



The Arnold P. Gold Foundation

*Fostering Humanism
in Medicine*

Spring 2003

Healing with Laughter in Russia

Clowning with Patch Adams

Rainbow colored garb and the din of kazoos at the airport helped me easily identify my traveling companions. Arriving in Moscow, we created quite a stir in a busy train station. Travel-weary parents glowed as their children gleefully accepted a balloon or a sticker. Energized, we began the incredible journey of "clowning" with Patch Adams across the vastness of Siberia.

On our first day, we visited two orphanages and a children's hospital. Within seconds of our arrival, I had five giggling kids hanging from my arms. We painted the children's faces, and gave them balloon animals and red "clown" noses. We took a Polaroid photo of the new "clowns" and gave it to them as a memento of the day. Tears welled in my eyes when I learned from our guide that this was the first time they had seen a photograph of themselves in their entire lives.

A Lot of Living to Do

Sullen faces in the pediatric oncology ward transformed into ear-splitting grins by the powerful presence of a group of clowns. The lifeless bodies that initially greeted us, were out of bed chasing balloons down the hospital corridors. Infectious laughter echoed off the hospital tiles and, of



course, each nose was promptly "clowned." For a moment, these children were distracted from the unfairness of illness. As the moms and dads wiped back tears of joy watching their children play, I realized suddenly that no one wants to lie in bed and die. Even the extremely ill have a lot of living to do – and very sick children are still children. I looked at the glowing faces around me and saw the truth in Patch Adam's "healing through laughter" philosophy.

In each town on our itinerary – Novosibirsk, Ulan Ude, Vladivostok – the same theme was revisited in the hospitals, orphanages and prisons we visited. The experience of clowning in Russia reminded me that in our high tech era of medical wonders like stem cell transplants, gene therapy, or pet scans, the most potent panacea still may be as simple as a hug. The fundamental role of the physician becomes the art of healing with compassion and generosity.

This experience reinforced the importance of knowing the individual behind every patient, recognizing the precious gift of being able to care for the sick, and of never overlooking the possibility that laughter is the best medicine. Come to think of it, white coats and clown costumes are not as dissimilar as I imagined.

I sincerely thank The Arnold P. Gold Foundation for the unique opportunity to experience a novel form of "caregiving," the art of clowning, which will forever be a vital aspect of my patient interaction as a physician.

By Ilan Seth Weisberg

UMDNJ-New Jersey Medical School

Recipient, Gold Foundation Student Grant

Your Ideas, Please....

We would love to hear from you! Please take a minute to answer a few questions about **DOC** so we can make it even more useful and informative.

Mail to: APGF, 619 Palisade Avenue
2nd Fl, Englewood Cliffs, NJ 07632;
email to: goldfdtn@gold-foundation.org
or fax to: (201)567-7880.

Many thanks!



1. Which of the following would you like to see more of in **DOC**?

- Upcoming events
- First hand stories of humanism in medicine
- New programs
- Financial reports/distribution of funds
- Other: _____

2. Do you have a personal story you'd like to share with **DOC** about a doctor who did (or did not) exhibit humanism? Please give us your contact information, and we will be in touch with you.

Dear Reader,

"The Arnold P. Gold Foundation Has Changed the Face of American Medical Education,"

Kenneth I. Shine, M.D.
Past President, Institute of Medicine,
National Academy of Sciences

Wow! That was my reaction as I first read this quote when I accepted my position as managing director last fall. Then, I knew that the mission of The Foundation was to foster humanism in medicine.



How? I wasn't quite sure. Now, with six months under my belt, here's some of what I've learned. That there is the science of medicine

and the art of medicine and each contributes importantly to the healing process. What is this art?

Mark S. Eichenbaum, New York University medical student and recipient of a Gold Foundation summer research grant, defines it as: *"Emotion is the substance of the art of medicine.... In fact, it is what we look for when asking, 'How do you feel?' We care whether the patient is feeling good, bad, sick, upset, or fine. Without this emotional bond between the caregiver and the patient, there would be nothing to care about."*

Combine the art of medicine with scientific and technical knowledge and increase the quality of care. This is the essence of our work at The Gold Foundation. You will learn more about the "how" in this **DOC**, featuring Profiles of Humanism, stories from medical school faculty, students and physicians who further demonstrate "humanism in medicine."

Barbara
Barbara Packer

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Talking Medicine

How does a doctor tell anxious parents that their child is gravely ill? How does a student report on a colleague who is impaired by substance abuse, or admit to making a mistake and ask for help? In the highly competitive medical school environment, disclosing fear or ignorance can be interpreted as weakness. Yet, aspiring physicians need a refuge to raise and discuss questions that may not normally be addressed in their formal academic curriculum.

Such issues frame the learning experience of *"Talking Medicine: A Course in Medical Humanism"* (TM). According to Program Director Kyle Nash, *"TM fosters the values of humanism and professionalism, by allowing students to reflect on the process of becoming a physician, and to share ethically or personally difficult and rewarding cases with each other."*

TM was initiated with a Gold Foundation grant at The University of Chicago Pritzker School of Medicine in 2000. As third-year medical students transition from the world of books to the bedsides of patients, they begin TM, a course to air their fears, doubts, excitement and questions.

Faculty and Students Review

The success of the TM program is largely due to the skilled faculty preceptors, who facilitate small group

discussions. Students are encouraged to share ideas, be self-reflective and support each other. Faculty preceptor Mindy A. Schwartz, describes her experience: *"The course allows me to experience the sense of community of medical school and medical students. It is wonderful to be able to spend time as a faculty just talking to students."*

TM students echo the faculty's positive assessment. *"It's a precious hour where we can take off our white coats and simply be ourselves: a group of young people who are confused and frustrated with the grueling process called 'Third year,'"* explains Suejin Kim.

Alex Langerman, another third-year medical student, shares: *"TM was a safe place for me to vent my concerns, and more importantly, see the similar concerns of my classmates. Sometimes what I got was commiseration, others, a new way of looking at things. It was a very valuable part of the rotation."*

Program Replicated

This year, the program has been adapted for residents in the departments of medicine, pediatrics and surgery. Kyle Nash credits the dedication, passion and extraordinary leadership of remarkable physician-teachers, including Drs. Joshua M. Hauser, Winnifred G. Teuteberg, Peter J. Smith, and Ira J. Kodner, for the success and proliferation of the TM program. *"We do not take lightly the time, effort, wisdom and positive role-modeling provided by the preceptors, which is truly a labor of love. We thank The Arnold P. Gold Foundation for believing in us and helping us to make this valuable course a reality."*

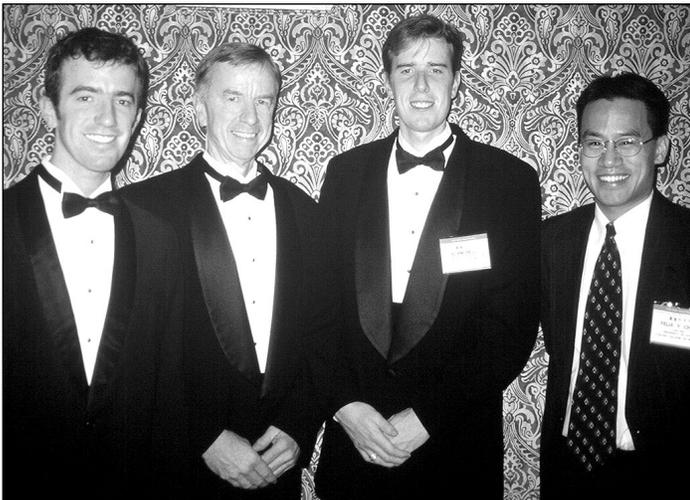
Why DOC?

Our newsletter is entitled **DOC**, to honor those special doctors we refer to with the endearment, "Doc." It is also our acronym for "Doctors of Caring" and "Doctors of Compassion."

Practicing Humanism: Meet Dr. Edward F. Bell

Edward Bell, M.D. is greatly admired for the special relationships he forges with patients and their families. He was selected by his colleagues to receive The Gold Foundation "Humanism in Medicine Commencement Award" in 2001, and was awarded the prestigious national "Humanism in Medicine Award," at the 2002 conference of the Association of American Medical Colleges (AAMC).

Dr. Bell is Professor of Pediatrics and Director of Neonatology at the University of Iowa Roy J. and Lucille A. Carver College of Medicine, where he has been a faculty member since 1979. He has also traveled with a number of humanitarian teams, training medical professionals in Romania, Portugal and Russia. In the 1970s, Dr. Bell studied with Dr. Arnold Gold at Columbia University College of Physicians and Surgeons.



Dr. Bell's success as a role-model is confirmed by his son, Adam (second from right), who is studying medicine at the University of Iowa. Also pictured are: (left to right:) Dr. Bell's son Justin, Dr. Bell, and Felix Chau (the med student from Iowa who nominated him for the AAMC "Humanism in Medicine" Award).

DOC: As the recipient of two notable awards for distinguished practice of "humanism in medicine," we wonder how you would define what this means to you?

Dr. Bell: *When I was notified that I was being given the first award I asked myself this same question: What is humanism in medicine? What does it look like? Since the term was not used until recently in medicine, I immediately went to Webster's. The third entry said it for me: "A doctrine, attitude, or way of life centered on human interests or values, especially a philosophy that ...stresses an individual's dignity and worth and capacity for self-realization...."*

DOC: How did you select your role models?

Dr. Bell: *My role models were the people whose values and style of practice seemed right for me.*

DOC: Did you ever experience a negative role model?

Dr. Bell: *Yes, I have. Both when I was a patient and when my parents were patients. There were times when the doctors just didn't connect. They didn't seem to appreciate what the patient's needs were.*

DOC: What qualities and values are important to you – the question of honesty, for instance?

Dr. Bell: *Honesty is important, but what's equally important is the manner of what is said, what ever it is.*

DOC: What is the best thing about being a doctor today?

Dr. Bell: *Being able to help preserve and restore health and reduce suffering. As a pediatrician, I appreciate being able to have an impact on a child's entire lifetime.*

DOC: What is the most difficult part about being a doctor today? Has this changed since you began practicing?

Dr. Bell: *The long hours and the challenge of finding the right balance between professional and personal life. This has always been the challenge. It was the same for earlier generations of physicians.*

DOC: What do you think caregivers today should strive for?

Dr. Bell: *We should all strive to treat each patient and family member as we would want ourselves or our loved ones to be treated.*

DOC: If you had all the money you needed, what problem in healthcare today would you fix first? And why?

Dr. Bell: *I would begin by trying to advance maternal and child health in developing countries. That is where the greatest need lies, and it is where we can accomplish the most with each dollar.*

DOC: How do you listen to your patients?

Dr. Bell: *With a stethoscope (just kidding). In my case, I listen mostly to my patients' parents. It is important to be available, show interest in what a parent has to say – what is on his or her mind – and to act like you're not in a hurry. Acknowledge their fears and concerns, treat them as members of the team, and be prepared to absorb their anger at times without retaliating or being angry yourself.*

Recognizing Role-model Doctors

The practice of honoring outstanding humanistic role-model doctors was first established by The Gold Foundation in 1991 at the Columbia University College of Physicians and Surgeons with our "Gold Foundation Humanism in Medicine Commencement Awards."

Today, these annual awards are presented at more than 80 U.S. medical schools, to a faculty member and a graduating student, who best demonstrate excellence in relationship-centered care, as well as in scientific achievement. We believe these awards serve to elevate the values of humanism in medical education.

No One Said It Couldn't Be Done!

Is it possible to measure respect or empathy in the doctor-patient relationship? Can humanism in medicine actually be measured? This question was put to 50 attendees at a Foundation-sponsored symposium entitled: *"Enhancing the Culture of Medical Education: Assessing Humanistic Growth and Mission."*

Leaders in medical education and research from the U.S. and Canada, convened in New York on a January weekend to examine and debate whether and how characteristics we associate with humanism, integrity, compassion, empathy, altruism, respect and service, can be assessed.



Cathy J. Lazarus, M.D., reports on Residents.

The Foundation's goal for this meeting was to find specific ways to help medical schools identify and validate their selection of inductees for the newly developed *Gold Humanism Honor Society (GHHS)*. Several pilot chapters have been testing measurement instruments and this conference was, in part, designed to assemble the best assessment research. Combined with the pilot chapters' experience, the data will be offered to help new chapters in their selection process (see page 5).

Humanism and Professionalism: Are They Related?

Conference participants considered the relationship of "professionalism," a current emphasis in medical education, and "humanism." In 2003, and going forward, to graduate medical

school or to be certified in a specialty, students will have to demonstrate humanistic and professional behaviors as part of their core medical competencies. Our conferees discussed and debated the differences between the two and how one relates to the other. For example, What are the qualities of each? How will these competencies be assessed? Can such behavior be measured? If so, what are the most effective ways to do so?

At the conclusion of the conference, Sandra Gold, The Foundation's co-founder and Executive Vice President, acknowledged the difficulties of the task at hand. However, she was greatly reassured that "nobody present had said that assessing humanism simply couldn't be done." The participants had offered a range of existing tools and ideas for developing new ones. "What we need going forward," said Sandra Gold, "is continuing dialogue and experience culled from field testing these instruments."

Significant Support

The new *Gold Humanism Honor Society (GHHS)* flourishes with significant support from The Robert Wood Johnson Foundation, the nation's largest philanthropy devoted to health care. The *GHHS* recognizes graduating medical students, who best demonstrate clinical excellence and humanism, including compassion and relationship-centered care, as well as academic competence.

Point-Counterpoint

POINT: Students know more about their peers than any faculty or resident.

Dr. David Stern: "Peer evaluation is an effective tool for assessing medical students because: peers and faculty agree on professionalism; the internal consistency of peer ratings is good; and peer nomination forms appear to work."

COUNTERPOINT:

Dr. Shiphra Ginsburg: "David, how can you say that? You know that



Drs. David Stern and Shiphra Ginsburg

students don't think it is their responsibility to report on each other. We can't simply argue that we should tell them they have to do it, that it's a key element of being a professional. We would then be hypocrites, because we as faculty don't report on our colleagues' behavior either!"

So progressed a spirited debate by researchers Shiphra Ginsburg, M.D., Assistant Professor, University of Toronto and David Stern, M.D., Ph.D., Associate Professor, University of Michigan toward the end of the January symposium. They took opposing sides to illustrate the latest views on the subject of assessment and measurement. In a humorously staged, yet serious presentation, they posed and answered the question: "What's realistic and what's not in the assessment of humanism and professionalism?"

Areas of Agreement

At the debate's conclusion, Drs. Ginsburg and Stern admitted the pitfalls of such research and to many areas of agreement. They concurred: "Measurement sometimes forces you to avoid seeing the whole student. Individual tools can miss the big picture."

Note: The proceedings of The Foundation's sixth "Barriers" symposium were prepared by San Francisco based medical writer, Gavin Yamey, M.D., Deputy Physician Editor, Best Treatments.org. Copies are available from The Gold Foundation office. Contact Rebecca Sullivan at (201)567-7999.

Tribute to Russ Berrie

Can you make it big time in today's business world if your company motto is "make someone happy" and your products are stuffed animals and toys? You could if you were Russ Berrie!

Businessman and entrepreneur Russell Berrie, who died December 25, 2002, was founder of Russ Berrie and Company, Inc, manufacturer of teddy bears and other familiar items. He brought smiles and encouragement to thousands throughout the world as a great humanist, philanthropic visionary and generous friend. Russ, with his wife, Angelica Berrie, former Foundation Trustee, helped to launch and nurture the growth of The Arnold P. Gold Foundation since 1989 and encourage "caring" in healthcare.

Russ's contributions benefited people of all ages, religions and races, and in diverse areas as: music and the arts, interfaith understanding, adults and children living with cancer, education for children with limited resources, diabetes and its cure, and the "care before the cure."



Dr. Arnold P. Gold and Russell Berrie

Since 1994 the Berries have hosted an annual dinner-musical in their beautiful home to thank our Foundation patrons for their support. Recently, they reaffirmed their belief in our mission and future through their million-dollar challenge to help us to build and secure *The Gold Humanism Honor Society*, which identifies and honors medical students who demonstrate outstanding clinical abilities and compassion in care-giving.

In recognition of our respect, admiration and affection for Russ Berrie, whose

contributions to improving healthcare worldwide are legion, The Foundation's trustees and staff renamed our signature *White Coat Ceremony* program, created in 1993 at Columbia University's College of Physicians and Surgeons in New York: "*The Arnold P. Gold Foundation's White Coat Ceremony in Tribute to Russ Berrie.*" We fondly recall Russ's smile as he participated as a "cloaker" at *White Coat Ceremonies*. All of us at The Arnold P. Gold Foundation will long remember and cherish Russ's warm hospitality, insightful ideas and generosity of spirit.

Influencing the Culture of Medicine Through Visionary Leadership

Russ and Angelica Berrie shared the Gold Foundation's vision of the potential of the *Gold Humanism Honor Society (GHHS)*. Thanks to their "Founders" endowment fund, the Berries committed to sustaining the Society as a national force to influence the culture of medicine. The *GHHS*, which received initial support from The Robert Wood Johnson Foundation, recognizes and rewards those medical students who demonstrate outstanding qualities associated with humanism in medicine, as well as academic achievement.

Annually, in addition to the new student inductees in each chapter, 300 plus other "humanism in medicine" award winners will be invited to become honorary members of the national *GHHS*.

As the group of recognized humanistic doctors grows, these individuals will have the opportunity to meet together at Society sponsored events to reinforce the humanistic practice of medicine. We believe that these leaders will become significant change agents to transform medicine. As schools and residency programs graduate more compassionate, respectful, and relationship-centered physicians, we will be the beneficiaries.

Our inaugural schools are:

2002: Columbia University College of Physicians & Surgeons; Robert Wood Johnson Medical School and the University of Iowa College of Medicine

2003: University of Virginia School of Medicine; Tulane University School of Medicine; University of Florida College of Medicine; Penn State College of Medicine; Michigan State University College of Human Medicine; New Jersey Medical School; Finch University of Health Sciences – Chicago Medical School; and Ben Gurion University Joyce and Irving Goldman School of Medicine (first international chapter).



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Congratulations to Our Winners!

The Arnold P. Gold Foundation 2002 "Humanism in Medicine" Essay Contest

First Prize: \$1,000 – Veronika Gagovic,
Second year, Loyola University Stritch
School of Medicine



Veronika Gagovic

Second Prize: \$500 – Brent Savoie,
First year, Vanderbilt University School
of Medicine



Brent Savoie

Third Prize: \$250 – David Edwards,
Third year, Duke University School of
Medicine



David Edwards

Honorable Mention:

Andrew Pearson, Third year, Temple
University School of Medicine; *Peter Phan*,
Second year, Loma Linda University;
Maria Elena Hamm, First year, University
of Maryland School of Medicine; *Edward
Patriquin*, Third year, University of
Rochester School of Medicine and
Dentistry; *Amy Slansky*, Third year,
Washington University School of
Medicine; *Arun Mohan*, Second year,
Emory University School of Medicine; *Jennifer Carr*, First year, University of Iowa
School of Medicine; *Deborah Caruso*, Second year, New Jersey Medical School;
Luke Hansen, Fourth year, Loyola University Stritch School of Medicine;
Hilary Suzanne Nash, Fourth year, University of Kansas School of Medicine.

Contest Subject: "A Humanistic Role-model in my medical career."

We thank all the participating students for their thoughtful submissions and the many distinguished physicians and authors who judged the more than 230 essays. *Academic Medicine* will publish the first, second and third prize essays this fall. Information about the panel of judges and selected essays may be seen on The Foundation's www.humanism-in-medicine.org website in the "The Big Picture" section.

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