Dear Students, Alumni, Faculty, and Staff,

The Carnegie Foundation for the Advancement of Teaching has played a historic role in the development of medical education, dating back to 1910 and the Flexner Report, which continues to influence the structure and format of medical schools. Under the sanction of the Carnegie Foundation, three education scholars – Drs. David Irby, Molly Cooke, and Bridget O’Brien – have extensively investigated the curricular structure, institutional practices, assessment approaches, and environmental characteristics that best support the learning experience in modern-day medical education. One recommendation emanating from their research calls for an individualized learning process, which would in turn expand the breadth of the learner’s expertise.

With the implementation of the Pritzker Initiative, our curriculum follows this recommendation by allowing each student to pursue a scholarly track of interest – global health, community service, quality and safety, medical education, or scientific research – which is then integrated throughout the four-year learning experience. Dr. Vineet Arora guides the Scholarship and Discovery portion of students’ education, and in this issue discusses at length both the critical details of the program and the larger ideas behind this exciting development. The notion of scholarship is not one that should be confined to the bench or to the clinic, and we are pleased to offer students the opportunity to shape their scholarly experience in such a way that is most meaningful and intriguing to them.

The breadth of scholarship taking place amongst our students, residents, and faculty was also readily apparent during this year’s Medical Education Day. Our plenary session included presentations on the school’s initiatives in community service, global health, and growing technologies – all as a means of improving and broadening the learning experience for our students.

A robust curriculum has always been a cornerstone of the Pritzker experience, and I am excited to watch our students grow and develop through the Scholarship and Discovery component of our curriculum. With the opportunity to select and further personalize their scholarly pursuits, students will leave the Pritzker School of Medicine well prepared to be strong leaders in an array of disciplines within the field of medicine.

Sincerely,

Holly J. Humphrey, MD
Professor of Medicine
Dean for Medical Education
Curriculum Update

Scholarship & Discovery: Cultivating Creative, Curious Minds for the Future

By Vineet Arora, MD

 Crescat scientia; vita excolatur (Latin). In English, the phrase “Let knowledge grow from more to more; and so be human life enriched” is a fitting motto for the University of Chicago, home to more Nobel Laureates than any other institution. Key discoveries at the University of Chicago have revolutionized the treatment of human disease (See box). The incorporation of a required Scholarship & Discovery component into the Pritzker Curriculum is a reaffirmation of the core mission of this University—the quest to generate new knowledge to improve human life. More importantly, it is also a commitment to prepare our students for their future. According to data from the Association of American Medical Colleges, Pritzker graduates aspire to academic medicine careers at well over twice the national rate of all US medical school graduates. It is not surprising the University of Chicago is known as the “teacher of teachers.”

Yet, how does one “teach” scholarship and discovery? The answer lies in the teachings of another great scholar from the University of Chicago, John Dewey. An outspoken critic of traditional methods of schooling as unnecessarily long and restrictive (consider what he would say about medical training today!), Dewey advocated for real-life guided experiences that fostered students’ ability to contribute to society. This method of “experiential learning” is the basis for the core of Scholarship & Discovery—participation in a mentored-scholarly project.

Engineers are often taught that the best designs are not entirely new, but are modifications to a well functioning model. Likewise, the Scholarship and Discovery curriculum is built on Pritzker’s existing programs and past successes. For over 25 years, the Pritzker School of Medicine has been home to the highly successful NIH-funded Pritzker Summer Research Program. More than 80% of students participate in the program, completing a mentored project and more than half continue their work after the summer. Student work in this program has earned national awards, appeared in peer-reviewed publications, such as the New England Journal of Medicine and JAMA, and has been featured in the national news. As another example, the Global Health Scholars Track program builds on the Geographical Medicine Scholars Program.

The Scholarship & Discovery curriculum aims to provide enhanced training in fundamental

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A sample of groundbreaking discoveries associated with current & former University of Chicago faculty or students

- Adult onset diabetes of youth is due to genetic mutation - Dr. Graeme Bell
- Fluoride supplementation reduces cavities - J. Roy Blayney
- Erythropoietin - Dr. Eugene Goldwasser
- Prostate cancer is related to testicular hormones - Dr. Charles Huggins
- First bone marrow transplant - Dr. Leon Jacobson
- REM Sleep - Dr. Nathaniel Kleitman
- Acid secretion causes peptic ulcers - Dr. Walter Palmer
- Rocky Mountain Spotted Fever is caused by microbe - Dr. Howard Ricketts
- Blood preservation & first blood bank - Dr. Oswald Robertson
- Cancer is linked to a genetic mutation - Dr. Janet Rowley
- Proinsulin - Dr. Donald Steiner
- DNA - Dr. James Watson

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continued on page 3
concepts and skills to ensure greater success in scholarly projects in more diverse areas. In addition to scholarship in scientific investigation (basic or clinical research), Pritzker students can pursue scholarly projects in fields such as quality and safety, community health, global health, or medical education.

To prepare students for this charge, MS1s are currently participating in a three-part Scholarship & Discovery series designed to impart the necessary skills to succeed in their scholarly projects. In the Fall Quarter, students learn basic scholarly skills and are introduced to the concepts of each track as well as example projects and mentors. Scholarship & Discovery continues in the Winter Quarter with epidemiology and biostatistics under the direction of Dr. Diane Lauderdale. The Spring Quarter selectives will enable students to obtain advanced training in one of the track areas in addition to begin their scholarly project. During their second year and the clinical years (years 3 & 4), students will continue to work on their chosen projects to prepare for a culminating presentation in the Leon Jacobson Senior Scientific Session.

So what can we expect from Pritzker students in Scholarship & Discovery? Our students will continue to contribute to groundbreaking discoveries that advance medical treatment, address community or global health needs, lead to new ways of delivering health care safely, or improve how we train future doctors. Whatever the future holds, it is clear that the possibilities are endless.

<table>
<thead>
<tr>
<th>Year</th>
<th>Scholarship &amp; Discovery Milestones</th>
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<tbody>
<tr>
<td>1st</td>
<td>Scholarship &amp; Discovery 1A</td>
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<tr>
<td></td>
<td>• Meet track leaders, highlight mentors &amp; student scholarship</td>
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<tr>
<td></td>
<td>• Learn basic concepts of each track (i.e. what is “global health” or “QI”?))</td>
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<td></td>
<td>• Learn core scholarship skills (i.e. literature searching, research ethics)</td>
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<td></td>
<td>• Learn basic biostatistics &amp; epidemiology (Scholarship &amp; Discovery 1B)</td>
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<td></td>
<td>• Obtain advanced training in scholarly area (Scholarship &amp; Discovery 1C)</td>
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<tr>
<td></td>
<td>• Meet with potential mentors</td>
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<td></td>
<td>• Consider summer opportunities for scholarship (optional)</td>
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<tr>
<td>2nd</td>
<td>Select track and mentor (early Fall quarter)</td>
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<td></td>
<td>• Interval group meetings with track leaders to present “work in progress”</td>
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<td></td>
<td>• Time to work with mentor on project</td>
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<td></td>
<td>• Progress report at end of MS2</td>
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<tr>
<td>3rd</td>
<td>Critical appraisal of literature and journal clubs (via core clerkships)</td>
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<tr>
<td>4th</td>
<td>Complete work on mentored project, work on a related project; or obtain advanced skills/experience in area.</td>
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<tr>
<td></td>
<td>• Disseminate work (local, regional, or national)</td>
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<tr>
<td></td>
<td>• Present scholarly work at Senior Scientific Session</td>
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<tr>
<td></td>
<td>• Complete final progress report</td>
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Sources:
http://www-news.uchicago.edu/resources/century.html
http://www.uchicago.edu/about/discoveries.shtml
http://www.uchicagokidshospital.org/fact/firsts/index.html
Cadaver Memorial Ceremony: Honoring Those Who Contribute to Medical Education

By Sally Cohen-Cutler, MS1

As twenty-two candles flickered on the stage of Bond Chapel, the Pritzker Class of 2013 gathered to commemorate the lives of those who had generously donated their bodies to the students’ own education. The Cadaver Memorial Ceremony took place on November 2nd, several weeks after the completion of *The Human Body*, the first-year anatomy course. This yearly tradition highlights not only the deaths and bodies that have come to represent such a significant aspect of the medical school experience, but also the lives that these cadavers once had.

The service opened with the reading of each cadaver’s name, as a member of his or her lab group lit a candle in honor. The program featured religious readings from several different backgrounds, secular passages, and musical pieces. Each selection was chosen and performed by a member of the class, and included such variety as a Quran recitation, a performance of Nick Drake’s “From the Morning,” and a poem by a current doctor recalling her experience with her cadaver in medical school. The candles glowed in the background throughout the service, and as they flickered to their ends, the class thanked and honored this important contribution to their education and future medical career.

Students Affecting Positive Change: The Success of the Pritzker Mammography Access Partnership

By Laura Dilly, MS2

Imagine waiting two years for a critical doctor’s appointment. Unthinkable, right? That couldn’t possibly happen in America, could it? Turns out it’s been happening right in our backyard on the south side of Chicago, where more than 11,000 uninsured women have long faced a 24-month backlog for mammograms, a test used to determine the presence of breast cancer. The waiting lists became so insurmountable that Stroger Hospital—the city’s largest health care provider to poor and uninsured patients—ceased offering screening mammograms at the end of 2007.

Now imagine you’re part of a group of eager first-year medical students who have just learned about this problem. It’s exactly the kind of eye-opening revelation that makes your insides burn as you and your fellow classmates yearn to make a difference but lack the training and experience to do so.

Connecting Pritzker’s newest arrivals with these kinds of problems, however, is exactly what Dr. Monica Vela does as director of the first-year course *Health Care Disparities in America*. In the fall of 2008, she pushed me and several of my classmates to explore further the issue of uninsured mammogram access. Where, Dr. Vela asked, are uninsured women receiving their mammograms? What are the consequences of these enormous delays? Most importantly, what can we do about it?

Unsure of ourselves but chomping at the bit, we began seeking answers to these questions by interviewing referral specialists at 10 mammogram centers on Chicago’s South Side, where medical insurance is rare among the predominantly African-American population.

To our distress, we learned uninsured women from the South Side faced an obstacle-laden process to getting essential mammogram services. Only two centers offered evening or weekend appointments, an important option for working women. In addition, the tests cost as much as $600 in out-of-pocket fees, an enormous figure by many accounts. Finally, most centers lacked accurate or helpful information about free services which they could give to patients. One respondent conceded, “I simply don’t know where to refer you.”
These unsettling findings were clear: real barriers have been preventing the South Side’s uninsured women from getting the mammogram services they need, and were likely contributing factors to the breast cancer mortality rate being 116% higher among African-American women than white women in Chicago (Cancer Causes Control, 2009).

We presented these sobering results to our Health Disparities class and assumed our investigation was finished. Dr. Vela, however, urged us to share our work with a larger audience. Encouraged, we presented posters at the 2009 Medical Education Day and the Department of Medicine Research Day in 2008. We were legitimately giddy at the feedback we were receiving. Faculty and physicians were spurring us on to help break down the barriers we identified. Emboldened, we were also collectively stunned that a simple class project had taken on a life of its own.

First, eight of the group members and I established the Pritzker Mammography Access Partnership (PMAP), a student organization dedicated to promoting mammogram access for all Chicago women. Dr. Vela became our faculty sponsor, while mentors Lisa Vinci, MD, and Janice Phillips, RN, PhD added experience in quality improvement and breast cancer advocacy, respectively.

“Establishing PMAP helped us to leverage the IBCCP resources uncovered during our research,” says member Becky Levine. The IBCCP, or Illinois Breast and Cervical Cancer Program, is a state-funded program providing free breast and pelvic exams, mammograms, Pap smears, and cancer therapy for Illinois’s uninsured women. More than 66,000 women have been screened for breast or cervical cancer through the IBCCP since its inception in 1995. Only 7.5% of eligible women are using the program, however, and just two of our surveyed centers knew of its existence.

With the encouragement of Shannon Lightner, deputy director of the IBCCP, we probed for awareness of the program’s services within the South Side Healthcare Collaborative (SSHC), a far-reaching network of 25 primary care centers. Laura Derks, the Collaborative’s director, kindly connected us with each center’s referral specialists, whom we surveyed about mammogram referral procedures and familiarity with the IBCCP.

The results were eye-opening. Only 57% of primary care centers providing referrals for mammograms were familiar with the IBCCP, and those that were typically lacked complete knowledge about eligibility requirements and the range of IBCCP services. Still, after many months of digging, PMAP members and I were thrilled to realize we could begin addressing a major health disparity by connecting SSHC referral specialists with IBCCP resources.

Today, we’re partnering with the IBCCP and SSHC to raise awareness of free mammogram services in Illinois. Of note, we hope to host educational outreach sessions for referrals specialists early this year. Our efforts now extend to collaborations with advocacy groups, such as Susan G. Komen for the Cure, and making presentations at additional medical conferences. Perhaps the most rewarding outcome of PMAP’s efforts, however, is the University of Chicago Medical Center’s decision to become a member of the IBCCP this past September, opening access for these services at our home institution for the uninsured women of the South Side.

“Many people don’t get to improve the health care process,” says Dr. Vela. “But the ongoing success of PMAP is inspiring proof that medical students can have a significant positive impact on community health care.”
Medical Education Day

2009 Medical Education Day Recognizes Unique Scholarship, Exceptional Educators

The Fourth Annual Medical Education Day, organized by Dr. Halina Brukner, Associate Dean for Medical School Education and Director of the Academy of Distinguished Medical Educators, highlighted both the exceptional educators and innovative scholarship at the Pritzker School of Medicine. On November 19, 2009, seven new fellows were inducted into the Academy for Distinguished Medical Educators, an honor awarded to faculty members who have demonstrated significant contributions to medical education at the University of Chicago. Dr. Godfrey Getz, Donald N. Pritzker Distinguished Service Professor in the Departments of Pathology, Biochemistry and Molecular Biology, and College, was presented with the L.D.H. Wood Teaching Scholar Award, honoring his “extraordinary contributions to medical education, recognition for distinguished teaching, and for serving as a role model who inspires others with the joy of teaching.”

The keynote speech was delivered by Dr. Lawrence Smith, Founding Dean, Hofstra University School of Medicine, in Partnership with North Shore–LIJ. Dr. Smith discussed “The Medical Learning Environment Under Siege: Protecting the Profession,” emphasizing the growing problem of physician burnout and elucidating numerous ways the profession could work to sustain and nurture its workforce. Forty research initiatives were presented during the poster session which followed, and three research projects were featured during the plenary session at the end of the afternoon. The oral plenary session showcased projects that emanated from recent innovations to the Pritzker curriculum.

Plenary Session Presentation

Pritzker Community Service Fellowship (PCSF) Promoting Long Term Service and Advocacy in Underserved Areas
Corey Bills, MS4; Eric Chen, MS3; Pritzker Community Service Fellowship Steering Committee

Towards a Global Health Curriculum at the University of Chicago - Lessons Learned from the Geographic Medicine Scholars Program 2006-2009
John Schneider, MD; Christine Babcock, MD; Jean Luc Benoit, MD; Janis Tupesis, MD

TIME-SPACE: An Integrated Searchable Database for the Pritzker School of Medicine
Scott Stern, MD; Brian Patterson

At the University of Chicago, in an atmosphere of interdisciplinary scholarship and discovery, the Pritzker School of Medicine is dedicated to inspiring diverse students of exceptional promise to become leaders and innovators in science and medicine for the betterment of humanity.
Congratulations to the newest members of the Academy!

- Nora Jaskowiak, MD, Associate Professor of Surgery
- Heather Johnston, MD, Assistant Professor of Pediatrics
- Stacie Levine, MD, Assistant Professor of Medicine, Section of Geriatrics
- Michael O’Connor, MD, Professor of Anesthesia & Critical Care
- David Rubin, MD, Associate Professor of Medicine, Section of Gastroenterology
- Sarah Stein, MD, Associate Professor of Medicine and Pediatrics, Section of Dermatology
- Monica Vela, MD, Assistant Professor of Medicine, Section of Internal Medicine

Research abounds at 2009 Medical Education Day

(left to right) The 2009 Fellows: Drs. David Rubin, Stacie Levine, Sarah Stein, Monica Vela, Heather Johnston, and Michael O’Connor

Dr. Scott Stern shares his research with keynote speaker Dr. Larry Smith

Enrique Escalante, MS2 learns from poster presenters Raymond Wu, MD and Pitud Rangsithienchai, MD, both NorthShore physicians
The Pritzker Pulse, Winter 2010

Pritzker Student Wellness Committee: Helping Develop Effective Habits for Work, Play, Life

The Wellness Committee sponsors regular workshops and activities to help medical students achieve balance in their lives. Dr. Elizabeth Kieff, Assistant Dean for Student Affairs, founded the committee in 2008 and provides a summary of their activities below.

“Wellness” is a bit of a fuzzy term – who doesn’t want to be well? At Pritzker, we have come to see wellness as being about three things. First, life should not be put on hold while one learns to become a doctor: we hope that medical school can be a time for students to learn medicine and how to live contented lives within the context of the medical profession. Second, wellness at Pritzker is explicitly about giving time, space, and freedom to voice issues surrounding life both within and outside of medical school. Third, we want to provide tools and skills for how to better achieve contentment and balance. At the end of the day, wellness is about flexibility and growth – to that end, it is very much a work in progress intended to respond to the students’ needs and preferences.

—Elizabeth Kieff, MD, Assistant Dean for Student Affairs

Students Sound-Off on Wellness:

Wellness at Pritzker has many facets: taking care of one’s self mentally, emotionally, and physically. It is especially important to take care of ourselves as we move into practice and asking our patients to do the same. As members of the Fitness Subcommittee, Andy Levy, Andrea Loberg, and I have the goal to establish ways for third-year students to maintain healthy lifestyles, even while “living” in the hospital. We are trying to get low-cost yoga classes set up in the student lounge, bring homemade breakfast once per quarter, and establish a list of tips for healthy, happy maintenance of mind and body during third-year rotations.—Sarah Horvath, MS2

I found the study skills workshop valuable. Getting this far [in school], I have developed some good ways to study, but I have some methods I need to change and adapt to reflect the demands of medical school courses. It’s good to hear Dr. Kieff’s perspectives on studying, finding balance, and making the most out of limited time, and I appreciated the chance to hear how my classmates think about their study time.—Avrom Caplan, MS1
The Wellness Committee helps me to balance school work with extracurricular pursuits like cooking, concert-going, and reading. I’m looking forward to the upcoming Spirituality workshop and coffee house social rounds.—Laura Blinkhorn, MS2

The “Am I in the Wrong Movie?” workshop at first made me realize that we are all individuals and are experiences will be unique. It made me feel better in that when I do hit a hurdle in my education, I will know that I am not alone and many other people feel the same way.—Anonymous

I attended the study skills workshop and thought it was really helpful. I have found that I have been able to pay a lot more attention, and feel like I’m using my lecture time much more effectively.—Mallory Feng, MS2

I found the study skills workshop to be helpful in that it provided a relaxing atmosphere to hear advice from one another on what methods have been helpful or what some of our common hurdles have been. Studying in medical school can be a stressful experience but workshops like this make it more manageable.—Jessica Beaman, MS2

Pritzker Achievements

Dr. Vineet Arora received the honor of being named to the American College of Physicians’ Top Hospitalists of 2009 list. As the ACP website states of this year’s recipients, “They are teachers and innovators, mentors and researchers, leaders and hospital medicine pioneers. Some have distinguished themselves by helping younger physicians get ahead, while others are making great strides in patient safety and care transitions. All have contributed enormously to the field of hospital medicine.”

Dr. William McDade was honored by the National Medical Fellowships with the Distinguished Alumni Award at the NMF 2009 Chicago Awards Gala on November 11. The National Medical Fellowships serve to support and encourage the success of minority physicians, researchers, and educators.

Dr. Shalini Reddy was recognized at the October meeting of the Clerkship Directors in Internal Medicine (CDIM) with the CDIM Ruth-Marie E. Fincher, MD, Service Award. The award is presented annually to a CDIM member who has contributed significantly to the association.
Fourth-year student John Paro has been working closely with faculty members from the Department of Medicine on the role of digital media in medical education. His work entitled “Commentary: The Relationship Status of Digital Media and Professionalism: It’s Complicated” was published in the November 2009 issue of *Academic Medicine*. In the paper, the authors “explore the rising use of digital media and its reflection of medical trainees’ professionalism and hypothesize potential solutions to possible issues related to professionalism in the digital age.” The poster received “Best Poster” honors at the Clerkship Directors of Internal Medicine Meeting held in Philadelphia in October.

John and fellow fourth-year Renee Rodriguez also served as co-authors on “Hand-off Education and Evaluation: Piloting the Observed Simulated Hand-off Experience (OSHE),” which was published in the November issue of *Journal of General Internal Medicine*. John and Renee were mentored by Dr. Jeanne Farnan.

Kevin Choo, a first-year student, presented an abstract at the 2009 American College of Surgeons Clinical Congress in Chicago entitled “Histomorphometric Analysis of Fracture Healing in DEL1 Knock-out Mice.” Kevin’s research was also published in the *Journal of the American College of Surgeons*. The abstract was drawn from work during the year 2008-2009 when Kevin was a Research Assistant in the Department of General Surgery and Regenerative Medicine at the Stanford School of Medicine/Lucille Packard Children’s Hospital.

Anshuman Das, MS3, attended the American College of Physicians Associates’ Meeting and won first place in the Student Research Poster competition for his work titled “Therapeutic Hypothermia Modulates AKT Phosphorylation and HSP27 Expression in Mouse Hemorrhagic Shock.” The research emanated from the work he conducted with Drs. David Beiser and Terry Vanden Hoek in the Section of Emergency Medicine.

Eric Chen, MS3, was selected for the National Health Service Corps Scholarship. National Health Service Corps scholars commit their service to an approved site in a high-need Health Professional Shortage Area soon after they graduate, participating in a primary care residency (family medicine, general pediatrics, general internal medicine, obstetrics/gynecology or psychiatry for physicians and general or pediatric for dentists). Scholars receive tuition, fees, other reasonable educational costs, and a living stipend in exchange for their commitment.

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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).
Benjamin Anthony, a fourth-year student, presented research on “Building Trust Through Communication in the Intensive Care Unit: HICCC” at the *Society of Critical Care Medicine Meeting* in Nashville. Benjamin is also listed as a co-author on the research, which was accepted for publication in *Pediatrics Critical Care Medicine*.

Jack Stockert, a fourth-year student, was the recipient of the *Chicago Booth Ambassador Award*, given by the Booth School of Business. The award is given for outstanding contributions to promoting Chicago Booth. Students are nominated based on their participation in recruiting events, orientation, admissions interviews, and student activities. Jack will receive his MBA from Booth in the Spring of 2010.

MS4 Caitlin Schaninger is the co-author author of “Improving Inpatients’ Identification of their doctors: Use of FACE™ Cards.” The paper will be published in the December issue of *Joint Commission Journal of Quality and Safety*. Caitlin’s research emanated from her Summer Research Project work, and she was mentored by Dr. Vineet Arora.

Erin Kirkham, MS4, is the first-author on “Health Disparities in Pediatric Cochlear Implantation: An Audiologic Perspective,” which has been accepted for publication in *Ear and Hearing*.

Marcus Dahlstrom, MS2 represented Pritzker at the *Institute for Healthcare Improvements Open School Chapter Congress* where he presented a poster on the new Quality and Safety track as part of Scholarship and Discovery. The meeting was held in Orlando this past December. Marcus also participated in the *Academy of Healthcare Improvement Scientific Research Poster Session*, presenting a poster titled “The Effect of a Multi-Component Campaign on Pressure Ulcer Prevention and Care.” The research emanated from his Summer Research Program project, in which Dr. Vineet Arora was his mentor.

Fourth-year student Tanvi Patel presented an oral abstract clinical vignette on “Modern Version of an Ancient Disease: Secondary Pellagra Due to Microscopic Colitis and Hydralazine,” which was based on a case she saw as a MS3 on General Medicine. Tanvi gave the presentation at the *Midwest Society of General Internal Medicine Meeting* in Chicago in September. Tanvi’s co-authors were residents Stephanie Pouch, Jason Griffith, and her mentor, Dr. Vineet Arora.

MS4 Randy Sweis was selected as the University of Chicago representative to the *American College of Physicians Associates’ Meeting* and was awarded first place in the Student Oral Vignette competition. At the meeting, Randy presented his research on “Actinomyces-induced Inflammatory Pseudotumor of Lymph Node Mimicking Scrofula,” which was based on a case from Randy’s Internal Medicine rotation during his third year.
Expanding the Pritzker Family

Congratulations to Pritzker Newlyweds and Parents!

Thomas Lally, MS3 and Mary Baran
Married on September 5, 2009
Iowa City, Iowa

Cliff Lin, MS3 and Hong Zhang
Married on June 16, 2009
Chicago, Illinois

Adam Mikolajczyk, MS3 and Marina Aburto
Married on November 14, 2009
Notre Dame, Indiana

Celine Goetz, MS3 & Mark Tewfik
Married on September 14, 2009
Manhattan, New York

McKenna Konecki, MS3 & Michael Eastman
Married on July 10, 2009
Notre Dame, Indiana

Aidan Jacob Miller
Born October 27, 2009 at 10:59 a.m.
To Tasneem and Aaron Miller, MS1

Nikita Stone Mallik
Born on September 19th, 2009 at 1:16 a.m.
To Kirsten and Atul Mallik, PhD, MS3

Paige Carolyn Blythe
Born on November 16, 2009 at 3:26 a.m.
To Kate and Bruce Blythe

Calendar of Events:

January
MS3 Class Meeting
Introduction to the Summer Research Program
MS4 Class Meeting: Preparing Your Rank List
Pritzker Winter Formal

February
MS1 Winter Symposium
Beat the Blues Fest
AOA Induction
MS1 Talent Show

March
Gold Humanism Honor Society Induction
Match Day!