

University of Minnesota
Medical School
and
University of Minnesota Foundation

Celebrating Excellence:

2016 Honors and Awards
Program

Wednesday, April 20, 2016
Mayo Memorial Auditorium

UNIVERSITY OF MINNESOTA



Introductions

Michael H. Kim, M.D.

*Assistant Dean, Medical School Student Affairs
Honors and Awards Committee Co-Chair*

Welcome

Brooks Jackson, M.D., M.B.A.

*Dean of the Medical School
Vice President for Health Sciences
Professor of Laboratory Medicine & Pathology*

Greetings from the University of Minnesota Foundation

Holly McDonough Gulden

*Associate Vice President of Development
University of Minnesota Foundation*

Announcement of Honors and Awards

Michael H. Kim, M.D.

Presentation of Honors and Awards

Catherine Niewoehner, M.D.

Honors and Awards Committee Co-Chair

Award Recipients

All-University Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education

Faculty who receive the All-University Graduate-Professional Award become members of the Academy of Distinguished Teachers. The title “Distinguished University Teaching Professor” is conferred upon all recipients. Each winner also receives a one-time \$15,000 award. This award reflects the University’s strong and enduring commitment to quality undergraduate and graduate education at the University of Minnesota.

Bryce A. Binstadt, M.D., Ph.D.

Associate Professor, Department of Pediatrics

Alpha Epsilon Iota Award

This award recognizes senior female medical students who best exemplify excellence in clinical performance, community service, scholarship, and leadership. Since 1901, AEI has supported female medical students and alumni. Minnesota Women Physicians, Alpha Epsilon Iota’s sister organization, arranges professional, educational, and social opportunities for female physicians in our state. Minnesota Women Physicians’ work with AEI supports student scholarships and awards, and demonstrates the organization’s commitment to its future members.

Jessica M. Olen

Angela L.I. Volkert

Wallace D. Armstrong Award

This award is given in memory of Dr. Wallace D. Armstrong, a Regents Professor at the University of Minnesota, and recognizes superior achievement in biochemistry by first year medical and dental students.

Jennifer A. Vasko

Dr. Marvin and Hadassah Bacaner Research Award

This award was established by Dr. Marvin Bacaner, professor of physiology, in memory of his parents, Jacob and Minnie Bacaner. Since 1978, this award has recognized excellence in creative basic science research.

Biochemistry, Molecular Biology and Biophysics:

Hongliang Xu

Cardiology: Bhairab N. Singh

Genetics, Cell Biology and Development:

Jami R. Erickson

Integrative Biology and Physiology: Nathan A. Zaidman

Microbiology, Immunology, and Cancer Biology

Program: Sakeen W. Kashem

Pharmacology: Chang Liu

Distinguished Teaching Awards

This award was established in 1962 to recognize superior teaching by Minneapolis campus Medical School faculty.

Mercedes Guterrez, Ph.D., Year 1

Deborah E. Powell, M.D., Year 2

Samantha L. Pace, M.D., Year 3 (Distinguished Clinical Faculty)

Jamie L. Starks, M.D., Year 3 (Distinguished Medical Resident)

Albertine S. Beard, M.D., Year 4 (Distinguished Clinical Faculty)

Brian Hilliard, M.D., Year 4 (Distinguished Medical Resident)

Exceptional Community Faculty Teaching Award

This award was created to honor and encourage the kind of preceptorial teaching that medical students hold in esteem.

Sean T. Kempke, M.D.

Troy A. Scott, M.D.



Award for Excellence in Geriatric Medicine

This award recognizes individual achievement for basic research concerning the health care of older adults.

Alexandria J. Panning

Arnold P. Gold Foundation Humanism and Excellence in Teaching Award – Resident Instructors

This award goes to six residents who have exhibited particularly strong teaching skills and are role models for their compassionate, relationship-centered care.

Brian Hilliard, M.D.

Ryan M. Kroll, M.D.

Libby Miller, M.D.

Jamie L. Starks, M.D.

Jennifer E. Witt, M.D.

Nicole Woodley, M.D.

Graduating Medical Student Research Award

This award recognizes meritorious research by a graduating medical student who is pursuing any other advanced degree.

Yusuf Agamawi (with no advanced degree)

Jason Schenkel (with advanced degree)

Herz Faculty Teaching Development Award

The Herz Faculty Teaching Development Award supports faculty activities designed to improve the quality of medical education by enhancing faculty teaching skills.

Brian K. Muthyala, M.D., M.P.H.

Meghan K. Rothenberger, M.D.

Richard C. Horns Memorial Award

This award was established by the family of the late Dr. Richard C. Horns, a clinical professor of ophthalmology, to recognize excellence in clinical skills.

Ashley A. Antolick

J. Jacob Kaplan Award

This award, made possible by the late Dr. J. Jacob Kaplan and his family, is presented in recognition of outstanding research.

Lokesh A. Kalekar, Gastroenterology/Immunology
Sakeen W. Kashem, Gastroenterology/Immunology
Alexa Weingarden, Gastroenterology

Lifson-Johnson Memorial Award

This award honors excellence in teaching by undergraduate or graduate students.

Tatyana A. Meyers
Colleen E. Smith

J. Thomas Livermore Award

The J. Thomas Livermore Award recognizes outstanding undergraduate research in hematology.

Shawn Mahmud

Jan Lunden Award

This award honors outstanding research by a graduate or medical student in the field of molecular hepatology.

Sakeen W. Kashem

Medical School Student Achievement Award

These awards are conferred on students enrolled at the University of Minnesota Medical School in recognition of their distinctive performance in the areas of leadership, community service, and academic achievement.

Owen Aftreth
Tiffany H. Albrecht
Robert W. Colbert
Jacob G. Eide

Catherine E. Glatz
Katie E. Hinderaker
Nels D. Leafblad
Jessica M. Olen

Medical School Student Achievement Award, continued

Christopher J. Perdoni

Casey L. Sautter

Lindsey M. Zhang

Rheanne K. Zimmerman

Metropolitan-Mount Sinai Outstanding Medical Student Award

This award, established by the medical staff of the former Metropolitan-Mount Sinai Hospital, recognizes well-rounded students who show great promise in becoming superior physicians or clinicians.

Lucas Labine (Second Year)

Nathaniel A. Fondell (Fourth Year)

Beatrice Z. Milne and Theodore Brandenburg Awards

This research award for graduate students in the basic sciences at the University of Minnesota Medical School reflects the thoughtfulness and generosity of Ms. Beatrice Z. Milne, and serves as a lasting expression of her commitment to creating a healthier world.

Courtney E. Coombes

Lokesh A. Kalekar

Sakeen W. Kashem

Scott G. Warren

Outstanding Medical School Teacher Award

The \$2,000 Outstanding Medical School Teacher Award recognizes faculty who have made outstanding contributions to the education of physicians and medical students. Awards are given in two categories: basic science and clinical science. Nominations are accepted from the Medical School community, including faculty, staff, students, and medical residents.

Basic Science: Heather A. Thompson Buum, M.D.



Roth-Steer Award for Research in Alzheimer’s Disease (G/S)

This award, established in honor of Melvin Roth by Randolph C. Steer, M.D., Ph.D., Clifford J. Steer, M.D., and Reginald D. Steer, recognizes research excellence in basic or clinical science related to Alzheimer’s disease.

Dustin S. Chernick

Dr. James E. Rubin Memorial Fund Award

This award honors the memory of Dr. James Rubin and was established by his family and friends in 1995 at the Jewish Community Foundation of the Minneapolis Jewish Federation. It recognizes a senior medical student who possesses outstanding diagnostic skills and demonstrates academic excellence, compassion, and a high degree of ethical standards. The fund serves as a living legacy to Jim’s memory and the values he lived by each day.

Anna T. Steffan

Schmit-Steer Award

Through this award, established in 2001, Randolph C. Steer, M.D., Ph.D., and Clifford J. Steer, M.D., professor of medicine and cell biology at the University of Minnesota, wish to recognize Mrs. Elaine B. Schmit, an outstanding educator and humanitarian whose contributions to education in chemistry, biological sciences, and the humanities have motivated and stimulated thousands of students over the years.

Christine E. Nelson



Gloria Segal Award in Psychiatry

This award recognizes a medical student for outstanding academic and professional performance during the third year clinical psychiatry rotation.

Jimmy Wang

Roza Steer Breast Cancer Research Award

This award is presented for outstanding research by a graduate student or medical student in the field of breast cancer.

Jie Ying Chan

Steer Family Award in Diabetes Research

Through this award, Randolph C. Steer, M.D., Ph.D., and his brothers, Clifford J. Steer, M.D., and Reginald D. Steer, wish to honor their mother, Rozica, and her mother, Sifra. This award recognizes outstanding basic scientific research by a graduate student or a medical student in the field of diabetes mellitus.

Bradley P. Weegman

Steer-Johnson Award

This award honors the memory of John A. Johnson, M.D., Ph.D., professor of physiology at the University of Minnesota Medical School. It was established by two of his former students, Randolph C. Steer, M.D., Ph.D., and his brother, Clifford J. Steer, M.D. Dr. Johnson established the undergraduate major in physiology and was a great advocate of undergraduate science education. The award recognizes undergraduate and Ph.D. students for academic achievement in physiology.

Annamarie E. Allen



Steer-Pruitt Award

The Steer-Pruitt Award is presented for outstanding cardiovascular research by a Ph.D. candidate at the University of Minnesota Medical School.

Anja I. Srienc

The Leonard Tow Faculty/Student Humanism in Medicine Award presented by the Arnold P. Gold Foundation

This award is presented annually to a student, faculty member, and supportive staff who exhibit exemplary skills in integrating humanism in the delivery of care to patients and their families. The award is intended to spur dialogue, debate, and activities related to graduating scientifically excellent and compassionate physicians.

Student: Justine Vi-Anh Ngo

Faculty: Lisa A. Schimmenti, M.D.

Veneziale-Steer Award

This award is presented to a graduate student for outstanding basic scientific research in the field of cellular growth regulation. Randolph C. Steer, M.D., Ph.D., established the award to honor the memory of his professor, Carlo M. Veneziale, M.D., Ph.D., who was chairman of the Department of Biochemistry at the Mayo Medical School.

Chang Liu

Cecil J. Watson Award

The Cecil J. Watson Award recognizes outstanding research by a physician in graduate clinical training in any Clinical Department of the Medical School.

Diego Garcia-Huidobro, M.D.



Therese Zink Student Narrative Award

This award is presented to one graduating medical student whose narrative, written as part of the Significant Event Reflection in the Family Medicine Clerkship, is deemed the most well-written and ready for publication. Recipients will be chosen by the Clerkship. In selecting an awardee, preference will be given to those narratives which have been accepted for publication by a journal.

Charlotte M. Rodgers

Significant Events Reflection

Family Medicine

I feel that I was lucky to have lived the first twenty-five years of my life without ever having to contemplate, not even for a brief moment, the mortality of those closest to me. Death and serious disease had remained concepts from which I was always one place removed. My close, and even extended family members, were blessed to have avoided any fatal, or even near fatal, major health or traumatic incidents. The first funeral I ever attended I was in high school—my friend’s mother had passed away tragically and unexpectedly. By what must be some powerful protective psychological mechanism, even the nearness of this event did not cause me to contemplate the fact that my friend, reading his own parent’s eulogy, could someday be me.

Everything changed the summer before I started medical school. I was living and working in St. Paul, MN and was set to start school in August. On a bright, sunny Monday afternoon in mid-June I got a call from my mom in Colorado—my dad had been in a bike accident on his way to work. They were at the hospital now. Things weren’t good.

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I spent the next week in a mental and emotional frenzy. I floated from work to home as I made arrangements to leave my job a month early and fly to Colorado. I wondered if I would be back for med school in August and at the same time wasn't sure it mattered. I didn't sleep until my flight out. As I received phone updates from my mom I spent hours sleuthing the Internet for all the information I could find on the things I heard...compression fractures...spinal shock...TLSO...pulmonary embolism...D-dimer...heparin...warfarin. Things I had never heard about in my life I wanted to know everything about, and instantly. I wanted to be able to give advice. I wanted to be there.

I arrived just as my dad was being discharged home. He had spent a week and a half in the hospital for T12, L5 burst, and facial fractures, none that required surgery. On day five he had a suspected pulmonary embolism. He left the hospital on oxygen and in a hard-shell brace he would wear for the next month and a half. I spent two weeks at home in Colorado, while my mom went back to work. I helped the man who had raised me, the man who had always seemed such an invincible force in our family, log roll in and out of bed and into and out of his brace. I monitored his O2 saturation, made him do his incentive breathing exercises, drove him to his INR checks at the clinic, emptied his urinal, gave him his pills, encouraged him to eat and drink, helped him dress, tied his shoes.

Two weeks later I flew back to Minnesota to start medical school. The worst was over, and my dad would recover much to the fun-loving and active state he was at prior to his accident. But the event had an effect on me that took me two years to fully comprehend. For the first time in my life I had true anxiety; and it was wrapped up in the possibility of death or debilitation of those closest to me. I worried every single day for the next three months that my dad spent on blood thinners. I called every time he was scheduled for an INR check. I had repeat nightmares involving the deaths of my parents. My anxiety was perpetuated by the eight

hours a week I was now spending hovering over a cadaver in anatomy lab, and the rest of the time that I spent learning about the pathophysiology of all the diseases that could kill a person. I buried myself in books and study, and my anxiety eventually manifested itself as mysterious, unexplainable physical symptoms for which I made repeat visits to my doctor and the ER. It eventually took a toll on my relationships. Without realizing it, I pulled away from some of the people closest to me.

I finally sought help in the form of counseling over the summer and into my second year of medical school and things got a lot better. Eventually, my dad's trauma, and my mental reeling and recovery in its aftermath, took on a greater significance after a patient interaction I had after starting rotations. I was on the trauma team at a major hospital and we were called to take care of a patient who had already been brought up to the floor after evaluation and admission from the ED. She was in her late sixties and had taken a fall down a flight of stairs in her home. I was the first person to find her in her hospital room. She was alone, lying flat in bed with a C-collar around her neck. I introduced myself and she told me her story. She had been the caretaker of her husband of over thirty years who now had advanced Parkinson's disease. They had had an otherwise vibrant life together, still living independently, mostly at her credit. She bore a lot more responsibility at their home now since his diagnosis. With tears in her eyes told me she was worried this accident would change everything. She said she had been the rock as a spouse and as a parent—never the one her kids worried about. But now everything was different, and she blamed herself.

As I watched her lie there in bed in the same stiff, uncomfortable way I had seen my dad lie in those weeks after his accident—as I listened to her story, and as I learned that she had the very same non-operative spinal injuries, being treated with the very same TLSO bracing my dad had experienced—I was filled with a strange and unexpected sense of relief. In the days that followed, as she was fitted for her brace and began working with physical therapy,



I eventually shared my dad's story with her. She was encouraged that he had made a great recovery. She continued to make a lot of progress.

Because it was my last week on the rotation, I am not sure what happened to this patient. While I realize that she and my dad were not the same person, I can only hope she made the same kind of recovery—that she was able to return to her husband, to enjoying her gardening and grandkids, and that she let go of any guilt or self-blame she held about the accident. I had a lot of powerful realizations from interacting with this patient two years after my dad's accident. I had been an outsider in my dad's case, and with this patient I finally got the inside, in-person view for which I had been so desperate. And from the inside view I gained a substantial amount of faith in medicine and its providers as a scientific community. I felt relief because I was finally assured that my dad had received the best possible care he could have in his situation though I had been hundreds of miles away. I also felt grateful that my dad's accident, and mine and my family's experience in its aftermath, had given me an incredibly powerful tool to use for the rest of my career in medicine—empathy for patient and family experience. I now know that sudden trauma or illness has effects that ripple outward though the patient is at its epicenter. I realize that I am just now beginning to arm myself with the wisdom necessary to care for patients and their families in perhaps their worst, lowest, and even final moments. The thought that no one is impervious to accident, debilitation, disease, and especially death, not even the people closest to us, is a thought that used to keep me up at night. It is now a thought that has slowly begun to fill me with a sense of connectedness to the world and to the patients for which I care.

Charlotte Rogers, MS4

The following are faculty awards that go through a different selection process and are presented elsewhere or at a future date:

Carole J. Bland Outstanding Faculty Mentor Award

This award recognizes an outstanding faculty member who exemplifies Carole Bland's gift and passion for mentoring other faculty.

Senior Investigator Award

This award is given to a faculty member in a Basic Science or a Clinical Department who has made significant and long-lasting contributions to the advancement of an area of biomedical, behavioral, clinical, or medical research.

Young Investigator Award

This award is given to a young faculty member in Basic Science or a Clinical Department who has already established him/herself as an outstanding researcher with great potential for a successful career as an independent investigator in an area of biomedical, behavioral, clinical, or medical research.

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The following are student awards that go through a different selection process and are presented elsewhere or at a future date:

Curtis L. Carlson Award (Karolinska Institute)

This exchange program was established in 1990 through a generous endowment provided by Curtis L. Carlson, a successful Swedish immigrant to Minnesota who wanted to promote scholarly exchanges between the University of Minnesota Medical School and the Karolinska Institute in Stockholm, Sweden. The exchange program provides clinical or research experiences for medical students at each institution.

Katherine A. Holten

Fisch Art of Medicine Student Awards

This award enables current medical students to explore the arts and humanities in ways that are not possible in the conventional medical school curriculum. These awards will nurture creativity, allow students to express themselves in new ways, and enhance lifelong connections between the art and science of medicine.

*Stephanie Aldrin
Kelsey Christoffel
Dominic P. Decker
Josh P. Degallier
Sarah A. Fleming
Kalli A. Hess
John D. Hokanson*

*Kent Nichols
Casey L. Sautter
Dane N. Schaleben-Boateng
Brian M. Sweis
Mayank Verma
Christina Warner
Charlotte M. Rogers*

N.L. and Sarah J. Gault International Study Award

This award was established by former Medical School Dean, the late N.L. Gault, and his late wife, Sarah, to encourage medical school students to seek educational experiences in international health, enabling them to study in other countries.

N.L. and Sarah J. Gault International Study Award, continued

Ethan L. Bernstein - Costa Rica

Robert W. Colbert - Costa Rica

Cody A. Foster - India

Madeline C. Heck - India

David W. Henry - Guatemala

Michael T. Kalinoski - Costa Rica

Thomas M. Kalinoski - Costa Rica

Tracy A. Marko - India

Dane N. Schaleben-Boateng - Costa Rica

Emily Woo - India

Korean International Medical Education Fund

Third and fourth year medical students participate in a clinical elective at Seoul National University in South Korea.

Zi Gong - Korea

Joohee Han - Korea

Drew Kieffer - Korea

James H. and Carol E. Moller Scholarship for International Medicine

This UMF *FastStart 4 Impact* award was provided by Dr. James and Mrs. Carol Moller, who have been connected to the University of Minnesota for over 50 years and are committed to supporting the education of full-time professional medical students.

Leah C. Anderson - Tanzania

Alvin G. Wong - Uganda

Eve Barker - Uganda

Mengdi Yao - Japan

Erin M. Dodd - Tanzania

Liz Ehrlinger - Haiti

Nathaniel P. Guimont - Uganda

Michael D. Jaeger - India

Bradford T. Wankhede Langenfeld - India

Charlotte M. Rogers - Tanzania

Vanessa S. Wankhede Langenfeld - India

Paul G. and Elizabeth H. Quie International Child Health Fund

This award was created through an endowment established by Dr. Paul G. Quie and his wife, Elizabeth, to encourage medical students seeking international educational experience in pediatrics.

Monica Youssef - Zambia

Scheffler International Medical Mission Trip Award

This award was created through the generosity of Russell and Kathryn Scheffler in appreciation for medical treatment received at the University of Minnesota Medical Center and Masonic Cancer Center from Dr. Todd Tuttle. It is intended for one or two qualified medical students, preferably interested in surgical oncology, during the summer before starting their second-year for support of their experience in Honduras with Dr. Tuttle.

Brett J. Watson - Honduras

Daniel F. Labuz - Honduras



Thank you!

We gratefully acknowledge the donors who made these honors, awards, and scholarships possible, the committee members who reviewed applications and nominations, and the staff who worked to make this event possible.

Over the years, a number of Medical School faculty members have been chosen several times by their students to receive the Distinguished Teaching Award. In recognition of this significant teaching achievement, the foundation's Honors and Awards Committee has created the Lifetime Distinguished Teacher Award. Eligibility for University of Minnesota Foundation Distinguished Teaching Awards will henceforth be limited to a maximum of five recognitions, at which time an individual will become a Lifetime Distinguished Teacher. Please join us in welcoming Dr. Kempainen as a new member to this prestigious group.

Lifetime Distinguished Teaching Awards

John W. Day, M.D.

Laurel Drevlow, M.D.

Walter C. Hildebrandt, M.D.

Stephen A. Katz, Ph.D.

Robert R. Kempainen, M.D.

Virginia Lupo, M.D.

Patrick M. Schlievert, M.D.

M. Thomas Stillman, M.D.

Valerie K. Ulstad, M.D.



Celebrating Excellence:

2016 Honors & Awards Program

Photos will be available beginning May 2.

To access them, please visit

www.flickr.com/photos/uofmahc

UNIVERSITY OF MINNESOTA