Fifth Annual Symposium
Friday, April 15, 2016
12:30–4:30 p.m.
Center for Care and Discovery
7th Floor Sky Lobby
Conference Center Boardroom
Welcome

The Bucksbaum Institute for Clinical Excellence welcomes you to the Fifth Annual Bucksbaum Institute Symposium. The Keynote Lecture entitled “Women in Leadership Roles in Academic Health Centers” will be given by Dr. Arthur H. Rubenstein, Professor of Medicine at the Perelman School of Medicine at the University of Pennsylvania. From 2001–2011, Dr. Rubenstein was the Executive Vice President of the University of Pennsylvania Health System and Dean of the Perelman School of Medicine. Previously, Dr. Rubenstein was Chair of the Department of Medicine at the University of Chicago from more than 15 years.

Following Dr. Rubenstein’s keynote lecture, current Bucksbaum Scholars will present their work on the doctor-patient relationship, communication, and shared decision making.

The Bucksbaum Institute is growing and thriving. Now in its fifth year, the Institute has appointed more than 130 faculty and medical student scholars. The scholars are dedicated to research, teaching, and clinical care programs that aim to improve doctor-patient communication and 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  Matt Sorrentino, MD  
Executive Director  Associate Director

About the Bucksbaum Institute

Mission

The Bucksbaum Institute for Clinical Excellence aims to 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 200 scholars including faculty and medical student scholars and undergraduate pre-medical students. The Bucksbaum Institute currently operates 28 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,
- A new mentoring program with the Heart Failure Team,
- Elective courses for Pritzker School of Medicine students,
- Bucksbaum Interest Group (BIG) for Pritzker students, and
- An undergraduate clinical excellence program.

In 2015 the Bucksbaum Institute commissioned a sculpture, Caring, by artist Virginio Ferrari. On Wednesday, October 7, 2015 the Caring sculpture was dedicated in the West Lobby of the Center for Care and Discovery. Caring is a monumental work in Carrara marble created in Italy by Mr. Ferrari. A detailed description of the sculpture, its inspiration, and a brief artist biography are found on pages 2–3 of this program.
The sculpture *Caring* was created in honor of the Bucksbaum Institute and its commitment to improving patient care and strengthening the doctor-patient relationship.

*Caring* is a monumental work in Carrara marble created in Italy in 2015 by the sculptor Virginio Ferrari. Using abstract forms encircling each other, this work conveys the complex and dynamic relationship between doctors and other caregivers, patients, and the hospital. Throughout the process, from the design to the selection of the stone to the carving, the artist worked to create an abstract embodiment of caring for patients.

The outer circle represents the healing nature of medicine and the ongoing work of our physicians. The elements in the center represent patients as they are cared for in a healing environment. The base represents the hospital, where caring and healing take place.

**Virginio Ferrari**

Virginio Ferrari is an internationally acclaimed sculptor whose monumental works are exhibited in public and private collections in Chicago and around the world in such diverse cities as Shanghai, Rome, and Verona. The University of Chicago has been privileged to feature many of his works, including *Continuity*, which was donated by RR Donnelley in 2005 and is currently showcased in the Gordon Center for Integrative Science.

Mr. Ferrari divides his time between Chicago and Guardistallo, Italy. From 1966 to 1976, Mr. Ferrari was the Sculptor-in Residence at the University of Chicago.
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: Women in Leadership Roles in Academic Health Centers

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

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

2:00–2:15 p.m. Surgeon Burnout and the Impact on the Doctor-Patient Relationship
Neil Hyman, MD (Department of Surgery)

2:15–2:30 p.m. Heart Failure Career Development Mentoring Program
Nir Uriel, MD (Department of Medicine)

2:30–2:45 p.m. Physician-Patient Communication Practices During Interunit Transfers from the Emergency Department
Keme Carter, MD (Department of Medicine)

2:45–3:00 p.m. Prevalence and Predictors of Inappropriate Delivery of Palliative Thoracic Radiotherapy for Metastatic Lung Cancer
Matthew Koshy, MD (Department of Radiation–Oncology)

3:00–3:15 p.m. Informed Consent Communication for Phase I Clinical Trials in Advanced Cancer Patients
Manish Sharma, MD (Department of Medicine)

3:15–3:30 p.m. Intraoperative Surgeon-Trainee Communication with an Awake Patient
Claire Smith, MFA (MS2 Pritzker School of Medicine)

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

Jordan Cohen, MD
Professor of Medicine and Public Health, George Washington University; President Emeritus, American Association of Medical Colleges; Chairman of the Board, Gold Humanism Foundation

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

4:00–4:20 p.m. 2015–16 Pritzker Poetry Contest Awards Presentation

4:30 p.m. Adjourn
Dr. Arthur H. Rubenstein is Professor of Medicine at the School of Medicine at the University of Pennsylvania. Previously, Dr. Rubenstein was the Executive Vice President of the University of Pennsylvania Health System and Dean of the Perelman School of Medicine (2001 to 2011). Before joining the University of Pennsylvania, Dr. Rubenstein served for four years as Dean of Mount Sinai School of Medicine and Gustave L. Levy Distinguished Professor. For 15 years, he was the Lowell T. Coggeshall Distinguished Service Professor of Medical Sciences and Chairman of the Department of Medicine at the University of Chicago Pritzker School of Medicine.

Dr. Rubenstein is an internationally-renowned medical leader as well as an endocrinologist recognized for clinical expertise and groundbreaking research in diabetes. Well-known for his inspired teaching, Dr. Rubenstein has served in many professional leadership positions during his career.

Women in Leadership Roles in Academic Health Centers
Although the percentage of women medical students and residents are 45–50%, they comprise only 38% of the faculty, 21% of full professors, 16% of chairs and 16% of deans (AAMC 2013–2014 data). The number of women faculty members has increased by only 2% in the past 4 years.

Dr. Rubenstein’s presentation will examine some of the reasons that are believed to contribute to this situation, including work-life balance, bias, role models, mentoring, work-place culture, and promotion policies. It seems probable that these percentages will not change significantly unless the profession’s leadership commits itself to both evaluating the causes of this situation and to making the necessary changes.

Neil Hyman, MD (Department of Surgery)
Bucksbaum Institute Master Clinician
Surgeon Burnout and the Impact on the Doctor-Patient Relationship (See page 8)

Nir Uriel, MD (Department of Medicine)
Bucksbaum Institute Master Clinician
Heart Failure Career Development Mentoring Program (See page 9)

Keme Carter, MD (Department of Medicine)
Bucksbaum Institute Junior Faculty Scholar
Physician-Patient Communication Practices During Interunit Transfers from the Emergency Department (See page 10)

Matthew Koshy, MD (Department of Radiation-Oncology)
Bucksbaum Institute Junior Faculty Scholar
Prevalence and Predictors if Inappropriate Delivery of Palliative Thoracic Radiotherapy for Metastatic Lung Cancer (See page 12)

Manish Sharma, MD (Department of Medicine)
Bucksbaum Institute Associate Junior Faculty Scholar
Informed Consent Communication for Phase I Clinical Trials in Advanced Cancer Patients (See page 14)

Claire Smith, MFA (MS2 Pritzker School of Medicine)
Bucksbaum Institute Medical Student Summer Research Scholar
Intraoperative Surgeon-Trainee Communication with an Awake Patient (See page 16)
Surgeon Burnout and the Impact on the Doctor-Patient Relationship

Neil Hyman, MD (Department of Surgery)
Bucksbaum Institute Master Clinician

**ABSTRACT:** Burnout is a measurable, clinical syndrome that is characterized by emotional exhaustion, depersonalization (cynicism) and a decreased sense of accomplishment. Physicians have been shown to experience burnout at a substantially higher rate than the US population overall. Although all disciplines have experienced a troubling and worrisome incidence of physician burnout, the problem seems to be particularly acute for surgeons. This phenomena has been reported in virtually all surgical specialties in the US and around the world. Contributing factors that have been implicated include balancing the career needs of a spouse/shared child rearing, the frantic pace of modern healthcare delivery, the demands and expectations of an increasingly educated and sometimes cynical public, and the hostile, adversarial malpractice environment. Symptoms include fatigue, poor judgment, guilt/feelings of inefficiency and disconnection with coworkers/patients.

Obviously, burnout may have grave consequences for physician well being, the safety and quality of patient care, and especially for the doctor-patient relationship. The few interventions to date, such as work hour restrictions, have been largely ineffective and may have unintentionally contributed to the problem. The incidence is actually highest among young surgeons. It is critical that we understand where in our education/training programs that burnout takes root and that effective strategies are devised to combat it. The challenges and most effective responses may not be “one size fits all” and may instead be specialty specific.

Heart Failure Career Development Mentoring Program

Nir Uriel, MD (Department of Medicine)
Bucksbaum Institute Master Clinician

**ABSTRACT:** A career in academic medicine requires clinicians to develop a diverse skill-set that will help them to become better physicians, educators, administrators, and researchers. Successful physician development is a long and involved process that requires personal investment and mentoring as well as support tailored to the needs of a specific clinician (personality, strengths, weakness, etc.). The heart failure program working with the Bucksbaum Institute has developed a mentoring initiative for clinicians in advanced heart failure. The program is based on the “waterfall” concept, in which every participant in the program mentors other program participants that are in earlier phases of their career. The mentoring program focuses on three key elements: clinical skills, administration, and research. Program participants, with the support of their mentor, define personal short and long terms goals. There are regular progress evaluation opportunities to assess goal achievement and performance. The Advanced Heart Failure Mentoring Program helps to develop clinical expertise through hands-on clinical experiences and weekly case presentations. These training opportunities serve as tools for developing research activity because the program allows faculty to identify clinical questions, develop research hypotheses, and review study designs presentations.

Through a joint collaboration with the Bucksbaum Institute, the heart failure mentoring program will receive support in the following areas:

- By appointing heart failure doctors as Bucksbaum Faculty Scholars;
- By supporting heart failure scholars with Bucksbaum Institute pilot grants;
- By encouraging mentoring by senior physicians of junior colleagues; and
- By providing a forum at Bucksbaum seminars and lab meetings for presenting research findings of the joint mentoring program.
Physician-Patient Communication Practices During Interunit Transfers from the Emergency Department

Keme Carter, MD (Department of Medicine)
Buckbaum Institute Junior Faculty Scholar

CO-AUTHORS: Shirlene Oboubi, MS2, Edie Swain, MS4, Sarah Donlan, MD, Barrett Fromme, MD, MHPE

BACKGROUND: Transitions in care from the Emergency Department (ED) to inpatient units present a vulnerable point in care for patients. As a result of inherent tensions during interunit care transitions, the patient experience during this period may receive little to no attention in the clinical setting. To our knowledge specific behaviors that lead to a patient-centric interunit transfer has not been described. This study aims to elicit positive, negative, and important doctor-patient communication practices of Emergency Medicine (EM) and admitting doctors during the Emergency Department (ED) to inpatient care transition from patients’ and caregivers’ perspectives.

METHODS: Sixty adult patients and pediatric patient caregivers who were undergoing transitions of care from the ED to inpatient units at University of Chicago Medicine and NorthShore University HealthSystem were randomly selected to undergo semi-structured interviews. Qualitative analysis was conducted on transcribed interviews using constant comparative analysis.

RESULTS: Patients identified doctor-patient communication practices during the ED to inpatient care transition that they experienced and believe to be important which were categorized into 4 themes: 1) Explanation (i.e. explaining the plan of care), 2) Bedside Manner (i.e. attention to patient concerns), 3) Teamwork (i.e. shared decision-making), and 4) Information Research/Review (i.e. reviewing medical information from other sources). For both EM and admitting doctors, the most common positive communication practices were explaining the plan of care, ensuring patient comprehension, and conveying a confident demeanor. Additional positive practices of EM doctors were having a discussion about the patient’s problems and explaining the reason for admission. Patients appreciated when admitting doctors confirmed that they have reviewed patient medical information, addressed the patient’s concerns, and provided an update on status. The most common negative experience was perceived lack of presence of both EM and admitting doctors. Patients described additional desired communication practices. For EM doctors, explaining the timing/sequence of events, providing an update on status, and having a reassuring presence were most commonly described while patients wanted admitting doctors to convey their willingness to be available to them.

CONCLUSION: During the interunit transition, patients valued when physicians conveyed confidence, explained the plan of care, provided an update on status, and ensured their understanding but had different expectations for their EM and admitting doctors. This study provides basis for the development of a framework for patient-centered interunit transitions of care.
Prevalence and Predictors if Inappropriate Delivery of Palliative Thoracic Radiotherapy for Metastatic Lung Cancer

Matthew Koshy, MD  (Department of Radiation–Oncology)
Bucksbaum Institute Junior Faculty Scholar

CO-AUTHORS: R. Malik, MD, U. Mahmood, MD, Z. Husain, MD, R.R. Weichselbaum, MD, D.J. Sher, MD

BACKGROUND: High-level evidence has established well-recognized standard treatment regimens for patients undergoing palliative chest radiotherapy (RT) for stage IV non-small cell lung cancer (NSCLC), including treating with fewer than 15 fractions of RT, and not delivering concurrent chemoradiation (CRT) because of its increased toxicity and limited efficacy in the palliative setting.

METHODS: The study included patients in the National Cancer Database from 2004 to 2012 with stage IV lung cancer who received palliative chest radiation therapy. Logistic regression was performed to determine predictors of standard vs nonstandard regimens (>15 fractions or CRT). All statistical tests were two-sided.

RESULTS: There were 46,803 patients in the analysis and 49% received radiotherapy for longer than 15 fractions, and 28% received greater than 25 fractions. Approximately 19% received CRT. The strongest independent predictors of long-course RT were private insurance (odds ratio [OR] = 1.40 vs uninsured, 95% confidence interval [CI] = 1.28 to 1.53) and treatment in community cancer programs (OR = 1.49, 95% CI = 1.38 to 1.58) compared with academic research programs. The strongest factors that predicted for concurrent chemoradiotherapy were private insurance (OR = 1.38, 95% CI = 1.23 to 1.54) compared with uninsured patients and treatment in community cancer programs (OR = 1.44, 95% CI = 1.33 to 1.56) compared with academic programs.

CONCLUSIONS: Approximately half of all patients with metastatic lung cancer received a higher number of radiation fractions than recommended. Patients with private insurance and treated in community cancer centers were more likely to receive longer courses of RT or CRT. This demonstrates that a substantial number of patients requiring palliative thoracic radiotherapy are overtreated and further work is necessary to ensure these patients are treated according to evidenced-based guidelines.
Informed Consent Communication for Phase I Clinical Trials in Advanced Cancer Patients

Manish Sharma, MD (Department of Medicine)
Bucksbaum Institute Associate Junior Faculty Scholar

CO-AUTHORS: Fay J. Hlubocky, PhD, MA, Mark J. Ratain, MD, Christopher K. Daugherty, MD

BACKGROUND: Advanced cancer patients (ACP) enrolled in phase I clinical trials are often unable to recall significant elements of informed consent, yet the verbal and non-verbal content of discussions between oncology physicians and ACP has not been well described.

METHODS: We designed an evidence-based training program for first-year medical oncology fellows to improve communication about informed consent for phase I clinical trials in ACP. Training components included didactics and real-time feedback after clinical encounters. Measurements included questionnaires for ACP after the encounters to assess their understanding of informed consent elements, and paired video recordings of the encounters that were analyzed using CanCode software for verbal and non-verbal skills associated with informed consent elements.

RESULTS: To date, 61 ACP-fellow clinical encounter video recordings have been analyzed. The average length of the encounters was 45 minutes (range 6–88 minutes). Fellows were coded as verbally disclosing the following with respect to phase I clinical trials in these encounters: purpose of the trial as dose-determining in 49%; physical risks of the trial in 75%; potential benefits of the trial in 70%; and alternatives to trial participation in 55%.

A significant association was found between coded empathic statements by fellows and ACP subsequently recalling the purpose of the trial, with 72% of ACP who heard empathic statements identifying “dosage” compared to 10% who did not (p < 0.05). Regarding non-verbal skills in these encounters, fellows leaned toward ACP in 64%; observed ACP face directly in 72%; had relaxed body posture in 55%; and displayed responsive facial expressions in 77%.

CONCLUSIONS: It is feasible to implement a training program for first-year medical oncology fellows designed to improve informed consent communication for phase I clinical trials in ACP. Empathic statements made by fellows are associated with improved ACP understanding of the purpose of phase I trials, but there is room for further improvement in both verbal and non-verbal communication skills. Additional encounters continue to undergo video recording and analysis.
Intraoperative Surgeon-Trainee Communication with an Awake Patient

Claire Smith, MFA (MS2 Pritzker School of Medicine)
Bucksbaum Institute Medical Student Summer Research Scholar

BUCKSBAUM INSTITUTE FACULTY MENTOR
Alexander Langerman, MD, SM, FACS (Vanderbilt University)
Bucksbaum Institute Junior Faculty Scholar

CO-AUTHORS: Kristina Guyton, MD, Joseph J. Pariser, MD, Mark Siegler, MD, Nancy Schindler, MD, MHPE

BACKGROUND: With improved local and regional anesthetic techniques, surgeons are increasingly performing procedures on awake patients, which offer shorter recovery times and decreased costs. However, such procedures present a significant challenge for academic surgeons. With an awake patient, attending surgeons must balance their coaching and instruction of a trainee with the emotional and physical comfort of the aware and listening patient.

METHODS: Surgeons were recruited from the faculty of two Midwestern hospitals to participate in a recorded interview regarding their approach to communication during awake (no sedation or conscious sedation) procedures. Three researchers used the constant comparative method to transcribe, code, and review interviews until saturation was reached.

RESULTS: Twenty-three surgeons were interviewed. All comments (n=96) regarding surgeons’ interactions with trainees were classified into 3 sub-themes: communication that includes the patient (28%, 27/96), communication that excludes the patient (46%, 44/96), and managing trainee involvement (27%, 26/96).

When including the patient, surgeons discussed using direct verbal teaching or explaining, and/or explicitly including the patient in the conversation with the trainee. When excluding the patient, surgeons noted using several techniques: non-verbal communication, teaching before or after the procedure outside the room, teaching quietly, or using euphemism, obfuscation, or jargon to exclude the patient from the teaching conversation.

Regarding the third sub-theme, surgeons described various approaches to managing trainee involvement during procedures. Surgeons noted that trainee involvement sometimes contributed to patient anxiety, and that perceived patient anxiety led to decreased trainee involvement. Additionally, surgeons had differing approaches to disclosing trainee involvement, from explicitly asking permission for resident involvement to intentionally obscuring it from the patient.

CONCLUSIONS: Our research highlights the tensions that exist between a surgeon’s duty to best care for patients and to properly instruct and give experience to trainees. The presence of an awake patient significantly influences surgeon-trainee communication, suggesting that further work is needed to optimize teaching in the increasingly common setting of awake surgery. Additionally, deception related to trainee involvement highlights the need for closer examination of the best methods for informing and consenting patients about the involvement of trainees in their care.
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 Scholars. Since its inception, the program has increased the number of program collaborations and interdepartmental projects that included Junior Faculty Scholars, Senior Faculty Scholars, as well as other medical center health professionals. The pilot grant program continues to expand and after four years has awarded 41 grants totaling more than $275,000.

2015 Grants

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<td>Bree Andrews, MD MPH</td>
<td>Pediatrics</td>
<td>The Premie “Show and Tell” Story Project: Using Mobile Technologies to Co-Create Meaningful Interactions For Life in High Risk Families and Improve Premature Infant Growth and Development</td>
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<td>With: Larry Gray, MD</td>
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<td>Yaya Ren, PhD, JD</td>
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<td>Brian Callender, MD</td>
<td>Medicine</td>
<td>Understanding Your Hospitalization: A graphic narrative to empower patients and improve communication during the inpatient experience.</td>
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<td>MK Czerwiec, RN</td>
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<td>Alyssa Wiener, MS2</td>
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<td>Keme Carter, MD</td>
<td>Medicine and Pediatrics</td>
<td>Qualitative Study on Patient-Centered Interunit Care Transitions</td>
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<td>Scott Eggener, MD</td>
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<td>Randomized Controlled Trial Assessing Music to Alleviate Anxiety During Transrectal Prostate Biopsy</td>
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<td>Andrew Cohen, MD</td>
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<td>Charley Nottingham, MD</td>
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<td>Pediatrics—Neonatology</td>
<td>A Perinatal Palliative Care Program: Meeting the Needs of Babies and their Families after the Diagnosis of a Life-Limiting Condition</td>
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<td>Kathleen O’Sullivan, MS, CCLS</td>
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<td>Milda Saunders, MD MPH</td>
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<td>Neethi Pinto, MD</td>
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<td>The PICU Passport: Improving Life After Pediatric Critical Illness</td>
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<td>PI-REAL: A pilot study of improving informed consent communication in REAL-TIME during phase I cancer trial clinical encounters</td>
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<td>Tao Xie, MD, PhD</td>
<td>Neurology and Psychiatry</td>
<td>Improving the care of patients with psychogenic movement disorders: a model involving in depth communication between the movement specialist, psychiatrist and the patient</td>
</tr>
<tr>
<td>Marie Tobin, MD</td>
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<td>With: Ross Milner, MD</td>
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<tr>
<td>Joni Krapec, MA</td>
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<tr>
<td>2013 Grants</td>
<td></td>
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</tr>
<tr>
<td>Peter Angelos, MD, PhD</td>
<td>Surgery</td>
<td>“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</td>
</tr>
<tr>
<td>With: Ross Milner, MD</td>
<td></td>
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<tr>
<td>Raymon Grogan, MD</td>
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<tr>
<td>Sarah Collins, MD</td>
<td>OB/GYN</td>
<td>Predictors of satisfaction with surgical decision-making in elderly women undergoing gynecologic surgery</td>
</tr>
<tr>
<td>With: Sandra Culbertson, MD</td>
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<tr>
<td>Nita Lee, MD</td>
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<tr>
<td>Jonas de Souza, MD</td>
<td>Medicine</td>
<td>A Pilot Program of Cost Communication in Hematologic Malignancies</td>
</tr>
<tr>
<td>With: Michael Bishop, MD</td>
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<tr>
<td>Lauren Kirby, LCSW</td>
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<tr>
<td>Christopher Daugherty, MD</td>
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<tr>
<td>Allen Gustin, MD</td>
<td>Anesthesia</td>
<td>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</td>
</tr>
<tr>
<td>With:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Name | Department | Title or Project Focus
---|---|---
Emily Landon, MD | Medicine | Quality Improvement vs. Research: Controversies and Confusion
Jessica Curley, MD, PhD | Pediatrics | Dynamic Operational Mapping—Annotation for Patient and Family Education

**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

### Name | Department | Title or Project Focus
---|---|---
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 Laiteerapong, MD | Medicine | Patient Beliefs Regarding How the Timing of A1Ca & BP Control Affects Diabetes Outcomes
Nita Lee, MD | OB/GYN | Endometrial cancer survivorship in African American women
Diana Mitchell, 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
Bucksbaum Institute Advisory Board
Panel Discussion Biographies

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.
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 Health System and Dean of the Raymond and Ruth Perelman School of Medicine from September 2001 to July 2011. Together, these entities make up Penn Medicine, an enterprise dedicated to the related missions of medical education, biomedical research, and excellence in patient care.

Before joining Penn, Dr. Rubenstein served for four years as Dean of Mount Sinai School of Medicine and Gustave L. Levy Distinguished Professor. Earlier, he was the Lowell T. Coggeshall Distinguished Service Professor of Medical Sciences and Chairman of the Department of Medicine at the University of Chicago Pritzker School of Medicine.

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 professional leadership positions during his career.

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. He was elected to membership in the Institute of Medicine in 1987.

Born in South Africa, Dr. Rubenstein received his medical degree from the University of the Witwatersrand in Johannesburg. In 2001, he was honored by his alma mater when an honorary degree, Doctor of Science in Medicine, was conferred upon him.
### Bucksbaum Institute Scholars

#### Master Clinicians
- **Arlene Chapman, MD**  
  Medicine  
  (2015–18)
- **Neil Hyman, MD**  
  Surgery  
  (2014–17)
- **Nir Uriel, MD**  
  Medicine  
  (2014–17)
- **Douglas Dirschl, MD**  
  Orthopaedics  
  (2013–16)
- **Jessica Kandel, MD**  
  Pediatrics & Surgery  
  (2013–16)
- **Michael Bishop, MD**  
  Medicine  
  (2012–15)
- **Ross Milner, MD**  
  Surgery  
  (2012–15)

#### Junior Faculty Scholars
- **Keme Carter, MD**  
  Medicine  
  (2015–17)
- **Matthew Koshy, MD**  
  Radiology  
  (2015–17)
- **Evan Lyon, MD**  
  Medicine  
  (2015–17)
- **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, MPH**  
  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
- **Brooke Gabster**  
  MS2  
  (2015–18)
- **Ashley Hite**  
  MS2  
  (2015–18)
- **Sunny Kung**  
  MS2  
  (2015–18)
- **Lukas Matern**  
  MS2  
  (2015–18)
- **Hasenin Al-Kahersan**  
  MS3  
  (2014–17)
- **Sean Gaffney**  
  MS3  
  (2014–17)
- **Kathryn Kinasz**  
  MS3  
  (2014–17)
- **Laurie Nosbusch**  
  MS3  
  (2014–17)
- **Dara Richer Adams**  
  MS4  
  (2013–16)
- **Steven Bhutra**  
  MS4  
  (2013–16)
- **Brenna Hughes**  
  MS4  
  (2013–16)
- **Ashley Tsang**  
  MS4  
  (2013–16)
- **Annie Lauer Castro, MD**  
  graduated  
  (2012–15)
  *Anesthesiology Resident at Duke University Medical Center*
- **Elizabeth Rhinesmith, MD**  
  graduated  
  (2012–15)
  *Pediatrics-Primary Care Resident at Children’s National Medical Center DC*
- **Robert Sanchez, MD**  
  graduated  
  (2012–15)
  *Medicine/Pediatrics Resident at the University of Chicago*
- **Liese Pruitt, MD**  
  graduated  
  (2011–15)
  *Surgery Resident at the University of Utah Affiliated Hospitals*
- **Alexander Ruby, MD**  
  graduated  
  (2011–15)
  *Emergency Medicine Resident at Cook County-Stroger Hospital*
- **Jasmine Taylor, MD**  
  graduated  
  (2011–14)
  *Pediatrics Resident at the University of Chicago*
**Bucksbaum Institute Senior Faculty Scholars**

John C. Alverdy, MD  
Surgery  
(2012–)

Allen Anderson, MD  
Medicine  
(2012–13)

Peter Angelos, MD, PhD  
Surgery  
(2012–)

Vinee Arora, MD, MAPP  
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 Drueilinger, MD  
Medicine  
(2013–)

Scott Eggener, MD  
Surgery  
(2013–)

Jeanne Farnan, MD  
Medicine  
(2015–)

Savitri Fedson, MD  
Medicine  
(2013–15)

**Bucksbaum Institute Associate Junior Faculty Scholars**

H. Barrett Fromme, MD  
Pediatrics  
(2013–)

Melissa Gilliam, MD, MDH  
OB/GYN  
(2013–)

David Glick, MD  
Anesthesia  
(2015–)

Daniel J. Haraf, MD  
Radiation-Oncology  
(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–)

Vinay Kumar, MD  
Pathology  
(2015–)

Michael Lee, MD  
Ortho Surgery  
(2015–)

Ernst Lengyel, MD, PhD  
OB/GYN  
(2014–)

Michael Marcangelo, MD  
Psychiatry  
(2015–)

William McDade, MD, PhD  
Anesthesia  
(2013–)

J. Michael Mills, MD  
Surgery  
(2015–)

Olufunmilayo Olopade, MD  
Medicine  
(2015–)

Kevin Roggin, MD  
Surgery  
(2014–)

Helene Rubenz, MD  
Neurology  
(2015–)

David T. Rubin, MD  
Medicine  
(2012–)

Michael Schreiber, MD  
Pediatrics  
(2015–)

Joel Schwab, MD  
Pediatrics  
(2012–13) Deceased

Mindy Schwartz, MD  
Medicine  
(2015–)

Sonali Smith, MD  
Medicine  
(2013–)

David Song, MD, MBA  
Surgery  
(2013–)

Deborah Spitz, MD  
Psychiatry  
(2014–)

Scott Stern, MD  
Medicine  
(2014–)

Christopher Straus, MD  
Radiology  
(2013–)

Dana Suskind, MD  
Surgery & Pediatrics  
(2015–)

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–)

Stephen Weber, MD  
Medicine  
(2015–)

S. Diane Yamada, MD  
OB/GYN  
(2015–)

**Northwestern University**

**Northwestern University**

Khalid Afzal, MD  
Psychiatry  
(2015–)

James Ahn, MD  
Medicine  
(2015–)

Danielle Anderson, MD  
Psychiatry  
(2011–15)

Bree Andrews, MD, MPH  
Pediatrics  
(2014–)

Andrew Aronsohn, MD  
Medicine  
(2011–)

Trisha Babrowski, MD  
Surgery  
(2015–)

Leslie Caldarrielli, MD  
Pediatrics  
(2011–15)

Brian Callender, MD  
Medicine  
(2015–)

Woojin James Chon, MD  
Medicine  
(2011–)

Kenneth Cohen, MD  
Medicine  
(2015–)

Sarah Collins, MD  
OB/GYN  
(2013–)

Jessica Curley, MD, PhD  
Pediatrics  
(2011–14)

David Dickerson, MD  
Anesthesia  
(2015–)

Gina Dudley, MD  
Medicine  
(2011–13)

Allen Gustin, MD  
Anesthesia  
(2011–)

Jennifer Hofer, MD  
Anesthesia  
(2011–)

Kevin Koerber, MD  
Pediatrics  
(2014–)

Stacy Kahn, MD  
Anesthesia  
(2015–)

Robert Kavitt, MD, MPH  
Medicine  
(2014–)

David Kiragu, MD  
Medicine  
(2014–15)

Jonathan Kohler, MD  
Surgery  
(2013–15)

Ram Krishnamoorthi, MD, MPH  
Medicine  
(2015–)

Neda Laiteerapong, MD  
Medicine  
(2011–)

Bucksbaum Institute Senior Faculty Scholars

Khalid Afzal, MD  
Psychiatry  
(2015–)

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Medicine  
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(2011–)

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(2015–)

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(2015–)

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(2011–)

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Anesthesia  
(2011–)

Kevin Koerber, MD  
Pediatrics  
(2014–)

Stacy Kahn, MD  
Anesthesia  
(2015–)

Robert Kavitt, MD, MPH  
Medicine  
(2014–)

David Kiragu, MD  
Medicine  
(2014–15)

Jonathan Kohler, MD  
Surgery  
(2013–15)

Ram Krishnamoorthi, MD, MPH  
Medicine  
(2015–)

Neda Laiteerapong, MD  
Medicine  
(2011–)
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.

Fifth Annual Pritzker Poetry Contest Winners

Open Poem Category

FIRST PLACE: to be a great owner of a butterfly
Lea Hoefer, Pritzker School of Medicine Medical Student ($1,000 award)

SECOND PLACE: Untitled
Willard Sharp, Faculty ($500 award)

Six Word Poem Category

FIRST PLACE: Untitled
Bryan Smith, Fellow ($500 award)

SECOND PLACE: Untitled
Zaina Zayyad, Pritzker School of Medicine Medical Student ($250 award)

Bucksbaum Institute Associate Junior Faculty Scholars continued

Emily Landon, MD Medicine (2013–)
Wei Wei Lee, MD, MPH Medicine (2012–)
Stacie Levine, MD Medicine (2012–)
Jennifer McNeer, MD, MS Pediatrics (2014–)
Alisa McQueen, MD Pediatrics (2011–)
Pamela McShane, MD Medicine (2012–15)
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 (2011–15)
Tamar Polonsky, MD Medicine (2014–)
Jason Poston, MD Medicine (2011–)
Valerie Press, MD Medicine (2015–)
Tipu Puri, MD, PhD Medicine (2012–)
Yasmin Sacro, MD Medicine (2013–15)
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–)
Audrey Tanksley, MD Medicine (2015–)
Melissa Tesher, MD Pediatrics (2015–)
Anshu Verma, MD Medicine (2015–)
Anna Zisman, MD Medicine (2015–)

2015–16 Pritzker Poetry Contest

I would still choose her again.
(husband after his young wife died in the ICU)

We will watch and wait, together.
(a shared decision, made)
to be a great owner of a butterfly
by Lea Hoefer

it was something I came across—a child’s words
thanking her teacher for teaching her multiplication, division, map skills
and how to be a great owner of a butterfly
surprising because
although great butterfly owners must learn to be patient and gentle
and deeply kind to fragile creatures
unlike multiplication and division and map skills
no one measures these skills
and rarely do we notice so clearly when someone is teaching us these things
I think it may be the same in medicine
it is easy to measure whether or not we can calculate oncotic pressure
we remember who taught us how to diagnose anemia
yet it is just as important to learn how to be patient and gentle
and deeply kind
and sometimes simultaneously strong and certain and confidence inspiring?
we start out fumbling
and along the way
(careful: they are not always called “teacher”)
someone taught you how to be a great holder of hands
but also that there were times that someone might just need space
there was a person who told you to slow your heart and calm your mind
as the hairs on your skin rose
in anticipation of the unfolding crisis
you were not born knowing
how to stay standing, all at once soft and strong and quiet
on the worst day of someone else’s life
do you remember who showed you these things?
who was it?
that taught you how to be a great owner of a butterfly?

Untitled
by Willard Sharp

Life has kicked me around
And taught me a thing or two
For sixty years I worked my bones, slowly growing old
Now all I have on me are words to say
Who would have foretold?
Thoughts no one much seems to want to hear
My presence, few could care.
So pleased to see you now
Sit down and stay a while
So pleased to see you now
Stay and share your smile
Your compassion and gentle touch
A light of hope in the darkness
My body worn and battered
Is long beyond your technology’s ability to save
And yet your care is healing
Giving hope beyond measure
You restore humanity, once though forever lost
Giving my soul new hope for the future
Leadership

**Executive Director**
Dr. Mark Siegler

**Associate Director**
Dr. Matthew Sorrentino

**Advisory Board**
Mrs. Kay Bucksbaum
Mr. John Bucksbaum
Dr. Jordan Cohen
Dr. Holly Humphrey
Dr. Kenneth Polonsky
Dr. Laura Roberts
Dr. Arthur Rubenstein

**Center Director**, Ms. Angela Pace-Moody

For more information

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

bucksbauminstitute.uchicago.edu