CELEBRATING ELEVEN YEARS

Legacy

TEACHERS LUNCHEON
**On the front cover from the 2015 Legacy Teachers Luncheon:**
MU medical student Victoria Levasseur recognizes her patient, Jerry Schnelle, and his wife, Tina, acknowledging the important role he played in her education.

**On the bottom front cover from the 2015 Legacy Teachers Luncheon (from left):**
MU medical student Yazan Alghalith recognizes Chrissy Olmstead, his Legacy Teacher, at the 2015 ceremony.

During the 2015 Legacy Teachers Luncheon, MU medical student Sara McElroy recognizes Sue McCormick and her husband, Bob, and the role she played in Sara’s education.

MU medical student Kristen Killion recognizes Cynthia Wright, her Legacy Teacher, during the 2015 luncheon.

**On the back cover (artwork): “Room 632”**
“This was the view from his window on the sixth floor of the VA hospital, where he stayed for nearly a month. Though not a football fan, he found beauty in the bright lights of the stadium and felt lucky to have such a great view. His optimism was refreshing and inspirational. He not only taught me how to maintain optimism when the situation is grim, but he impressed upon me the importance of sharing my positive outlook with my current and future patients.”

**On the back cover at the 2015 Legacy Teachers luncheon (from left):**
MU medical students Allison Haungs and Kaitlin Bruegenhemke recognize Carl Korschegen for the role his parents played in their education.

MU medical student Brady Fleshman recognizes Darcy Watson, his Legacy Teacher, at the 2015 ceremony.

MU medical student Alicia Webb recognizes her Legacy Teacher Mary Schmitt for the role she played in Alicia’s education.
At the University of Missouri School of Medicine, patient-centered care is our highest priority. To recognize that many of our best and most memorable teachers are our patients, we created the Legacy Teachers™ Program to celebrate their contributions to our students’ lifelong learning and development. What unites this diverse and remarkable group of patients and their families is that they have all taught important lessons to a physician in training that will last the physician’s practice lifetime and positively affect countless future patients. We invite third-year medical students to participate by reflecting on the patients who have had a particularly powerful impact on their learning and to share their thoughts by submitting essays, artwork or poetry. Within these pages are selections from this year’s submissions.
THURSDAY, APRIL 14, 2016
University of Missouri Reynolds Alumni Center

WELCOME

Patrice Delafontaine, MD
Hugh E. and Sarah D. Stephenson Dean
University of Missouri School of Medicine

OPENING AND INTRODUCTION OF SPEAKERS

Betsy Garrett, MD
Professor of Family and Community Medicine, University of Missouri School of Medicine

Legacy Teacher Lessons – Video
Hannah Hall, Legacy Teacher
Tim Swanigan, Legacy Teacher
Cynthia Wright, Legacy Teacher
Kristen Killion, Medical Student
Emily Milford, Medical Student

Legacy Teacher Lessons – Student Speaker
John Schneider, MU Medical Student

RECOGNIZING OUR LEGACY TEACHER PARTICIPANTS

Betsy Garrett, MD
Professor of Family and Community Medicine
University of Missouri School of Medicine

Linda Headrick, MD
Senior Associate Dean for Education
University of Missouri School of Medicine
2016 Legacy Teacher Student Participants

Samiat Agunbiade                Madeline Novoa
Jeffrey Berry                  Stephanie Peace
Meryl Brune                    Ryan Rader
Gregory Cejas                  Mark Robertshaw
John Clohisy                   Jacqueline Ross
Jesse Day                      Ashly Ruf
Arshan Dehbozorgi              Benjamin Schmidt
Shelby Emmett                  John Schneider
Venkata Gupta                  Whitney Snyders
Gabriella Johnson              Ashley Sweeney
Kaitlin July                   Marlena Szewczyk
Katie Kwedar                   Mitch Tarka
Theresa Long                   Misty Todd
Simon Martin                   John Underwood
Sakshi Mathur                  Mollie Wasserman
Matthew Mooberry               Cara Watson
Ryan Morrow                    Ryan White
Marina Nemetalla               Patricia Yang
Maxwell Newby                  Marcin Zuberek

2016 Visiting Medical School Participants

University of Maryland School of Medicine: Kathryn Hart
University of Kansas – Wichita: Heather van Buuren and Cindy Olson
Texas Tech University, Paul L Foster School of Medicine: Laura Cashin and Lynn Fuhrman
Dartmouth, Geisel School of Medicine: Roshini Pinto-Powell and Adam Weinstein
University of South Dakota, Sanford School of Medicine: Mark Beard
“I have gained a new level of insight into the
daily life, thoughts, fears, hopes and dreams
of a person living with chronic illness. It is
important to always ask the patient what they
understand about their disease and on what
aspects they are unclear and to show empathy
and kindness while offering explanations.
Asking a patient how they think they are
doing with their disease management can
bring fears to light. She told me I should
listen, above all. The common trait of all of
the doctors that she liked the best was that
they always appeared interested in what
she had to say and took her thoughts on her
treatment into account at each visit.”

“As physicians, it’s easy to jump directly to
conclusions and look at difficult patients as a
giant list of diagnoses. But she showed me what
even a touch of compassion can do. Her story
unfolded in front of us because I bothered to
take a brief moment to see what had actually
happened. That question — “why” — led us to
make important changes in her care and more
thoroughly educate her on her illness. With
that question, we were able to move beyond
our assumptions and truly care for our patient.
I’ll never forget what she taught me about the
patient experience and just how easily we can
improve it as physicians.”

“He taught me an important lesson I will
practice in my future career. From our
discussions, I learned communication is the
most essential process that needs to occur in
order to improve outcomes of patients. This
includes communication between members of
the health care team. Communication varies
by setting and concerns of the each patient,
but the level of communication needed to
build a strong patient-physician relationship
remains the same. I will remember his
 teachings as I encounter future patients
and situations.”

“She talked to me about the importance of
listening and advised me to master the art of
breaking bad news. Empathy and having a
good understanding about what the patient is
going through should be the physician’s goal.
She really caused me to self-reflect. Reaching
the diagnosis and treatment is not the most
important accomplishment I can be proud of
at the end of the day, and it only marks the
beginning of my duty, which is to figure out
the best way to help my patient live with the
disease without compromising the quality of
his/her life.”

Listening with an open mind is a crucial component of patient-centered care
“I was learning from her all along —
learning to listen to the patient and to build
relationships. We cannot know what ails
them unless we listen fully. We can have
all sorts of facts and medications, but those
mean little without an understanding of
the patient experience and their individual
context. I know I will be a better future
physician because of the lessons she
taught me.”

“He taught me about the patient experience
and understanding the importance of
providing individualized care. To always
take the time to educate my patients and
give them the chance to take control of
their own health care decisions through
knowledge. I learned about the patient-
physician relationship and how revitalizing
it is to both patients and physicians when
patients truly know you believe in them
and support them, and they are empowered
to be their own health activist. My Legacy
Teacher brings a teacher’s heart to all he
does. I’m thankful that I was given the
opportunity to listen, share, laugh and,
above all, learn.”

“Despite more than two years of medical
school, I never was able to truly understand
how one suffers and ultimately copes with
severe chronic conditions until I met my
Legacy Teacher. I was able to finally begin
to obtain insight into what the majority of
my future patients will feel, how they will
cope and to what extent these conditions will
change their lives and outlooks. Because of
him, I am even more sure that successfully
treating a chronically ill patient requires far
more than a diagnosis and a prescription pad.
In this arena, listening and observing are a
doctor’s most indispensable skills.”
“As health care providers, we see only a snapshot of people’s lives. And often we see only the most vulnerable snapshots. It is important to remember that we see the human condition, every tiny aspect of it. We are invited into people’s lives for the briefest of moments and then we are gone. We must strive to see and understand our patients for the complex individuals they are. Every patient deserves our respect and deserves our best effort. And each patient also deserves our humility and our humanity.”

“There is no chronic disease without a person to experience it. And there is no person who functions solely in the biological realm of human existence. As she taught me, disease certainly exerts its presence in life, but it is not life alone. Her daily struggle brings to mind the often convoluted balance of quality and quantity in time spent on Earth. It also, inevitably, makes me reflect on the role of the physician in that balancing act.”

“The life lessons he taught me about perseverance, courage and the importance of the physician-patient relationship will stay with me throughout my medical career. I learned to think deeply about the ways a disease affects people, their everyday lives and their families. To go beyond just the things I could directly take care of and think more broadly about their challenges. The strength and resolve with which my Legacy Teacher and his wife faced each of these problems inspired me. He taught me to truly consider the many intricacies of patient care.”

“For her, being healthy was more than a medical term but also included being fully engaged in the things in life that mattered most to her — namely, her family, friends and independence. My Legacy Teacher’s unique and engaging approach to life provide me a vivid reminder there is more to a patient and her health than what is on paper. It is our job to heal, to teach and to listen. In being patient and observant, we can also learn.”
“I have thought about my Legacy Teacher and his family quite often over the months since we met. They taught me the valuable and critical role of communication between patients (as well as their families) and the health care team. Meeting them stressed the importance of not only explaining what the team is doing, but also making sure to discuss the patient’s and family’s concerns. They may already be worried about a specific diagnosis they may have heard of, read about, or know someone with that disease, and it is important to address these concerns. This family had a large impact on me and I will never forget them.”

“I had seen many patients before and, in many cases, I had helped with admissions, physicals, and even helped treating the patients, but I consider my Legacy Teacher to be my first patient. She will forever influence how I practice medicine. She taught me about the humility and fierce passion it takes to truly be a physician. That it was not only my duty and responsibility, but also my moral obligation to understand what motivates and sustains my patient. Every patient has a story and the true challenge for physicians is looking beyond the disease or the surgery and treating the whole person. It is a lesson we must never forget.”

“On my way to meet a new patient, I pause outside the room, take a breath, collect my thoughts, and reach up to knock on the door. Except, there is no door. At least, that’s what I’ve come to learn. In its place is the weathered cover of a well-loved novel. The cover of each patient’s novel is invariably unique, its patina formed by the salty wetness of tears, the tight grip of a child’s embrace and the passage of time. To open this novel is a privilege, which requires trust and care. The author is giving me permission to flip through the pages of her life, exposing her most intimate details, her triumphs and her hardships and to be at her side as new pages are written.”
“He taught me that one of the most important aspects of living with a chronic condition is focusing on the things that give you joy. As a physician, it is important to make sure that patients do not feel that they are defined by their illnesses. He taught me to focus on treating the patient rather than the disease.”

“Spirituality has been an integral part of her outlook on life since she was very young and has been responsible for her thriving during some extremely tough situations. Faith has been a big part of the needed ‘medication’ for healing and health in her life. She helped me appreciate that life is not always going to be easy or fair or pain free, and that finding a way to embrace those times of hardship and find strength is the key to persevering and emerging with an outlook of acceptance and peace.”

“He explained how difficult his transition was once he left the hospital, and the numerous new challenges he faced with his new lifestyle and limitations. I was most impressed by his optimism and selflessness and how well he adapted to all the changes in his life. I now have a new perspective on how dramatically an illness can change so many aspects of life.”

“She taught me to value even the seemingly smallest of gestures and the importance of continuing to fight for oneself. I hope that I can live up to the kind of physician that she sees me to be. I may still need to take big deep breaths before I start doing something new and scary in life but I know that even these small accomplishments are a big deal in my development as a person. She taught me to value my little victories. Someday, I hope to be able to encourage these kinds of victories in my own patients.”

“I learned that asking patients to follow all of your advice is a huge undertaking, and as their physician, I must trust and respect them when they tell me they have given it their best. Changes have occurred in the past that required adaptation and whatever happens in the future he will deal with as they come up. He’ll take one day at a time and persevere with the knowledge that everyday provides another opportunity to find joy in his life.”

A positive attitude makes a tremendous difference
“I learned so much. To listen carefully and well to your patients. They are the unique expert on their own bodies. That attitude is everything. Not only do patients respond to providers who are engaged and willing to spend the time it takes, but patients’ attitudes about their own lives have a big impact on their overall health and recovery. Patients (and their families) must be allowed to let their values guide the decision while providers offer guidance and explanation of the medical value of different options. I learned the challenges of life and death can both be faced with dignity.”

“She helped me realize that while there were serious effects of her illness that I had not considered before, her positive attitude made a great difference in how she copes. She attributes her attitude to the committed and patient-centered care of her physicians, but she deserves much of the credit. Her physicians gave her the ability to keep living through her ailments, but living goes beyond being biologically alive. She adjusted her life socially, financially, spiritually and psychologically to continue to thrive given her circumstances.”

“She opened my eyes to the day to day obstacles she must overcome. I was struck by the amount of effort it takes to navigate the physical world. She has to be creative to solve problems that just do not register for most of us. The most important lesson I learned is to live with an open mind and heart. Her positive outlook and optimism are inspirational to me, and her influence has changed the way that I approach challenges in my own life. I will forever be grateful for the lessons she taught me.”
“I gained important insights into the nature of a particular disorder and into some of the unique challenges it presents. More importantly, I was fortunate to learn the story of a remarkable person and a parent who made tremendous sacrifices. They are prime examples of the power of faith, love and determination and of the role of family.”

“She taught me how important self-image can be in coping with a chronic illness and that I have to actively recognize my patients when they make positive changes. It could be something as simple as making a comment during their visit or sending a letter home to check up on how their wonderful progress is going. I learned that such support could boost patient confidence and improve their health outcome.”

“I really admire him for his ability to live with such a difficult chronic disease. I have also learned that he does not do it alone. He has a wonderful wife and family support system. He has doctors, nurses, therapists and various health care professionals on his team, all of whom he values so much that he cannot imagine moving away. It will be so important for me to understand what kind of support my own patients have when they are facing health challenges.”

“My Legacy Teacher taught me lessons that I will always keep with me and that are applicable to life both inside and outside of medicine. It is equally important to understand friends, family, co-workers and patients in a more complete context, to encourage them as they pursue their goals and to help them see their self-worth. What I have learned or been reminded of through her will not only make me a better physician but also a better wife, daughter, mother, friend and co-worker. I am thankful to have had her as my teacher.”
“I learned that a family can withstand more than I could ever imagine to ensure that their loved one is well taken care of. Working with this family opened my eyes and heart to the ways in which a sick child can dramatically influence the lives of every family member. They taught me what it means to love unconditionally despite an unknown outcome, to be optimistic and to be gracious and thankful towards everyone — no matter how insignificant their role may be. Working with my Legacy Teacher and his family was an honor.”

“It was in that moment that I realized providing care does not just mean caring for the patient, but also for those who care for them. This experience allowed me to commit to forever being a physician that takes time to empower my patients and their families to have a voice in their care. Taking five extra minutes with a patient’s loved ones can make a huge difference, and I am forever grateful I learned that lesson early on in my medical career.”

“Sometimes the quietest patients are the patients who are suffering the most. It is important to incorporate a patient’s support system into his or her treatment plan, include them as active members of the health care team and consider the effects of chronic illness on the entire family unit. The best physicians are those who recognize the power of stress and emotion. I want to support my patients and their families in every way that I can. I am motivated to use the medical tools available to me to improve the patient’s quality of life. I am equally motivated to understand each patient’s narrative and personal interpretation of his or her condition. I can read textbooks and journal articles, but the most important lessons will come from conversations with my patients. I am so grateful to my Legacy Teacher and his family for being the ultimate teachers in my medical education.”
The trust and empathy developed between a physician and patient is fundamental. “They taught me it is okay to get close to patients, it is okay to ask why, it is okay to cry with patients, it is okay to sit and laugh and talk and discover more about people who are different from you. And that it is amazing to discover how much you still have in common with others once the outer differences are stripped away. They helped me grow as a physician and move closer to becoming the caring and compassionate person and physician I hope to be.”

“She taught me that preservation of a person’s self-worth and dignity is one of the most important things in life. I want my patients to know they are someone who is valued. The external forces of disease will always be there to try and pull a person apart at the seams. I hope that in my career, I can be effective at using the art and science of medicine to sew that person back together and fight with them against disease. No matter how much surgery a person goes through to put the body together, it takes a different type of medicine to put back together the soul.”

“My Legacy Teacher solidified my desire to work as hard as I can to provide the best care possible to my patients and to understand who they are and their situation. When my patients come to see me, they are telling me that they have confidence in my knowledge, judgment, experience and ability to manage their care effectively and I will continuously strive to be worthy of that trust.”

“The magnitude of the impact that I can have on my future patients has become increasingly more apparent to me especially because of my Legacy Teacher. He has helped me begin to gain perspective on the responsibility and privilege that I will have as a physician. I am honored to have had the opportunity to learn from him, and I sincerely appreciate his eagerness to teach me such a critical part of what it means to be someone’s ‘doctor.’”

“She showed me how much can be achieved with proper diet, exercise and regular follow-up. Her dedication to her health was inspiring and enabled her to adapt to a debilitating disease and accomplish many of her goals. I also learned the importance of her long-term relationship with her physician and the prompt access to his care.”
“When asked about what they look for most in a physician, they said, ‘Having someone who they know will take care of them when it is out of their control. When you can tell a doctor cares and is doing their very best for you, that’s what makes us feel at ease with our illness.’ I want to be that physician who cares for my patients as individuals and gives them that feeling of ease when I am working with them. My Legacy Teacher will serve as a constant reminder of how important my job will be and how dedicated I must continue to be.”

“My Legacy Teacher shared lessons in three areas: effective communication with physicians, patient-physician relationship and spirituality. Examples of the first two included: The impact of a physician who was calming and assertive in a crisis; another who reframed a very confusing diagnosis and decision into terms that could be understood; and a long-term relationship with a trusted physician who was able to quickly recognize the seriousness of a situation. His spirituality was a source of strength and acceptance that ultimately improved his quality of life and exemplified why spirituality is important to address especially in patients with chronic conditions.”

“My Legacy Teacher has shown me that each person you meet is going through their own struggle, and I have the opportunity to provide as much comfort, support and relief to their suffering as possible. Patients are looking to their physicians to be someone to help. This may not always be purely medical — I think many patients are seeking a listening ear, a comforting touch and a stable source of help and trust. My eyes have been opened in many different ways. I want to do my best to alleviate some of the burdens my patients are carrying.”
Thank you to all who attended the luncheon today. We are so glad you joined with us to celebrate the 2016 Legacy Teachers and acknowledge our deep debt to the thousands of women, men and children who seek their health care in sites where future physicians are being trained. The relationship between a patient and their doctor is fundamental to all we do in medicine and, like any important relationship, can be quite complex.

Medical students, the newest of physicians in training, arrive with many ideas and beliefs of what being a physician will involve and require of them but with little real understanding and no experience. The first two years of their medical education are filled with much they need to know including much about working with patients and hours of practice with role plays, interviews, etc. However, it is in the third year of medical school that they truly enter into deep and important relationships with individuals who have come to us for care. These students experience the full range of human emotions during this time, and learn a tremendous amount about themselves. To be allowed to share some of the most personal and vulnerable times of another human being’s life and to be trusted with deep secrets is a tremendous gift and responsibility for every physician. This Legacy Teachers™ program gives these young physicians in training a chance to reflect on this remarkable year of their life and recognize and thank some of their most important teachers.

Visit medicine.missouri.edu/legacy
Deborah Chance, PhD, and Thomas Mawhinney, PhD
Carla Dyer, MD, and Jonathan Dyer, MD
Anne B. Fitzsimmons, MD
Elizabeth Garrett, MD
Linda Headrick, MD, and David Setzer, PhD
Kimberly Hoffman, PhD, and Timothy J. Hoffman, PhD
Caroline Kerber, MD
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This work was supported in part by NIH-OBSSR RFA OD-05-001 – K07

For more information about contributing to the Legacy Teachers Program™, please contact

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DONATIONS
(payable to University of Missouri)
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Patient-centered care reflects a respect for individual patient values, preferences and expressed needs. This care is grounded in the best available evidence and conserves limited resources. It depends on shared decision-making and active patient participation. Our graduates’ care will be marked by compassion, empathy and patient advocacy.

**OUR GRADUATES ARE:**

- Honest with high ethical standards
- Knowledgeable in biomedical sciences, evidence-based practice and societal and cultural issues
- Critical thinkers and problem solvers
- Able to communicate with patients and others
- Able to collaborate with patients and other health care team members
- Committed to improving quality and safety
- Committed to lifelong learning and professional formation
MISSION
To improve the health of all people, especially Missourians, through exemplary education, research and patient-centered care.

VISION
To be a transformational leader in improving health.

VALUES
Excellence: We pursue the highest goals and accept the sacrifices and responsibilities required to achieve our best possible performance.

RESPECT
We nurture free and open discourse, listen to new ideas, and value diverse perspectives and talents.

SERVICE
We put forth our most diligent efforts on behalf of our patients, learners, stakeholders and partners.

INTEGRITY
We commit to honesty, truthfulness and authenticity in our relationships and activities.

RESPONSIBILITY
We exhibit a strong sense of duty, stewardship and accountability to each other and to the public.

INNOVATION
We pursue an ongoing, collaborative process of discovery and translate knowledge for the benefit and service of society.

COMPASSION
We relate to others in a caring, empathic manner and strive to prevent and relieve human suffering.

INCLUSION
We promote diversity and convey a sense of belonging, respect and value for all persons.