

Fourth Annual Donor Symposium

Friday, April 24, 2015

12:30–4:30 p.m.

Center for Care and Discovery

7th Floor Sky Lobby

Conference Center Boardroom



**THE UNIVERSITY OF
CHICAGO MEDICINE**

Bucksbaum Institute
for Clinical Excellence

Welcome

The Bucksbaum Institute for Clinical Excellence welcomes you to the Fourth Annual Bucksbaum Institute Donor Symposium. The Keynote Lecture entitled “Empowerment Failure: Why Doctors and Patients Often Fall Short of the Ideals of Shared Decision-Making” will be given by Dr. Peter A. Ubel, the Madge and Dennis T. McLawhorn University Professor of Business, Public Policy and Medicine at Duke University. Later in the symposium, you will meet Bucksbaum Scholars—students and faculty—who will present their work on the doctor-patient relationship.

The Bucksbaum Institute is growing and thriving. Now in its fourth year, the Institute has appointed more than 100 faculty and medical students. The scholars are dedicated to research, teaching and clinical care programs. The scholars’ aim to provide compassionate, humanistic medical care by improving doctor-patient communication and by studying the doctor-patient relationship.

Thank you for joining us at the symposium and for supporting the goals and mission of the Bucksbaum Institute.



Mark Siegler, MD
Executive Director



Matt Sorrentino, MD
Associate Director

About the Bucksbaum Institute

Mission

The Bucksbaum Institute for Clinical Excellence will improve patient care, strengthen the doctor-patient relationship and enhance communication and decision-making through research and teaching programs for medical students, junior faculty and master clinicians.

Achievements

The Bucksbaum Institute for Clinical Excellence at the University of Chicago was created in September 2011 with a \$42 million gift from the Matthew and Carolyn Bucksbaum Family Foundation. To achieve its mission, the Institute has appointed more than 150 scholars including faculty, medical students, and undergraduate pre-medical students. The Bucksbaum Institute currently supports 25 programs, which include:

- The five scholar programs (Master Clinician, Senior Faculty, Junior Faculty, Associate Junior Faculty, and Medical Student),
- A pilot grant program,
- An annual program of lectures, seminars, and scholar lab meetings,
- An elective course for Pritzker School of Medicine students,
- Bucksbaum Interest Group (BIG) for Pritzker students,
- An undergraduate clinical excellence program, and
- An undergraduate faculty shadowing program.

Additionally, the Bucksbaum Institute, in collaboration with the Schwartz Center and the Gold Foundation, co-sponsored the first national conference on “Advancing Compassionate, Patient- and Family-Centered Care through Interprofessional Education for Collaborative Practice.” This pioneering conference was held October 30 to November 1, 2014 in Atlanta, Georgia (see page 28 for conference executive summary).

Agenda

12:30 p.m. Registration and lunch

12:50-1:00 p.m. Introductions

Kenneth Polonsky, MD
*Richard T. Crane Distinguished Service Professor
Dean of the Division of the Biological Sciences
and the Pritzker School of Medicine
Executive Vice President of Medical Affairs*

Mark Siegler, MD
*Lindy Bergman Distinguished Service Professor of
Medicine and Surgery and Executive Director, Bucksbaum
Institute for Clinical Excellence*

1:00-1:55 p.m. Keynote Lecture
**“Empowerment Failure: Why Doctors and
Patients Often Fall Short of the Ideals of Shared
Decision-Making”**

Peter A. Ubel, MD
*Madge and Dennis T. McLawhorn University Professor of
Business, Public Policy and Medicine at Duke University*

**2:00-3:30 p.m. Research Presentations by Bucksbaum Faculty
and Student Scholars**

**2:00-2:15 p.m. “Communication Skills Training for Oncology
Trainees”**
Olwen Hahn, MD (Department of Medicine)

**2:15-2:30 p.m. “Redefining the Art of Surgery: The Surgeon-Patient
Relationship and the Future of Surgery”**
Peter Angelos, MD, PhD (Department of Surgery)

2:30-2:45 p.m. “Addressing Financial Distress of Cancer Patients”
Jonas De Souza, MD (Department of Medicine)

**2:45-3:00 p.m. “Transitional Clinics for Inflammatory Bowel Disease
(IBD): A Comprehensive Approach to Improving
Patient Care”**
Stacy Kahn, MD (Department of Pediatrics)

**3:00-3:15 p.m. “The Multi-Patient Observed Simulated Handoff
Experience (M-OSHE): Assessment and Feedback
for Entering Residents on Handoff Performance”**
Sean Gaffney, MS2 (Pritzker School of Medicine)

**3:15-3:30 p.m. “I Just Want My Doctor’s Undivided Attention:
Patient Perceptions of Impact of EMR Use on
Communication”**
Obi Ukabiala, MS2 (Pritzker School of Medicine)

3:30-4:00 p.m. Advisory Board Panel Discussion

Jordan Cohen, MD
*President Emeritus, American Association of Medical
Colleges; Chairman of the Board, Arnold P. Gold
Foundation for Humanism in Medicine*

Laura Roberts, MD
*Katharine Dexter McCormick and Stanley McCormick
Memorial Professor; Chairman, Department of Psychiatry
and Behavioral Sciences, Stanford University*

Arthur Rubenstein, MBBCh
*Professor of Medicine; Former Dean and EVP for the
Health System (2001–2011); Raymond and Ruth
Perelman School of Medicine, University of Pennsylvania*

**4:00-4:20 p.m. 2014-15 Pritzker Poetry Contest Awards
Presentation**

4:30 p.m. Adjourn

Speaker Biography and Abstract

Peter A. Ubel, MD



Peter A. Ubel M.D. is a physician and behavioral scientist whose research and writing explores how people make decisions related to health and health care. He is the Madge and Dennis T. McLawhorn University Professor of Business, Public Policy and Medicine at Duke University. His research explores the role of values and preferences in health care decision making, from decisions at the bedside to policy decisions. He has authored over 250 academic publications, the majority of which involve empirical explorations of decision psychology as it pertains to health care. He has also written for the New York Times, the Los Angeles Times, the Atlantic, the New Yorker, and is a regular contributor at Forbes. His books include *Pricing Life* (MIT Press 2000), *Free Market Madness* (Harvard Business Press, 2009) and *Critical Decisions* (HarperCollins, 2012). You can find his blogs and other information at www.peterubel.com.

“Empowerment Failure: Why Doctors and Patients Often Fall Short of the Ideals of Shared Decision-Making”

Several decades ago, medical practice in the United States experienced a patient empowerment revolution. Experts in law, decision sciences and ethics recognized that many health care decisions depend not only upon medical facts, but also on value judgments, specifically upon patient preferences. Yet current medical practice too often falls dramatically short of achieving the goals of the patient empowerment revolution. Physicians have been told to inform patients about their healthcare alternatives without being taught how to do this effectively. Physicians have been asked to implement the concepts of shared decision making in an environment which does not always support these changes. The end result, far too often is a clinical encounter that has the outward appearance of a post-revolution shared decision making event but that, at its core, is not too different from old fashioned paternalism.

Research Presentations by Bucksbaum Faculty and Student Scholars

Olwen Hahn, MD (Department of Medicine)

Bucksbaum Institute Junior Faculty Scholar

Communication Skills Training for Oncology Trainees (See page 6)

Peter Angelos, MD, PhD (Department of Surgery)

Bucksbaum Institute Senior Faculty Scholar

Redefining the Art of Surgery: The Surgeon-Patient Relationship and the Future of Surgery (See page 7)

Jonas De Souza, MD (Department of Medicine)

Bucksbaum Institute Junior Faculty Scholar

Addressing Financial Distress of Cancer Patients (See page 8)

Stacy Kahn, MD (Department of Pediatrics)

Bucksbaum Institute Associate Junior Faculty Scholar

Transitional Clinics for Inflammatory Bowel Disease (IBD): A Comprehensive Approach to Improving Patient Care (See page 9)

Sean Gaffney, MS2 (Pritzker School of Medicine)

Bucksbaum Institute Medical Student Scholar

Vineet Arora, MD (Department of Medicine)

Bucksbaum Institute Senior Faculty Scholar

The Multi-Patient Observed Simulated Handoff Experience (M-OSHE): Assessment and Feedback for Entering Residents on Handoff Performance (See page 10)

Obi Ukabiala, MS2 (Pritzker School of Medicine)

Bucksbaum Institute Summer Research Grant Recipient

Wei Wei Lee, MD (Department of Medicine)

Bucksbaum Institute Associate Junior Faculty Scholar

I Just Want My Doctor's Undivided Attention: Patient Perceptions of Impact of EMR Use on Communication (See page 12)

Communication Skills Training for Oncology Trainees

Olwen Hahn, MD (Department of Medicine)

Bucksbaum Institute Junior Faculty Scholar



ABSTRACT: Effective and empathic communication is vital a successful physician-patient relationship, especially between cancer patients and their providers. Prior research has revealed that communication between oncologists and patients needs to be improved. Cancer patients report unmet communication needs for information about disease extent, prognosis, and treatment options.

Communications skills training is a vehicle to learn and solidify skills that can improve physician-patient interactions, professionalism, and higher patient satisfaction and understanding. Published reports demonstrate that communication skills can be taught, and models of communication training have resulted in specific measurable improvements in physicians and trainees communication performance. Thus communication skills are not an innate talent, but a learned series of skills. Oncology training programs have implemented a wide range of communication skills curricula for trainees in oncology disciplines. The results of a national, web-based survey were developed for oncology trainees and program directors will be presented.

Dr. Hahn will also discuss the communication skills training curriculum implemented for University of Chicago's Hematology-Oncology fellows as well as new initiatives to for assessment and feedback of trainees' communication skills during real time clinical encounters.

Redefining the Art of Surgery: The Surgeon-Patient Relationship and the Future of Surgery

Peter Angelos, MD, PhD, FACS (Department of Surgery)

Bucksbaum Institute Senior Faculty Scholar



ABSTRACT: The nature of the relationships between surgeons and patients has changed dramatically over the past several hundred years. Many of the changes have occurred as a result in changes in anesthetic techniques that have significantly altered the nature of surgical practice. Representations of the surgeon in art have

similarly changed over the years as surgery has changed. In contemporary America, the expectations of what constitutes excellence in surgery and the surgeon-patient relationship are changing. The relationships between surgeons and patients are likely to continue to change in the years to come. The future of surgery depends on how well surgeons will meet the new expectations of patients.

Addressing Financial Distress of Cancer Patients

Jonas De Souza, MD (Department of Medicine)

Bucksbaum Institute Junior Faculty Scholar



ABSTRACT: Cancer care has a new side effect. In addition to the distress that comes with a cancer diagnosis and the physician side effects of treatment, more patients now have to deal with “financial toxicity,” the expense, anxiety, and loss of confidence confronting those who face large, unpredictable costs, often

compounded by decreased ability to work. Dr. de Souza’s research aims to increase awareness of this side-effect prior to and during medical treatment so patients better understand how costs can impact them and their family. Dr. de Souza will discuss the development of the COST (COmprehensive Score for financial Toxicity) Patient-Reported Outcome. Additionally, Dr. de Souza will present a novel method to grade financial toxicity based on patient’s quality-of-life.

Transitional Clinics for Inflammatory Bowel Disease (IBD): A Comprehensive Approach to Improving Patient Care

Stacy Kahn, MD (Department of Pediatrics)

Bucksbaum Institute Associate Junior Faculty Scholar



ABSTRACT: Inflammatory bowel diseases (IBD), including Crohn’s disease and ulcerative colitis, are chronic immune-mediated inflammatory diseases of the gastrointestinal tract. IBD affects over 1.4 million people in the US, 20-25% of whom are children and adolescents. In fact, the adolescent age group is the fastest

growing group of new diagnosis of all ages to present with IBD.

Patients with IBD suffer significant medical and psychological morbidity, as well as diminished health related quality of life (HRQOL). In addition to managing their IBD, adolescents also must prepare to transition from their pediatric IBD provider to an adult specialist. Specialized transition clinics have been shown improve outcomes in adolescents with a variety of chronic diseases. Data on the transition clinic model in IBD is limited, but points to both a benefit for those who attended a transition clinic and a need for increased availability of such clinics. The University of Chicago Medicine Transitional IBD Clinic is the only specialized transition clinic for adolescents with IBD in the Chicago-land area. The overall goals of the Transitional IBD Clinic are to improve clinical care by increasing HRQOL, foster clinical decision-making, and promote self-management. Dr. Kahn will present preliminary data from the Transitional IBD Clinic experience.

The Multi-Patient Observed Simulated Handoff Experience (M-OSHE): Assessment and Feedback for Entering Residents on Handoff Performance

Sean Gaffney, MEd, MS2 (Pritzker School of Medicine)
Bucksbaum Institute Medical Student Scholar

BUCKSBAUM INSTITUTE FACULTY MENTOR:

Vineet Arora, MD, MAPP (Department of Medicine)
Bucksbaum Institute Senior Faculty Scholar

CO-AUTHORS: Jeanne Farnan, MD MHPE, Kristen Hirsch,
and Mike McGinty



PURPOSE: Despite the AAMC's identification of the transfer of patient responsibility as a Core Entrustable Professional Activity for Entering Residency, robust methods to evaluate handoff

performance of entering residents are lacking.

METHODS: A comprehensive handoff curriculum was embedded into the GME Orientation at one academic institution in 2014. The curriculum featured an online training module and a multi-patient Observed Simulated Handoff Experience (M-OSHE). Participants verbally "handed-off" a set of mock patients and then were evaluated by a trained "receiver" using an expert-informed, five-item checklist.

RESULTS: Eighty-four interns completed the curriculum. Self-reported preparedness for conducting a verbal handoff increased after the online module (88% post-module vs. 54% pre-module, $p < 0.0001$) and after

the M-OSHE (70% post M-OSHE vs. 54% pre-module, $p < .001$). Prior handoff experience in medical school was associated with higher checklist scores (23% none vs. 33% either 3rd OR 4th year vs. 58% 3rd AND 4th year, $p = .02$). Prior training was associated with prioritization of patients based on acuity (12% no training vs. 38% prior training, $p = .01$). All participants agreed that the online training module effectively reviewed handoffs and the M-OSHE realistically portrayed a clinical setting.

CONCLUSIONS: The M-OSHE is a promising strategy for teaching and evaluating handoffs. The decline in self-reported preparedness after the simulation highlights the importance of including simulation in handoff evaluation. Lastly, the superior performance of interns with prior training and more handoff experience in medical school strongly suggests the need for more robust handoff training in medical school.

I Just Want My Doctor's Undivided Attention: Patient Perceptions of Impact of EMR Use on Communication

Obi Ukabiala, MS2 (Pritzker School of Medicine)

Bucksbaum Institute Summer Research Grant Recipient

BUCKSBAUM INSTITUTE FACULTY MENTOR:

Wei Wei Lee, MD, MPH (Department of Medicine)

Bucksbaum Institute Associate Junior Faculty Scholar

CO-AUTHORS: Lolita Alkureishi MD, Laura Ruth Venable, Samantha Ngooi, Jeanne Farnan MD MHPE, Vineet Arora MD MAPP



BACKGROUND: The use of the Electronic Medical Record (EMR) in clinic settings affects doctor-patient communication and little research has explored patient perceptions on the practice. Our study aimed to

understand patient perceptions and elicit suggestions for development of a patient-centered EMR use curriculum.

METHODS: One year after EMR implementation, patients seen by internal medicine physicians at the University of Chicago's primary care clinic were randomly selected for telephone interviews. Qualitative analysis of interview transcripts was completed.

RESULTS: A total of 108 interviews were analyzed and two overarching themes were identified: (1) Clinical Functions of EMR and (2) Communication Functions of EMR.

Overall, 85% (991/1167) of codes reflected positive perceptions the EMR, the majority being "Clinical Functions" (i.e. 'increases clinical

efficiency'). For example, one patient said, "they can see all the other doctors' notes...they really work together..." Fifteen percent (175/1167) of the codes represented negative perceptions. Of these, 41% (71/175) were "Communication Functions" (e.g. 'poor eye contact').

CONCLUSIONS: Patients had mixed perceptions of EMR use. The majority of patients had positive perceptions related to improved clinical efficiency, while negative perceptions cited poor communication behaviors (e.g. eye contact, unbalanced focus). By interviewing patients, we gained unique insight into their perceptions of EMR use. We will use our findings to develop a patient-centered EMR use curriculum.

Bucksbaum Institute Pilot Grant Program

In 2012, the Bucksbaum Institute started a new research pilot grant program for Associate Junior Faculty Scholars. The program was designed to advance research, teaching, and clinical programs relating to the doctor-patient relationship and clinical decision-making. In 2013, the pilot grant program expanded with the goal to engage Associate Junior Faculty Scholars as well as Senior Faculty Scholar. And in 2014, the program saw an increased number of program collaborations and interdepartmental projects that included Junior Faculty, Senior Faculty Scholars, as well as other medical center health professionals. The pilot grant program continues to expand and after three years has awarded 35 grants totaling nearly \$225,000.

2014 Grants

Name	Department	Title or Project Focus
Leslie Caldarelli, MD With: C. Lydia Wraight, MD Deborah Boyle, MD Laura DiGiovanni, MD Deborah Raithel, PharmD Kathleen O'Sullivan, MS, CCLS Amy Morris, LCSW	Pediatrics— Neonatology	A Perinatal Palliative Care Program: Meeting the Needs of Babies and their Families after the Diagnosis of a Life- Limiting Condition
Stacy Kahn, MD With: David Rubin, MD Rachel Greenley, PhD Laurie Keefer, PhD	Pediatrics— General Internal	Transitional Clinics for Inflammatory Bowel Disease (IBD): A Comprehensive Approach to Improving Patient Care
Grace Mak With: Christa Fox, MD	Surgery— Pediatrics	Curriculum Based Education of Parents and Families of Children with Colorectal Anomalies

Name	Department	Title or Project Focus
John Schneider, MD, MPH	Medicine— Infectious Disease	Youth HIV/AIDS Patient Care and Satisfaction Pilot Research and Training Series
Manish Sharma, MD With: Fay Hlubocky, PhD, MA Christopher Daugherty, MD	Medicine— Hematology/ Onc	PI-REAL: A pilot study of improving informed consent communication in REAL-TIME during phase I cancer trial clinical encounters
Robert Steppacher, MD With: Sachin Shah, MD Ross Milner, MD Laurie Lozanski, RVT Yashas Attanayake Christopher Skelly, MD	Surgery— Vascular	Improving Utilization of screening for Abdominal Aortic Aneurysms
Christopher Straus, MD With: Larry Dixon, MD Gregory Stacy, MD Deepa Sheth, MD	Radiology	Optimizing the Radiology Experience through Radiologist-Patient Interaction
Lisa Vinci, MD With: George Weyer, MD Julie Oyler, MD Neda Laiteerapong, MD Sacdhin Shah, MD	Medicine— General Internal	Developing Innovative Strategies to Teach Population Health Management
Tao Xie, MD Marie Tobin, MD	Neurology and Psychiatry	Improving the care of patients with psychogenic movement disorders: a model involving in depth communica- tion between the movement specialist, psychiatrist and the patient
John Yoon, MD With: Ross Milner, MS Joni Krapec, MA	Medicine— Hospital	Do Long-term Doctor-Patient Relationships Matter? Exploring the Impact of Longitudinal Relationships on Clinical Outcomes

2013 Grants

Name	Department	Title or Project Focus
Peter Angelos, MD, PhD With: Ross Milner, MD Raymon Grogan, MD	Surgery	“A Formal Curriculum in Surgical Professionalism and Ethics”: To enhance and encourage the professionalism of surgical residents and their understanding of the central concepts of surgical ethics
Sarah Collins, MD With: Sandra Culbertson, MD Nita Lee, MD	OB/GYN	Predictors of satisfaction with surgical decision-making in elderly women undergoing gynecologic surgery
Jonas de Souza, MD With: Michael Bishop, MD Lauren Kirby, LCSW Christopher Daugherty, MD	Medicine	A Pilot Program of Cost Communication in Hematologic Malignancies
Allen Gustin, MD	Anesthesia	An Acute Pain Patient with Advanced Stage Cancer AND A Hospice Patient with Respiratory Distress in the ER: Improving Resident Physician Communications with Patients at the End of Life Utilizing Simulation Training
Emily Landon, MD Jessica Curley, MD	Medicine Pediatrics	Quality Improvement vs. Research: Controversies and Confusion
Alexander Langerman, MD With: John Alverdy, MD David Song, MD Marko Rojnica, MD	Surgery	Dynamic Operational Mapping—Annotation for Patient and Family Education
Wei Wei Lee, MD	Medicine	Improving Patient-Centered Technology (iPaCT) Use

Name	Department	Title or Project Focus
Ross Milner, MD With: Jerome Klafra, MD Baddr Shaksheer	Surgery	Improving Professionalism for Physicians in Training: A Curriculum based Approach.
John Schneider, MD, MPH	Medicine	Provider training to improve patient medication adherence in Federally Qualified Health Center settings: The Case of Pre-Exposure Prophylaxis

2012 Grants

Name	Department	Title or Project Focus
Gina Dudley, MD	Medicine	University of Chicago Adult Sickle Cell Care Team—“Patient-centered Self Management Tools”
Raymon Grogan, MD	Surgery	Understanding the Psychology of Thyroid Cancer in an Era of Increasing Incidence
Allen Gustin, MD	Anesthesia	Improving Patient Perception During Disclosure Conversations of Unanticipated Outcomes Utilizing Disclosure Training for Anesthesiology Residents and Critical Care Medicine Fellows: A Novel Approach
Olwen Hahn, MD	Medicine	Communication Skills Training Program for Oncology Trainees: Small Group Skills Practice
Jennifer Hofer, MD	Anesthesia	Physicians as First Line Responders Against Human Trafficking
Neda Laiterapong, MD	Medicine	Patient Beliefs Regarding How the Timing of A1Ca & BP Control Affects Diabetes Outcomes

Bucksbaum Institute Advisory Board Panel Discussion Biographies

Name	Department	Title or Project Focus
Nita Lee, MD	OB/GYN	Endometrial cancer survivorship in African American women*
Diana Mitchell, MD Alisa McQueen, MD	Pediatrics	Communication during Pediatric Resuscitation: a pilot simulation training program for pediatric critical care and emergency medicine fellows
Peter H O'Donnell, MD	Medicine	"The 1200 Patients Project: Evaluating How Results Delivery in the Genomic Era Might Promote Communication in the Doctor-Patient Relationship"
Amber Pincavage, MD	Medicine	Engineering Patient-Oriented Clinic Handoffs (EPOCH)
Neethi Pinto, MD	Pediatrics	The Power of Daily Prognostication of Outcome in the Pediatric Intensive Care Unit
Tao Xie, MD, PhD	Neurology	Enhancing the patient satisfaction and patient-doctor relationship through various ways of education
John Yoon, MD	Medicine	Operationalizing the Virtues for Good Doctor-Patient Relationships

Jordan Cohen, MD

President Emeritus, American Association of Medical Colleges

Chairman of the Board, Arnold P. Gold Foundation for Humanism in Medicine



Jordan J. Cohen, M.D. is president emeritus of the Association of American Medical Colleges (AAMC). He also serves as chairman of the board of the Arnold P. Gold Foundation for Humanism in Medicine.

As President and Chief Executive Officer of the Association of American Medical Colleges (AAMC) from 1994 to 2006, Jordan J. Cohen, M.D. led the Association's support and service to the nation's medical schools and teaching hospitals. He launched new initiatives in each of the association's mission areas of education, research and patient care; and established many initiatives for improving medical education and clinical care. As the voice of academic medicine for more than a decade, Dr. Cohen also spoke extensively on the need to promote greater racial and ethnic diversity in medicine, to uphold professional and scientific values, and to transform the nation's health care system.

Dr. Cohen has worked and taught at the State University of New York at Stony Brook, the University of Chicago, the Michael Reese Hospital and Medical Center and George Washington University.

Dr. Cohen currently serves on the board of the Morehouse School of Medicine, the Accreditation Council for Graduate Medical Education, and the Sidra Medical and Research Center in Doha. He also serves on the Editorial Board of the Journal of the American Medical Association (JAMA). He chairs the VA's National Academic Affiliation Council and is co-chair of the Institute of Medicine's Global Forum on Innovations in Health Professional Education.

Dr. Cohen is a graduate of Yale University and Harvard Medical School and completed his postgraduate training in internal medicine on the Harvard service at the Boston City Hospital.

Laura Roberts, MD

*Katharine Dexter McCormick and Stanley McCormick Memorial Professor
Chairman, Department of Psychiatry and Behavioral Sciences, Stanford University*



Dr. Roberts serves as Chairman and the Katharine Dexter McCormick and Stanley McCormick Memorial Professor in the Department of Psychiatry and Behavioral Sciences at the Stanford University School of Medicine. She is an internationally recognized scholar in bioethics, psychiatry, medicine, and medical education, and is identified as the foremost psychiatric ethicist in the United States. Dr. Roberts has performed a series of studies on the ethics of research and clinical care in the context of serious mental illness, focusing particularly on schizophrenia. Her work has led to advances in our understanding of ethical aspects of physical and mental illness research, societal implications for genetic innovation, the role of stigma in health disparities, the impact of medical student and physician health issues, and optimal approaches to fostering professionalism in medicine.

Dr. Roberts has written hundreds of peer-reviewed articles and other scholarly works, and she has written or edited several books in the areas of professionalism and ethics in medicine, psychiatric research, professional development for physicians, and clinical psychiatry. Dr. Roberts has been the Editor-in-Chief for the journal *Academic Psychiatry* since 2002 and serves as an editorial board member and peer reviewer for many scientific and education journals. Dr. Roberts has received numerous awards for leadership, teaching, and science, including the Lifetime Achievement Award from the Association for Academic Psychiatry in 2010.

Having received her Bachelor of Arts in History and Master of Arts in the Conceptual Foundations of Science from the University of Chicago, Dr. Roberts then completed her medical degree and a fellowship in clinical medical ethics at the University of Chicago Pritzker School of Medicine.

Arthur Rubenstein, MBBCh

*Professor of Medicine, Former Dean and EVP for the Health System (2001–11),
Raymond and Ruth Perelman School of Medicine, University of Pennsylvania*



Dr. Arthur H. Rubenstein is Professor, Department of Medicine, Division of Endocrinology at the Raymond and Ruth Perelman School of Medicine at the University of Pennsylvania.

Previously, Dr. Rubenstein was the Executive Vice President of the University of Pennsylvania for the Health System and Dean of the Raymond and Ruth Perelman School of Medicine. These entities make up Penn Medicine, a \$3.6 billion enterprise, dedicated to the related missions of medical education, biomedical research, and excellence in patient care.

Dr. Rubenstein is an internationally-prominent endocrinologist recognized for clinical expertise and groundbreaking research in diabetes. Well-known for his inspired teaching, Dr. Rubenstein has served in numerous academic leadership positions during his career including the Lowell T. Coggshall Distinguished Service Professor of Medical Sciences and Chairman of the Department of Medicine at the University of Chicago Pritzker School of Medicine.

Author of more than 350 publications, Dr. Rubenstein is the recipient of many awards and prizes, including the highest honor of the Association of American Physicians (AAP), the George M. Kober Medal, and the highest honor from the Association of Professors of Medicine, the Robert H. Williams Distinguished Chair of Medicine Award. Among his other honors are the John Phillips Memorial Award from the American College of Physicians; the Banting Medal from the American Diabetes Association; and the David Rumbough Scientific Award from the Juvenile Diabetes Association. In 2009, Dr. Rubenstein was awarded the prestigious Abraham Flexner Award for Distinguished Service to Medical Education from the Association of American Medical Colleges.

Born in South Africa, Dr. Rubenstein received his medical degree from the University of the Witwatersrand in Johannesburg.

Bucksbaum Institute Scholars

Master Clinicians

Neil Hyman, MD	Surgery	(2014–17)
Nir Uriel, MD	Medicine	(2014–17)
Douglas Dirschl, MD	Orthopaedics	(2013–16)
Jessica Kandel, MD	Pediatrics and Surgery	(2013–16)
Michael Bishop, MD	Medicine	(2012–15)
Ross Milner, MD	Surgery	(2012–15)

Junior Faculty Scholars

Jonas de Souza, MD	Medicine	(2014–16)
Amber Pincavage, MD	Medicine	(2014–16)
Tao Xie, MD, PhD	Neurology	(2014–16)
Raymon Grogan, MD	Surgery	(2013–15)
Olwen Hahn, MD	Medicine	(2013–15)
John Schneider, MD	Medicine	(2013–15)
Nita Lee, MD	OB/GYN	(2012–14)
John Yoon, MD	Medicine	(2012–14)
Alexander Langerman, MD	Surgery	(2011–13)
Monica Peek, MD, MPH	Medicine	(2011–13)

Medical Student Scholars

Hasenin Al-Kahersan	MS2	(2014–17)
Sean Gaffney	MS2	(2014–17)
Kathryn Kinasz	MS2	(2014–17)
Laurie Nosbusch	MS2	(2014–17)
Dara Richer Adams	MS3	(2013–16)
Steven Bhutra	MS3	(2013–16)
Brenna Hughes	MS3	(2013–16)
Ashley Tsang	MS3	(2013–16)
Annie Lauer Castro	MS4	(2012–15)
Elizabeth Rhinesmith	MS4	(2012–15)
Robert Sanchez	MS4	(2012–15)
Liese Pruitt	MS4	(2011–15)
<i>A research year in Nigeria</i>		
Alexander Ruby	MS4	(2011–15)
<i>MPH, London School of Hygiene & Tropical Medicine</i>		
Jasmine Taylor, MD	graduated	(2011–14)
<i>Pediatrics Resident at the University of Chicago</i>		

Bucksbaum Institute Senior Faculty Scholars

John C. Alverdy, MD	Surgery	(2012–)
Allen Anderson, MD	Medicine	(2012–13)
Peter Angelos, MD, PhD	Surgery	(2012–)
Vinett Arora, MD	Medicine	(2014–)
Issam Awad, MD	Surgery	(2014–)
Anita Blanchard, MD	OB/GYN	(2014–)
Halina Brukner, MD	Medicine	(2013–)
Gregory Christoforidis, MD	Radiology	(2014–)
Susan Cohn, MD	Pediatrics	(2014–)
Sandra Culbertson, MD	OB/GYN	(2012–)
Linda Druelinger, MD	Medicine	(2013–)
Scott Eggener, MD	Surgery	(2013–)
Savitri Fedson, MD	Medicine	(2013–)
H. Barrett Fromme, MD	Pediatrics	(2013–)
Melissa Gilliam, MD, MPH	OB/GYN	(2013–)
Daniel J. Haraf, MD	Radiation-Onc	(2012–)
Philip C. Hoffman, MD	Medicine	(2012–)
Nora Jaskowiak, MD	Surgery	(2013–)
Barbara Kirschner, MD	Pediatrics	(2014–)
Jerome Klafta, MD	Anesthesia	(2012–)
John Kress, MD	Medicine	(2014–)
Ernst Lengyel, MD	OB/GYN	(2014–)
William McDade, MD, PhD	Anesthesia	(2013–)
Kevin Roggin, MD	Surgery	(2014–)
David T. Rubin, MD	Medicine	(2012–)
Joel Schwab, MD	Pediatrics	(2012–13) Deceased
Sonali Smith, MD	Medicine	(2013–)
David Song, MD	Surgery	(2013–)
Deborah Spitz, MD	Pediatrics	(2014–)
Scott Stern, MD	Medicine	(2014–)
Christopher Straus, MD	Radiology	(2013–)
Marie Tobin, MD	Psychiatry	(2012–)
Alison Tothy, MD	Pediatrics	(2014–)
Monica Vela, MD	Medicine	(2013–)
Lisa M. Vinci, MD	Medicine	(2012–)
Tamara Vokes, MD	Medicine	(2014–)

Bucksbaum Institute Associate Junior Faculty Scholars

Danielle Anderson, MD	Psychiatry	(2011–)
Bree Andrews, MD, MPH	Pediatrics	(2014–)
Andrew Aronsohn, MD	Medicine	(2011–)
Leslie Caldarelli, MD	Pediatrics	(2011–15)
Woojin James Chon, MD	Medicine	(2011–)
Sarah Collins, MD	OB/GYN	(2013–)
Jessica Curley, MD, PhD	Pediatrics	(2011–14)
Gina Dudley, MD	Medicine	(2011–13)
Allen Gustin, MD	Anesthesia	(2011–)
Jennifer Hofer, MD	Anesthesia	(2011–)
Stacy Kahn, MD	Pediatrics	(2014–)
Robert Kavitt, MD, MPH	Medicine	(2014–)
David Kiragu, MD	Medicine	(2014–)
Jonathan Kohler, MD	Surgery	(2013–)
Neda Laiteerapong, MD	Medicine	(2011–)
Emily Landon, MD	Medicine	(2013–)
Wei Wei Lee, MD, MPH	Medicine	(2012–)
Stacie Levine, MD	Medicine	(2012–)
Jennifer McNeer, MD	Pediatrics	(2014–)
Alisa McQueen, MD	Pediatrics	(2011–)
Pamela McShane, MD	Medicine	(2012–)
Grace Mak, MD	Surgery	(2014–)
Diana L. Mitchell, MD	Pediatrics	(2011–)
Peter O'Donnell, MD	Medicine	(2011–)
Navin Pinto, MD	Pediatrics	(2014–)
Neethi Pinto, MD	Pediatrics	(2011–)
Tamar Polonsky, MD	Medicine	(2014–)
Jason Poston, MD	Medicine	(2011–)
Tipu Puri, MD, PhD	Medicine	(2012–)
Yasmin Sacro, MD	Medicine	(2013–)
Robert Sargis, MD, PhD	Medicine	(2013–)
Milda Saunders, MD, MPH	Medicine	(2014–)
Sachin Shah, MD	Medicine	(2013–)
Manish Sharma, MD	Medicine	(2014–)
Robert Steppacher, MD	Surgery	(2014–)

2014–15 Pritzker Poetry Contest

The mission of the Pritzker Poetry Contest is to foster compassionate care for our patients and to enhance the therapeutic caregiver-patient relationship throughout our medical center.

Fourth annual Pritzker Poetry Contest winners

Open Poem Category

FIRST PLACE: *An Intern's Prayer*

Victoria Okuneye, medical student (\$1,000 award)

SECOND PLACE: *Already Knows*

Arun Aneja, MD (\$500 award)

Six Word Poem Category

FIRST PLACE: *Untitled*

Hasenin Al-Khersan, medical student (\$500 award)

SECOND PLACE: *Untitled*

Bow Young Chung, MD (\$250 award)

An Intern's Prayer

by Victoria Okuneye

My nails are stubs of insecurity
Chipped fuchsia, canvases of neglect
My skin is rough
There are calluses and blisters
Anything but smooth
I'm afraid these hands weren't made to sooth
See how my pinky still quivers
How the scalpel shakes in these hands
like they are scared they'll break something
or worse yet someone
These palms have never healed anyone
Most days I can't save myself
So though I don't pray much
I'm on my knees, fingers clasped
begging the lord for gifted hands

Already Knows

by Arun Aneja

Where does it hurt, when did it start?
Twenty pound weight loss, since end of March
Have you seen the films, has it spread very far?
Biopsy reassure me, lend more than a scar
The other doctors, what do they seem to think?
Chemo, radiation, willing to throw kitchen sink
Nights of nausea and hair falling
Clinical trials, I can hear them calling
Are these the ways you wish to spend the end?
The pain persists, even after I have taken the limb.
These are the thoughts, in my head they grow
As I ask the parents, the child already knows...

Untitled

by Hasenin Al-Khersan

When I cannot remember,
Don't forget.

*(An Alzheimer patient's request
to her family)*

Untitled

by Bow Young Chung

one donor
forty recipients
one heart

*(Inspired by a roomful of family
and friends praying after a successful
heart transplant)*

National Conference on Interprofessional Education and Collaborative Practice

Atlanta, Georgia • October 30 to November 1, 2014

Co-sponsors: Schwartz Center, Arnold P. Gold Foundation, the Josiah Macy Foundation, and the Bucksbaum Institute for Clinical Excellence

The Bucksbaum Institute for Clinical Excellence co-sponsored the first national conference on “Advancing Compassionate, Patient- and Family-Centered Care through Interprofessional Education and Collaborative Practice.” The University of Chicago Bucksbaum Institute was the academic partner for the conference in collaboration with the Schwartz Center for Compassionate Healthcare, the Arnold P. Gold Foundation, and the Josiah Macy Jr. Foundation.

The three-day conference brought together more than 80 individuals from every aspect of the healthcare spectrum and helped to build greater understanding of and knowledge about current initiatives to advance professional education for compassionate and collaborative, patient-centered healthcare.

National conference vision: With every interaction across the continuum of care, patients will reliably receive high quality, effective care that is focused on their needs, concerns and preferences and is compassionate, collaborative and coordinated. Without compassion, care may be technically excellent but depersonalized and cannot address the unique cultures, concerns, distress and suffering of patients and their families.

National conference goals: This conference will build on current initiatives to advance interprofessional education for compassionate and collaborative, patient-centered care. Participants will identify models and opportunities, as well as barriers that must be addressed to ensure that the values, knowledge and behaviors needed to provide such care are explicitly taught, demonstrated, supported and sustained within and across clinical settings.

Conference Executive Summary

Compassion is essential for effective collaboration among healthcare professionals, staff, patients and families. But despite evidence supporting the importance of compassionate healthcare, the concepts and skills related to empathy and compassion, and that are needed to provide person-/family-centered

and relationship-based care, are not routinely taught, modeled and assessed across the continuum of learning and practice. To change this paradigm, the Schwartz Center for Compassionate Healthcare and The Arnold P. Gold Foundation, in collaboration with the Josiah Macy Jr. Foundation and the Bucksbaum Institute for Clinical Excellence at the University of Chicago convened 84 healthcare experts—from patients, family members and advocates to clinicians, health professions educators, licensure and accreditation agency representatives, funders and administrators—with the goal of discussing and recommending timely steps to integrate compassion and collaboration into health professional education and clinical care.

Participants agreed that compassionate, collaborative care, or “The Triple C,” is essential if we are to achieve “The Triple Aim” of improving health and experiences of care while controlling costs. They shared their own experiences, listened to and discussed patient, family member and provider stories and cases and commented on a prepared discussion paper and a Compassionate, Collaborative Care Competency Framework of requisite attributes and behaviors. During the conference, they formulated four actionable recommendations to advance “The Triple C”—details are summarized in the full conference report*:

1. Involve patients and families as partners in health professional education, their own care and in co-designing healthcare delivery;
2. Educate patients, families, professionals and staff about the importance of “The Triple C” and align salient competencies with existing education, assessment and standards;
3. Conduct research to measure “The Triple C” at all levels (individuals, teams and organizations) and to study its outcomes;
4. Incentivize and reward “The Triple C.”

“The Triple C,” like “The Triple Aim,” is what practitioners want to provide and what patients and families want and need. The work ahead lies in understanding and leveraging the support needed to make “The Triple C” the standard of care in every healthcare organization and system—and in every encounter. Our organizations look forward to working with various stakeholders, including health professions educators, accreditation and licensure organizations, clinicians and administrators, and patient and family advocates to make this a reality.

**The full conference report is available on the Bucksbaum Institute website.*

Leadership

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For more information

For more information about the Bucksbaum Institute
or upcoming programs please call 773-702-3906.