improvement Education Across the Continuum: the University of Chicago Journey” showcases work and developments in the Internal Medicine Residency Program, the Department of Medicine, and the recent expansion to medical students through the Scholarship and Discovery Quality and Safety track.

The new Pritzker Quality Safety Track led by Lisa Vinci, MD and Julie Oyler, MD’01 as part of Scholarship and Discovery was featured at a special session of the Institute for Healthcare Improvement, which highlighted four schools from around the country and their efforts in quality and safety, held in December. Andrew Schram, MS2 presented as the student representative for the team. In addition, Greg Kauffman, MS2 was one of only 14 people selected to do an oral presentation at this meeting.

Expanding the Pritzker Family

Claire Genevieve Zaraza
Born on September 26, 2010 at 7:07 a.m.
To Derek Zaraza and Jennifer Lanning, MS4

Violet Abern
Born on September 14, 2010 at 12:43 p.m.
To Michael Abern and Annie Dude, PhD, MS4

Margaret Moore, MS3 and Matthew Nolan, MS3
Married on September 11, 2010
Ponzi’s, Nick, Maine
© Amy Salerno

Jihye Ha, MS3 and Minjong Kim
Married on August 15, 2010
The Drake Hotel, Chicago, Illinois

Kimberly Clinite, MS1 and David Schlesinger
Married on June 12, 2010
Prout’s Neck, Maine

Jihye Ha, MS3 and Minjong Kim
Married on August 15, 2010
The Drake Hotel, Chicago, Illinois

Kimberly Clinite, MS1 and David Schlesinger
Married on June 12, 2010
Prout’s Neck, Maine

Jihye Ha, MS3 and Minjong Kim
Married on August 15, 2010
The Drake Hotel, Chicago, Illinois

Mark Siegler, MD

Vineet Arora, MD

Lisa Vinci, MD

Julie Oyler, MD’01