CELEBRATING TWELVE YEARS

Legacy

TEACHERS LUNCHEON
Recognizing the lessons our patients share

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 submit essays, artwork or poetry. Within these pages are selected excerpts from this year’s submissions.
### 2017 Legacy Teacher Student Participants

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<tr>
<th>Male Name</th>
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<tr>
<td>Aaron Carson</td>
<td>Elizabeth Worsowicz</td>
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<td>Alexander Fink</td>
<td>Ellen Murray</td>
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<td>Alison Huber</td>
<td>Emily Levinson</td>
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<td>Alyssa Bujnak</td>
<td>Emma Frank</td>
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<td>Andrew Osborn</td>
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<td>Audra Stallard</td>
<td>Julia Hagan</td>
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<td>Caleb Smith</td>
<td>Kelsey Clary</td>
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<td>Chelsea Nichols</td>
<td>Lauren Tucker</td>
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<td>Christopher Wilson</td>
<td>Liz Ellis</td>
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<td>Claire Spradling</td>
<td>Marwa Taranissi</td>
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<td>Cody Kern</td>
<td>Meredith Norfleet</td>
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<td>Colin McDonald</td>
<td>Molly Johnson</td>
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<td>David Lee</td>
<td>Nathan Beckett</td>
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<td>David Poole</td>
<td>Roshni Rawlani</td>
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<td>Elan Krojanker</td>
<td>Steven Ebers</td>
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### 2017 Visiting Medical School Participants

- Brody School of Medicine at East Carolina University: Ann Wall
- Medical College of Wisconsin: Charlotte Running and Jane Machi
- Medical University of South Carolina: Kristen Hood Watson
- University of Michigan: Heather Burrows
“As physicians, we always want to step in and fix any given maladies – to make everything better. She taught me to fill a new role, one that comforts, listens, and supports. I have been able to explore the place where the physical healer and spiritual supporter meet. I am forever grateful to her for these lessons which I plan to take with me into both my personal and medical futures.”

“He taught me the value of sitting down and talking to my patients. I vowed to make an effort every day to avoid assumptions, and to actively look past my patients’ appearance, social situation, native language, age, and any other factor that makes them a little different. I am thankful for this lesson, and my future patients thank him for making their doctor a better doctor.”

“I will now try to maximize my time with all my patients, learn everything I can and apply that to their treatment. He reminded me of the importance of knowing my patients, their backgrounds and perspectives, and how their disease plays a role in their life. His lessons will help me succeed as a physician and help my future patients meet their healthcare goals.”

“I walked away from my time with them humbled and determined to explore every patient’s perspective when I have my own practice, because without the patient’s perspective, it is like reading the back cover of a book to determine a story’s plot. You miss a lot of important details and the joy of the experience.”

“Behind any disease or condition I can label with a diagnosis is a person—a person who has values, hopes, and fears, a person who wants the proper treatment for his or her disease, a person who has had experiences that shape who they are. Four years of medical school trains us about the disease, but it takes a lifetime of listening to understand the person living with the disease.”

“Focusing on the person who is the patient is key

“Finding a treatment plan that will allow a patient to live out his or her own personal life goals is the most important aspect of health care. Every patient has a tale of their own; one that shapes their desires, their fears, and their hopes for the future. To forget this, is to forget what medicine really is, not just a science but also a gift.”

“Whether it be through evaluating the economic impact of prescriptions or the manner in which diseases can place restraints on one’s social interactions, I will seek to understand my patient’s world and attempt to relieve suffering in whatever manner possible. My Legacy Teacher taught me that a patient’s health extends far beyond the label of their diagnoses and the most effective treatments are not always written in the textbooks.”

“He taught me much about determination, perseverance, and the profound loss that many of our patients experience as a result of their illnesses. It also became evident that patients prefer to be treated like people and not like their diagnoses. I am very fortunate to have met him.”

“She taught me many lessons that will forever shape the way I practice medicine. It is the little things that can be done for patients that can have the greatest impacts. It has heightened my awareness to be on the lookout for the small desires and needs of patients in order to also care for their spirits. This is a vital piece of recovery and health. Emotional and mental challenges are just as impactful as physical challenges; and a holistic bio-psycho-social approach is the best patient care.”

“She will help me remember that patients are wonderful people with rich lives full of complexity, challenges, love, family, hopes and dreams; that each patient is a unique individual with different insights and experiences; and that meeting patients and learning about their lives is a privilege. I am here to care for these people with respect and compassion.”

“This program highlights why we are all here, to help people. I think we often get bogged down in the details of diseases and forget that these are people with lives, families, passions, and careers. My Legacy Teacher reminded me of the humanism in medicine.”

“He showed me the complexity of living with a chronic disease and the importance of attention to small details. His life story will always remind me to focus on the patient and not just the disease. If I just take a few extra minutes to get to truly know my patients, maybe I can make a difference in their lives.”

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“I learned the difficulties patients go through after their new diagnoses and the struggles to comply with our “simple” requests as medical personnel. After a new lifetime diagnosis, patients will face many different emotions, and providing support is of the utmost importance. He also showed me the power of a lighthearted attitude and humor. He would always try to get other patients, nurses, and doctors to crack a smile. He helped create an environment that was approachable and conducive to collaborative work. I am excited about what I have learned from this great family.”

“His positivity is contagious. He taught me that even when faced with great challenges in life, one can choose to focus on appreciating the beauty of relationships and the privileges of life. He inspired me with his generosity towards others and the fulfillment he found in helping others.”

“I regard him as one of my greatest teachers. His positivity throughout the course of his illness taught me to stand tall in moments of apprehension and fear. He taught me that no matter where I was in my career, I could make a difference for my patients. He taught me the frailty of life, and the undeniable truth that anything can happen at a moment’s notice. I will never forget him.”

Her lessons will always live within me. I will strive to have the same positive outlook as she has and encourage my patients to do the same. I must be cognizant of my patients and their mindsets. Having a “glass half full” perspective can help a person push through a difficult time in their life and can be the difference between having the strength and will to fight difficult battles and survive them, versus feeling there is nothing they can do to get better.”

“A positive attitude makes a tremendous difference

Having a strong support system can help overcome great challenges

“I learned that a cohesive, team-based approach, including physicians, nurses, social workers, physical therapy, occupational therapy, home health aides, the patient and their family, is critical to accessing appropriate resources, addressing barriers to healthcare, and ensuring the best possible outcomes for our patients.”

“They changed the way I understand the patient perception of being in the hospital. This will always be a part of who I am. I want to get families involved with their loved one’s health care and to always listen to concerns and answer questions as they arise. I want the patient and their family to remember my name and be excited to see me even if they are exhausted. They taught me to be a better physician and in general a better person.”

“My relationship with his family helped me envision how partnerships between health care providers and a patient’s support system should work. Genuine interest, listening to frustration, and open communication help create mutual trust and can have a positive effect on outcomes.”

“This family taught me so much about myself and my career. They showed me that support is sometimes the best medicine one needs. I learned how important it is to support and check on the caregivers and that I can be that support or at least find that support. I can truly listen to my patients and hear their concerns. This family has changed me and I am so very grateful.”

“They highlighted the invaluable nature of a strong support system, and how one person’s medical problems can powerfully impact their loved ones and care givers. They stressed the importance of patient-centered care and strong communication skills and urged me to place myself in the position of my patients to best address their concerns.”

“It was their incredibly supportive relationship they had after 50 years of marriage that I will most remember. That support was as important to his medical care as anything his care team could do for him.”

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“I was reminded of the resilience of the human body. I learned to be a patient advocate and I will always dig deeper to find more solutions to the problems my patients face. Because of my Legacy Teacher, I am forever inspired to be a better doctor.”

“He taught me so many invaluable lessons I can use in my future practice. He taught me to value relationships with patients, to hear them out, to listen to their frustrations, to know all details about them, and to always advocate for my patients so they receive the best medical care.”

“I learned how much comfort and reassurance a family can receive from a trusting patient-physician relationship which motivates me to cultivate those relationships with my future patients with empathy and great communication.”

“She taught me the importance of perseverance against medical adversities, and how resilient people can be. She has inspired me by her courage and how incredibly well she manages her disease working together with her physician and the whole clinic team.”

“My Legacy Teacher defied the stereotypes associated with his age. He opened my eyes to a new perspective on living and how to remain grounded with adversity. He taught me how to better connect with patients which will improve their care and enrich my career.”

“She taught me many lessons- to focus on the acute needs of the patient in front of me but to also be mindful of the relationships I’ve formed with them, and to consider the context of our interaction in their lives and also in mine. I will express gratitude and not take for granted the opportunity to let patients know what they mean to me.”

“I was reminded of the suffering I will likely witness in my work as a physician. All of the patients who I encounter in my career will need me to be compassionate while offering confidence and strength to them and their family.”

“I was increasingly reminded of the importance of holistic care and exploring our patients’ values. She became a person with multiple roles who had a rich life filled with ups and downs that had shaped how she understood medicine. I hope to develop such trusting relationships with my patients that they will follow my recommendations and referrals. I am grateful that I had such an opportunity to share life with someone who had become no longer a patient on an away rotation but my teacher.”

Trust and empathy developed between a physician and patient is fundamental.

Thank you

Thank you to all who attended the luncheon today. We are so glad you joined with us to celebrate the 2017 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.

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University of Missouri School of Medicine Commitment to Patient-Centered Care

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

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Office of Medical Education
University of Missouri
One Hospital Drive, MA215 Medical Sciences Building
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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.