Members of our community were treated to a spirited visit by one of our esteemed alumni – William C. Dement, MD’55, PhD’58 – as he returned to the University of Chicago to serve as this year’s AΩA Visiting Professor. During both his Grand Rounds lecture and his presentation to the 2014 AΩA inductees, Dr. Dement’s passion for his research, as well as his hobbies and artistic endeavors, was on full display. Through tales of sleep research conducted with members of the New York City Rockettes as his subjects, to playing the string bass alongside Ray Charles, Dr. Dement’s overwhelming enthusiasm for his work and vivacious spirit inspired each member of the audience to pursue their passions with gusto.

Brian Callender, AM’98, MD’04 summarized this sentiment perfectly during his acceptance of the AΩA Alumni Award: “Let your passions make you who you are.”

While Dr. Dement’s passion for research and his pioneering work led to his renown as the “Father of Modern Sleep Medicine,” Dr. Farr Curlin, this year’s keynote speaker for the Gold Humanism Honor Society induction ceremony, has also let his passion take him on his own unique professional journey. Dr. Curlin, a former faculty member at the Pritzker School of Medicine who now practices at Duke University School of Medicine, has devoted much of his career to studying the moral and spiritual dimensions of medical practice. During his speech at the Gold Humanism Honor Society induction ceremony, Dr. Curlin clearly voiced his inspired understanding of medicine as a calling, one that is “inseparable” from the core of his identity.

We were thrilled to receive the news that Monica Vela, MD’93 has been selected to receive the 2014 Herbert W. Nickens Minority Health and Representation in Medicine Award from the Society of General Internal Medicine. This high honor recognizes the time, energy, and abiding care that Dr. Vela invests in her passion: alleviating health care disparities. In her role as Associate Dean for Multicultural Affairs, Dr. Vela shares her passion with our students through her teaching and mentoring, empowering and emboldening our students to seek out their own ways to effect positive change.

I challenge each of you to not only find your passion, but to act on it. Let it become a defining element of who you are and use it. Inspire a young student through mentorship. Better your community through service. Innovate the way medicine is practiced through creative scholarship. Improve the lives of your patients through deep and invested care.

Holly J. Humphrey, MD’83
Ralph W. Gerard Professor in Medicine
Dean for Medical Education

What’s Inside?

ACA: Pritzker Students Lead Workshops on Obamacare
The 2014 AOA Induction Ceremony
The 2014 Gold Humanism Honor Society
Dr. Jeanne Farnan on the Pritzker Curriculum – Past, Present, and Future

By Kimberly Clinite, MS4

As a former Pritzker student, University of Chicago medical resident, and current Director of the Clinical Skills course sequence, Jeanne Farnan, AB’98, MD’02, MHPE has experienced the Pritzker curriculum from all angles. Now she will be experience it as the new Director of Curricular Evaluation. Her appointment comes at a particularly important time as the AAMC has implemented several new initiatives that will require not only evaluating Pritzker’s curriculum, but potentially implementing new changes. I had the chance to speak with Dr. Farnan about her new role as well as her path into medical education.

KC: You are the new and first Director of Curricular Evaluation. How do you see yourself in this new role?

JF: As someone who has actually experienced medical education, it is exciting to be on the side of evaluation. Curricular evaluation can really be viewed through two different lenses. One is the well-known idea of student evaluation, which is how the curriculum is received by learners; but the other is the idea of programmatic evaluation or how the entire curriculum functions as a whole. Initially my focus will be to look at how the curriculum performs and then identify areas where we need to make improvements. Beginning such an assessment of the curriculum is especially important because there are huge initiatives coming from the AAMC, specifically the new EPAs (Entrustable Professional Activities) for the fourth-year students, which are 13 skills that graduating fourth-year students will need to demonstrate. Students’ ability to demonstrate competency in these skills will be a measure of how our curriculum performs. Part of my role will be to evaluate how the curriculum prepares students to go off to residency and how we assess their competency in these EPAs.

KC: What excites you most about this new position?

JF: Several different things really. First, there’s a tremendous amount of data. It’s exciting to have the ability to ask any question you want of a huge database. There are also exciting opportunities for scholarship and for us to look at how we as a school are different from our peers in the way that we approach curricular elements and student assessment.
KC: What are some foreseeable challenges of this new role?

JF: The massive volume of information — there is sooo much data. Another challenge will be establishing priorities and timelines. For example, the AAMC has a new initiative on curriculum inventory in which all its medical schools will compile their curricula into one database. This will enable schools to compare themselves with other schools in their region or in their tier. This was not on my radar when taking on the job, but then all of a sudden I realized, “Oh! There’s this new initiative.” From priority standpoint, this has become very important. Meanwhile, I will also need to consider what’s important for accreditation, and what’s important for our students, faculty, etc.

KC: What role do you see students having in curricular evaluation?

JF: You have to consider all the stakeholders when you think about evaluation and the students are definitely stakeholders. Through my time at Pritzker, as both a student and as a faculty member, I have seen that student input into the curriculum is taken very seriously and the students’ curricular experience is extremely valued. At some institutions, what the learners think is kind of an afterthought, but curricular change without talking to the learners wouldn’t happen here. The information that we get from formal evaluations like the AAMC Graduate Questionnaire and Pritzker Initiative Questionnaire is actually used. As we move forward, I definitely intend to have students involved as much as much as they can be.

KC: As someone who was both a Pritzker student and a University of Chicago resident, how do you think that will help your new role?

JF: I have experienced the curriculum, both as student and resident. Understanding the process of the curriculum from a learner’s standpoint will help me bring an unique perspective. I’ve also seen the curriculum undergo various iterations, and this historical perspective will be important as we investigate ways to make improvements. And, of course, whenever you take on a new role you have to figure out the lay of the land, so it helps to know what works, what doesn’t work, who to approach with questions, and what people’s strengths are.

KC: On that note, what are some things that are improved in the curriculum since you were as a student?

JF: Clinical skills. I don’t say that because I teach Clinical Skills. It wasn’t bad when I took it, but it has legitimately frame-shifted. When we took Clinical Skills you didn’t learn physical exam until your second year. So you spent all of first year doing history taking and some other advanced communication skills. It was really disjointed because you learned physiology in first year but then physical exam in second year. We also didn’t have our own Clinical Performance Center at that time. We had to travel elsewhere to practice with standardized patients. Now we have the Clinical Performance Center and students are down there at least once a week practicing physical exam skills here on campus. We’ve also added the resident experiences to both first and second year in order to get students into the clinics and hospital as soon as possible.

KC: You are very involved in medical education. Can you let students know when you came to realize your passion for medical education and how Pritzker has helped you realize your goals as an educator?

JF: I always wanted to be a teacher. I remember a moment during medical school when I was a fourth-year TA for CPP&T, and I saw students have that moment of crystallization of the information. It made me realize I wanted teaching to be a big part of my career. At the time, I had no thoughts about scholarship and medical education; it didn't really exist at the time. But things have changed in medical education throughout my career, and Pritzker was instrumental in helping me realize you can apply the same level of rigor to medical education research as you can to other research. In fact, many women at Pritzker including, Dr. Holly Humphrey, Dr. Halina Brukner, and Dr. Vinny Arora, are amazing leaders in medical education who are academically productive. Having them as role models has really helped to solidify my own goals in medical education.
Sex and Gender: Beyond the Binary

By Nathan West, MS4

There are two types of people in the world, according to the gender binary: men and women. Men identify as male, are masculine and biologically male, and are attracted exclusively to women. Women identify as female, are feminine and biologically female, and are attracted exclusively to men. The gender binary is used in many aspects of culture and language. Medical education, medical research, and medical documentation all use the gender binary to codify anatomy, risk for disease, and patient identity. At the same time, the gender binary is not practical for classifying many patients and can feel oppressive.

As medical professionals, we have special knowledge of the breadth and depth of biological diversity of gender and sex through privileged insight into our patients’ lives and medical science. In reality, there are many components of gender and sexuality that vary orthogonally and change over time, including gender identity, gender expression, biological sex, sexual orientation, and sexual behavior.

The genderbread person is a visual aid that tries to show the diversity of gender and sexuality that has been developed broadly in the LGBT and advocate community, with many iterations. As part of the University of Chicago Office of Diversity and Inclusion’s Diversity Dialogue held on December 19, 2013, we discussed the genderbread person as presented on Sam Killerman’s social advocacy website http://itspronouncedmetrosexual.com. There, he used his website to further develop the edugraphic with input from the online community. This collaborative, open source, explicitly uncopyrighted approach is a powerful model for producing edugraphics and has broad potential.

Our discussion during the event identified several ways in which the idea of the genderbread person applies to medical care. Biological sex is important for diagnosis and therapeutic intervention, and gender identity is important for helping guide pronoun choice during patient interaction. In both cases, generally “male” or “female” are the only options available. Improving the status quo could include changing the intake forms and electronic records to include both biological sex and gender identity and a blank field for more information or alternative language, and to train staff involved in the intake process in order to be able to help patients with any questions. Although this change may not affect the majority of patients, for some patients it would provide valuable information in understanding the biology, learning a patient’s preferred pronoun, and strengthening the relationship with the patient. Sexual behavior also correlates to risk factors for disease and recommendations for interventions; it is important – from a healthcare perspective – and should be added to the genderbread person.

The Diversity Dialogue also involved a discussion of gender policing. Gender policing involves imposing gender norms onto another person, often taking the form of shaming, and ranges from subtle comments or language identifying something as “out of place” to violence to – in some cultures – systematic murder. Working against gender policing gives us another opportunity to improve. By being more mindful of our words and actions, and of the breadth of gender and sexuality, we can help enhance patients’ relationships with the hospital and hospital employees. An important part of accomplishing this initiative will be better understanding our own thoughts and biases through which we understand gender and sexuality.
In what ways could Medicare and Medicaid coverage change due to the implementation of the Affordable Care Act (ACA)? How will the legislation popularly known as Obamacare affect senior citizens on President Obama’s home turf?

While Washington sat silent in the midst of a government shutdown last fall, Woodlawn became the scene of lively discussion as ten Pritzker students and I joined elderly residents of the South Side of Chicago to discuss these questions and others at a Community Grand Rounds entitled “How the Affordable Care Act Affects Older Adults and the Uninsured.” As part of our final project for the Health Disparities: Equity and Advocacy course led by Dr. Monica Vela and Dr. Valerie Press, a team of nine students from the Class of 2017 – Jad AbiMansour, Seyi Fayanju, Sean Fisher, Sasank Konda, James Luo, Jessica Marot, Amy Myre, Saad Siddiqui, and James Watson – and our two mentors from the Class of 2014 – Michelle Fletcher and Jessica Portillo – trooped across the Midway to the Chicago Theological Seminary for the October 12, 2013 forum on the ACA. There, we led workshops on topics such as health insurance exchanges, expanded home health care options under the ACA, and post-ACA changes to prescription drug coverage. With plenty of confusion about cuts to entitlement funding and changes to enrollment plans, these forums served an important function by clearing away rumors about the ACA and providing us with an opportunity to practice advocacy in the community.

Dr. Doriane Miller, Director of the Center for Community Health and Vitality at the University of Chicago Medicine, served as our main project advisor and as the plenary facilitator for the event, which was co-sponsored by the Hyde Park Older Women’s League, Chicago Hyde Park Village, the Urban Health Initiative of the University of Chicago Medicine, and several other organizations based on the South Side. About 100 people from Hyde Park, Woodlawn, and other community areas served by the University of Chicago Medicine met for the lunchtime forum. The event also featured a panel discussion in which health economics experts from the University of Chicago (Dr. Elbert Huang and Dr. David Meltzer), health care advocates from the Campaign for Better Health Care (Jose Espinoza and Jillian Phillips), and Dr. Claudia Fegan, Executive Medical Officer of the Cook County Hospital System, examined different ways that insurance access, care coordination, and coverage options for Illinois residents might change due to the Affordable Care Act.

Speaking after the Community Grand Rounds, Dr. Miller commented, “The Health Disparities course provided a great opportunity for service learning for our first-year Pritzker students. Students who participated show a strong interest not just in providing health care, but in finding out about how health care reform will affect an important segment of our society.”

Coming into the Health Disparities course, I knew little about the Affordable Care Act, and found that preparing for the forum made my teammates and me mini-experts on sub-sections of this mammoth legislation. That said, we all felt that we learned much more from our discussions with members of the community, who shared personal stories about the burden of health care costs and their perspectives on reform. While much of the national media focused on rancor over the rollout of the ACA, we found it heartening to know that here in Hyde Park and its neighboring communities, students and senior citizens could come together for thoughtful dialogue on signature aspects of modern health policy.
This year marks the 10 year anniversary of the Health Professions Recruitment and Exposure Program (HPREP), an organization directed by first-year medical students that aims to expose Chicago high school students from underrepresented backgrounds to medicine and allied health fields with the goal of motivating them to pursue careers in these areas. As Co-Chair of Physician and Volunteer Recruitment along with Rebeca Ortiz-Weissberg, MS1, I was honored and excited to become a member of the HPREP Board. Other members of the Board are Co-Directors Seyi Fayanju, MS1 and Lola Oladini, MS1; Chair of High School Recruitment Karla Garcia-Huerta, MS1, and Co-Chairs of Curriculum Development Shakeela Faulkner, MS1 and Jake Young, MS1. We worked closely with Pritzker’s Office of Multicultural Affairs to design and fund an engaging program for the HPREP students.

For six consecutive Saturday mornings throughout January and February, 20 high school students participated in a wide range of enrichment activities. They attended lectures given by University of Chicago faculty members Drs. Rochelle Naylor, Sonia Oyola, Monica Peek, Valerie Press, and Monica Vela. They received academic and career advice from panels featuring nurses, genetic counselors, physical therapists, and medical and surgical residents. And, they learned the nuts and bolts of the complex process of applying for financial aid from Pritzker’s Director of Multicultural Affairs, Darrell Nabers. One HPREP participant commented, “I loved how real professionals came in to give us insights on how they made their way to their career. The information from them got me thinking about other possibilities of combining two or more careers.”

There were also opportunities for the HPREP participants to get out of the classroom environment and take part in interactive activities. They learned the basics of CPR at the hospital’s simulation center and learned about the effects of drugs and alcohol on the body through hands-on examination of healthy and diseased human organ specimens with the Adolescent Substance Abuse Program (ASAP). These activities were rated as the students’ favorites in our post-program survey. In addition, the students learned about healthy eating habits and made delicious smoothies with Mission Nutrition, another Pritzker student organization. Under the direction of Dr. Doriane Miller, the HPREP students also tackled serious topics such as peer pressure and discrimination through role-playing in the Theater of the Oppressed. Throughout HPREP, the students worked in small groups with Pritzker’s SERVE mentors, fourth-year medical students who hold leadership roles in this service-learning elective, to research a health profession of their choice, culminating in a presentation to their parents and fellow students on the final day of the program.

According to our post-program survey, half of the HPREP students reported that their career interests had changed since participating in HPREP. Furthermore, nearly all reported that they now felt more comfortable with public speaking and working in groups and would like to pursue advanced degrees. One student commented on her experience: “I really enjoyed what the facilitators had in store for us in the end; it left me with something I would remember and carry on with me on my journey to pursue a career. It was inspiring.”
HPREP Board members also found HPREP to be a rewarding experience. “I really enjoyed seeing how the students were impacted by learning how few health care professionals shared their ethnic and cultural backgrounds, and how that made them even more interested in pursuing these professional and academic paths,” said Rebeca Ortiz-Weissberg, MS1. “In addition to the great experiences with the high schoolers, I had a great time running the program with my peers, which allowed those of us with similar interests to get to know each other better throughout the course of organizing and running the HPREP sessions.” Many of us, myself included, certainly share this sentiment!

We plan to continue our work with HPREP by keeping in touch and following up with this year’s students as they continue their academic careers. Moreover, we will strive to ensure continuity of the program while building on this Board’s accomplishments by working closely with our successors in 2015. Our hope is to continue the success of this program so that future students can reiterate the sentiments of one of this year’s participants: “I loved HPREP, and I’m going to miss coming on Saturdays – what am I going to do now? But really, it was fun, and I’m going to miss it.”
Celebrating the Ideals of the Profession:
The 2014 AΩA Induction Ceremony

The Pritzker School of Medicine gathered on Tuesday, March 11, 2014 to celebrate the graduating fourth-year medical students who have been elected to the Alpha Omega Alpha Honor Medical Society. In addition to the 17 members of the Class of 2014, alumni, residents, faculty, and volunteer faculty were honored. Those in attendance were treated to the stories of a living legacy – “Father of Modern Sleep Medicine” Dr. William C. Dement – as the AΩA Visiting Professor and keynote speaker for the induction ceremony.

Throughout the evening, guests were inspired by the words of those who were honored, many of whom credited their own success to those around them, be they students, colleagues, or family. Dr. Mark Talamonti, recipient of the AΩA Volunteer Clinical Faculty Award, praised the medical students, noting, “In many ways, it is the attendings who benefit from you. What we give to you, we get back from you in spades. To preserve that sense of wonder and awe in medicine, find yourself a good junior student. They will remind you why you’re here.”

Congratulations to our honorees!

Class of 2014 Alpha Omega Alpha Inductees

- David Arnolds, PhD
- Maureen Beederman
- Ashley Brouillette
- Margaret Distler, PhD
- Michelle Fletcher
- Theodore Hart
- Vikrant Jagadeesan
- Joseph Lamplot
- Teresa Murray
- Camille Petri
- Elizabeth Poli
- Adam Schwertner
- Madeleine Shapiro
- Hannah Snyder
- Matthew Stutz
- Lisa Sun
- Jasmine Taylor

2014 Alpha Omega Alpha Honorees

- Lolita Alcocer Alkureishi, MD
- Peter Angelos, MD, PhD
- Brian Callender, AM’98, MD’04
- Noura Dabbouseh, MS, SM’09, MD’11
- James Kevin Hall, MD
- Andrea Loberg, MD’12
- Husain Sattar, MD’01

Volunteer Clinical Faculty Award Winner

- Mark Talamonti, MD
Chatting with the Father of Sleep Medicine

By Joe Lamplot, MS4 and Tess Murray, MS4

William Dement, MD’55, PhD’58 is one of the world’s experts on all matters related to sleep and sleep disorders. He completed both his MD and PhD degrees at the University of Chicago and currently serves as a Professor of Psychiatry and Behavioral Sciences and Chief Emeritus of the Stanford University Division of Sleep. He began his work in sleep medicine as a medical student here at the University of Chicago in the world’s first sleep research lab. Dr. Dement sat down with us to discuss his time here and his pioneering work in the field of sleep medicine.

JL & TM: How did you become interested in sleep medicine?

WD: I was interested in dreams as an undergrad. I adopted the Freudian view that dreams were the safety valve of the mind, and if you don’t dream, you go crazy. I wanted to study schizophrenic patients because I believed they must not dream. When I did indeed study these patients, I found that they had totally normal sleep (laughs).

JL & TM: But you obviously didn’t give up. How does it feel when people call you the “Father of Sleep Medicine”?

WD: It feels pretty good, and I do accept the title since I started the first sleep disorders clinic back in 1970 at Stanford. When I began my career, the practice of medicine – for all intents and purposes – ended when the patient fell asleep. At first, the clinic was difficult to sustain because primary care physicians were not aware of sleep disorders. As word got around, the clinic became over-whelmed with patients. There are now hundreds of sleep clinics throughout the country.

JL & TM: What do you think of current resident work hours, and what advice do you have for medical students and residents?

WD: In one anonymous study of residents working in San Francisco, 40% of them had killed at least one patient by making an avoidable mistake because they were sleep-deprived. An 80-hour work week is manageable, but careful arrangements must be made. If residents are working over 100 hours, mistakes will be made. Be aware of yourself and how impaired you are. Even if you feel like you are neglecting duties, do not be too impaired [by sleep deprivation].

JL & TM: How can we improve public awareness of the importance of sleep?

WD: 40,000 people die each year because of drowsy driving! The major goal of the National Sleep Foundation is to improve public awareness of drowsy driving. I tried [to improve awareness] through the Johnny Carson Show and every other talk show. It is the responsibility of every sleep specialist to educate the public in their area.

JL & TM: You have campaigned extensively to improve public awareness of sleep deprivation and drowsy driving. How have you affected the Stanford community?

WD: After I surveyed the undergraduate student body and determined that the typical bed time was 2:00am, I successfully petitioned for 8:00am undergraduate courses to begin at 9:00am. I also spoke with [then football coach] Jim Harbaugh, and he eliminated 6:00am football practices. My current research investigates the effects of extra sleep on athletic performance, and the results so far have shown a great benefit.

JL & TM (sidenote): Perhaps not coincidentally, Stanford has won several Rose Bowls and conference championships since making these changes!
The 2014 Gold Humanism Honor Society Induction Honors the Calling of Medicine

For all those gathered at the 2014 Gold Humanism Honor Society Induction Ceremony, the evening was one of great inspiration to live an authentic life. The inspiration for this goal rang in the words of former Department of Medicine faculty member and GHHS keynote speaker, Dr. Farr Curlin: “To continue to experience medicine as worthy work, to do that work with energy and purpose, gratitude and joy, it helps a great deal to discover, and rediscover, and hang on with tenacity to your work as part of your response to a calling.” Dr. Curlin went on to suggest the ways through which one can practice medicine as a calling: remember why you went into medicine; resist the technocratic story; make choices.

Congratulations to all those honored, representing the ideals of the GHHS: humanism, professionalism, and compassion in medicine.

Class of 2014 Gold Humanism Honor Society Inductees

Maureen Beederman
Jonathan Garneau
Theodore Hart
Vikrant Jagadeesan
Nicholas Ludmer
Erica MacKenzie
Jessica Portillo, MPH
Asad Qadir
Katie Richards
Vanessa Rivas-Lopez
Alan Schurle
Madeleine Shapiro
Hannah Snyder
Matthew Stutz
Sean Swearingen
Jasmine Taylor
Helio Zapata
Albert Ning Zhou

Leonard Tow Humanism in Medicine Awards

Student Awardee
Vikrant Jagadeesan, MS4

Faculty Awardee
Lolita Alcocer Alkureishi, MD
Assistant Professor of Pediatrics

2013 AAMC Humanism in Medicine Award Nominee
Shalini Reddy, MD
Associate Professor of Medicine
Left to right: Helio Zapata, MS4, Vikrant Jagadeesan, MS4, and Asad Qadir, MS4 celebrate their induction.

Inductee Hannah Snyder, MS4 celebrates with her loved ones.

Keynote speaker Dr. Farr Curlin.

GHHS Chapter Advisor Dr. Mindy Schwartz and Dean for Medical Education Dr. Holly Humphrey pose with the GHHS Class of 2014.
**Student Achievements**

**DARA ADAMS, MS2** presented her poster titled “A Missed Opportunity to Improve Patient Satisfaction: Patient Perceptions of Inpatient Communication with Their Primary Care Physician?” at the **Society of Hospital Medicine** in Las Vegas, NV this past March. This project was related to S&D work completed under the guidance of Dr. Vineet Arora.

**CRYS TAL AZU, MS2** presented her poster titled “Functional Assessment of Mentation: Piloting a Mobile Test of Memory & Attention” at the **Society of Hospital Medicine** in Las Vegas, NV this past March. This project was related to SRP work completed under the guidance of Dr. Dana Edelson.

**JOAQUIN CHAPA, MS3** presented his poster titled “Examining the Response and Pathogenesis of Estrogen Receptor-positive Tumors in Response to Decreased Estrogen Availability Using an Agent-based Model of the Mammary Epithelium” at the **San Antonio Breast Cancer Symposium** in San Antonio this past November. This project was related to SRP work completed under the guidance of Dr. Gary An.

**MICHAEL COPPES, MS4** presented his poster titled “Bilateral Optic Disc Swelling Following Anastrozole Therapy” at the **Society of Hospital Medicine in Las Vegas**, NV this past March. This project was related to SRP work completed under the guidance of Dr. Jacqueline Bernard.

**STEVEN EILERS, MS4** is the first author of an article titled “Accuracy of Self-Report in Assessing Fitzpatrick Skin Phototypes I through VI” published in **JAMA Dermatology** this past November. This project was related to work completed under the guidance of Dr. June Robinson, his mentor at Northwestern University.

**KIMBERLY CLINITE, MS4** presented an oral presentation titled “Top Ten Teaching Tips Millennium Students and Coordinators Want to Tell Their Elders Presenters” at the **Society of Teachers of Family Medicine Conference on Medical Student Education** in Nashville this past January. This was a group project completed with the help of Hannah Wenger, MS4, Katlynn Adkins, MS3, Jessica Portillo, MS4, and David Goese, MS3 and was related to work completed under the guidance of Dr. Mari Egan.

**CASSANDRA FRITZ, MS4** presented her poster titled “From Community-Based Participatory Research to Community-Based Participatory Education: The Implementation of Community Participation in Cancer Disparities Curriculum Development” at the **American Association of Cancer Research Meeting** in Atlanta this past December. This project was related to work completed under the guidance of Dr. Karen Kim. Jennifer Jones, MS3 also contributed to the research.

**ZACHARY COLLIER, MS2** gave an oral presentation titled “Is Palmar Surface Area a Reliable Tool to Estimate Burn Surface Areas in Obese Patients?” during the **American Burn Association Meeting** in Boston, MA this past March. This project was related to work completed under the guidance of Dr. Lawrence Gottlieb.
**Honors and Awards**

**SCOTT GOLDBERG, MS2** received a 2013 Student Health Activist Honorable Mention Award at the Health Activist Dinner held in conjunction with the 141st Annual Meeting of the American Public Health Association in Boston this past November. Scott was recognized for his efforts in the movement for single-payer national health insurance. He also presented his poster titled “Technology Usage and Social Support in a Population of Shelter-Based Emerging Adults: Results of a Qualitative Study” at the 60th Annual Meeting of the American Academy of Child and Adolescent Psychiatry (AACAP) in Orlando, FL this October. This project was related to SRP work completed under the guidance of Dr. Niranjan Karnik and Dr. Scott Hunter.

**ANDREW GOLDEN, MS2** presented an oral presentation titled “Development and Pilot of an Undergraduate Medical Education Consultation Curriculum” at the AAMC Central Group on Educational Affairs 2014 Spring Conference in Cleveland, OH this past March. This project was related to SRP work completed under the guidance of Dr. Keme Carter.

**TRENT HODGSON, MS4** received the Roland P. Mackay Medical Student Essay Award for his submission titled “Subspecialization in Neurology: Historical Perspectives on Present Challenges” from the American Academy of Neurology. This project was an extension of S&D work completed under the guidance of Dr. Rimas Lukas.

**VIKRANT JAGADEESAN, MS4** is the first author of an article titled “A National Radiation Oncology Medical Student Clerkship Survey: Didactic Curricular Components Increase Confidence in Clinical Competency,” published in International Journal of Radiation Oncology Biology Physics (theme issue on Medical Education) this past January. This project was related to work completed under the guidance of Dr. Daniel Golden.

**AUBREY JORDAN, MS2** presented an oral presentation titled “The Surgeon-Family Relationship: Perceptions and Expectations of Family Members of Surgical Patients” at the Academic Surgical Congress in San Diego, CA this past February. This project was related to SRP work completed under the guidance of Dr. Alexander Langerman.

**JULIE MHLABA, MS2** presented an oral presentation titled “Surgical Instruments, Supplies & Efficiency in the OR” at the Academic Surgical Congress in San Diego, CA this past February. This project was related to SRP work completed under the guidance of Dr. Alexander Langerman.

**MELISSA MOTT, MS4** was a first-author of an article titled “Medical Students as Hospice Volunteers: Reflections on an Early Experiential Training Program in End-of-Life Care Education” published in Journal of Palliative Medicine. This project was related to work completed under the guidance of Dr. Stacie Levine.
AKASH PAREKH, MS3 was a co-first author of an article titled “RIG-I-like Receptor LGP2 Protects Tumor Cells from Ionizing Radiation” published in the *Proceedings of the National Academy of Sciences* this past January. This project was directly related to work completed in Dr. Ralph Weichselbaum’s lab.

ADAM VOHRA, MS3 was elected as the student member of the *Illinois State Medical Society Board of Trustees*. The Board of Trustees consists of physicians throughout the state, as well as one resident/fellow and one medical student. Adam will be charged with representing the interests and viewpoints of medical students throughout the state during his one year term starting April 2014.

SUSAN PEI, MS3 co-authored a book chapter titled “Photodynamic Therapy of Malignant Skin Lesions” for the third edition of *European Handbook of Dermatological Treatments*. The chapter’s co-authors include Dr. Maria M. Tsoukas.

ADAM WEINER, MS2 presented his poster titled “Ongoing Gleason Grade Migration in Localized Prostate Cancer and Implications for Use of Active Surveillance (2004-2010)” as well as a poster titled “Trends in the Initial Management of Low-Risk Prostate Cancer in the United States: A Population-Based Analysis” at the *Society of Urologic Oncology 14th Annual Meeting* in Rockville, MD this past December. This project was related to SRP work completed under the guidance of Dr. Scott Eggener.

MADELEINE SHAPIRO, MS4 presented her poster titled “EnVISIONeD: Examining VISion among Inpatients with Diabetes; Seeing is Believing: Vision-related Quality of Life Among Hospitalized Patients” at the *Society of Hospital Medicine* in Las Vegas, NV this past March. This project was related to SRP work completed under the guidance of Dr. Valerie Press.

HARRY WONG, MS2 presented an oral presentation titled “Depression is Associated with High Scores on External Locus of Control in Chronic Pain Patients: A Prospective, Cross-Sectional Pilot Study” at the *American Society of Regional Anesthesia 12th Annual Pain Medicine Meeting* in Phoenix, AZ this past November. This project was related to SRP work completed under the guidance of Dr. Madgalena Anitescu.

CHRISTOPHER SMYRE, MS2 presented his poster titled “Limits and Responsibilities of Physicians Addressing Spiritual Suffering in Terminally Ill Patients” at the *Annual Conference on Medicine and Religion* in Chicago this past March. This project was related to SRP work completed under the guidance of Dr. John Yoon.

KEVIN WYMER, MS2 was the first-author of an article titled “The Cost-Effectiveness of a Trial of Labor Accrues with Multiple Subsequent Vaginal Deliveries” published in the *American Journal of Obstetrics & Gynecology*. This project was related to work completed under the guidance of Dr. Beth Plunkett (NorthShore).
Kudos to Dr. Nancy Schindler, who was named the E. Stephen Kurtides, MD, Chair of Medical Education for Pritzker's teaching affiliate, NorthShore University HealthSystem, during the investiture ceremonies that took place this March. Dr. Schindler is a core faculty member of both Medical Education Research, Innovation, Teaching and Scholarship (MERITS) and Faculty Advancing in Medical Education (FAME).

Alumni Medal

Donald F. Steiner, MD’56, SM’56 is the recipient of the Alumni Medal, a recognition of “achievement of exceptional nature in any field, vocational, or voluntary, covering an entire career.” Because the value of the medal is largely defined by its recipients, it has been given sparingly. The medal is awarded to no more than one person each year and need not be awarded on an annual basis. Dr. Steiner, a member of the Departments of Biochemistry & Molecular Biology and Medicine, has devoted his life to ground-breaking research on diabetes and has won international acclaim for his discoveries on the biosynthesis of insulin, a key hormone in controlling blood sugar and its utilization. He is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Philosophical Society and, as such, brings distinction to the University. Moreover, Dr. Steiner has been a treasured teacher, mentor, and friend of many students, postdoctoral fellows, and colleagues at the Division of Biological Sciences, School of Medicine, and the Kovler Diabetes Center.

Professional Achievement Award

Leon R. Kass, LAB’54, SB’58, MD’62 is the recipient of the Professional Achievement Award, which recognizes “outstanding achievement in any professional field.” The award honors those alumni whose achievements in their vocational fields have brought distinction to themselves, credit to the University, and real benefit to their communities. Dr. Kass has dedicated more than four decades of his life to exploring and defending the meaning of humanity in an age of modern biology. Early in his career as a biomedical researcher, he identified a host of moral questions raised by new biotechnologies and sought to address these queries through deeper philosophical inquiries into human nature and its relation to the human good. He is a founding fellow of the Hastings Center, a think tank devoted to issues of bioethics. From 1984 to 1991, Dr. Kass served on the National Council on the Humanities and the board of the National Endowment for the Humanities. From 2001 to 2005, he was chair of the President’s Council on Bioethics and remained a member from 2005 to 2007.
The Pritzker School of Medicine and NorthShore University Health System Celebrate 5 Years of Academic Affiliation

In July 2009, the newly named NorthShore University Health System (NorthShore) first welcomed Pritzker students and University of Chicago residents and fellows to its facilities in Evanston, Illinois. The partnership, an academic affiliation formed between the University of Chicago and NorthShore in September 2008, marked an exciting turning point for both sides. UChicago learners would be able to experience patient care in a community-based hospital setting, working with an even broader patient population; NorthShore faculty and staff would benefit from the resources afforded by the University of Chicago’s commitment to medical education. By all accounts, the nearly five-year affiliation has exceeded expectations!

“Our affiliation with NorthShore has a strong correlation with increased metrics across all aspects of our students’ training experience,” noted Dr. Holly J. Humphrey. “Alongside this positive quantitative feedback is extraordinarily positive qualitative feedback. Our students’ comments regarding their experiences at NorthShore are glowing!”

Students have, indeed, provided affirming remarks on the quality of the teaching, mentorship, and patient care experiences found at NorthShore:

- “My rotation at NorthShore was great. Both my attending and resident taught me a great deal, and I really do feel like I was able to help take care of patients in a meaningful way.”
- “Overall, [a] fantastic rotation that combined all skills and knowledge acquired during third year rotations – [it was a] pinnacle rotation that was very memorable in my medical career. All the attendings I worked with at NorthShore were inclusive, friendly, and enthusiastic about teaching. I was very fortunate to learn from great clinicians that were so welcoming and caring.”

Numerous NorthShore faculty and residents have become celebrated participants and honorees within the UChicago community. Their scholarly activities have been recognized by the Academy of Distinguished Medical Educators; their teaching has been recognized by Pritzker students through teaching awards and AOA distinction; their mentorship has helped Pritzker students achieve in research endeavors.

We are tremendously proud of our academic affiliation with NorthShore University Health System and extend our thanks and appreciation to all those who have contributed to this fruitful partnership!

Share your good news!

If you would like your recent achievement to be highlighted in the next issue of the Pritzker Pulse, please visit the Pritzker website at pritzker.uchicago.edu and click “Submit your Pulse update!”

If you would like to share weddings or births with your fellow Pritzker students, email Caroline Kraft (ckraft@bsd.uchicago.edu).