



THE ARNOLD P. GOLD FOUNDATION
A PUBLIC FOUNDATION DEDICATED TO FOSTERING HUMANISM IN MEDICINE

Celebrating 15 years



THE ARNOLD P. GOLD FOUNDATION

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Front Cover: Dr. Arnold Gold with patient Christopher
at Babies and Children's Hospital, New York, NY.
Photo: René Perez
Back Cover: Photo of Hands.
Photo: "Photos To Go"

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“Changing the face of
American medical
education”

Dear Friends,

According to Dr. Kenneth Shine, past president of the Institute of Medicine, “The Gold Foundation is changing the face of American medical education.” His statement captures the essence of a remarkable journey – one filled with extraordinary challenges and successes. As we celebrate our 15th anniversary year, we are pleased to present this first formal Annual Report, which features highlights of the progress of what one writer called, “The Little Foundation that Could.”

The Gold Foundation’s mission grew out of an idea – the idea that the tradition of the “caring” doctor had to be nurtured, reinforced and valued. It is the power of this idea that drives our agenda – to develop and support medical education and hospital programs that foster humanism in medicine. Our vision is that humanistic medical practitioners be the norm, not the exception.

Our purpose remains: to insure that human beings and relationships are at the center of any health-care experience; and to act quickly to counter the forces that might diminish the trusting and enduring relationships patients and families should expect from physicians.

We believe that the dual pillars of medicine – humanism and science – must be balanced. Currently, the preponderance of medical education focuses on the science of medicine. Concurrently, the art of medicine must also be taught and assessed as a core competency. Our Foundation’s programs are designed to reinforce those values and behaviors that reflect humanism – such qualities as integrity, empathy, altruism, compassion, respect and service. These attributes must be communicated to patients, their families, and everyone on the health care team – complete 360-degree Relationship-Centered Care.

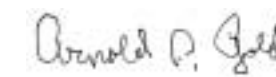
Inspiration and motivation comes to us from many sources. Among them, individuals like 15-year-old Glen – a poet, a star soccer player, and a wonderfully sensitive and kind sibling. We hope never again to hear a group of doctors refer to Glen, diagnosed with a malignant brain tumor, as the “tumor in Room 213.”

While we cannot yet ensure that thoughtlessness will not exist, the past 15 years have been deeply satisfying. We are gratified to report that the climate in which the Foundation works has changed. Humanism and professionalism are no longer at the bottom of medical education’s priorities, but close to the core. Current certification requirements instituted by the United States medical licensure agencies stipulate that in order to graduate, medical students, interns and residents will have to demonstrate humanistic and professional behaviors as part of their core medical competencies. Our young doctors now must prove they can take care of a patient’s emotional, as well as physical, well-being.

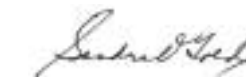
Practically, we realize that all doctors have to work within the economics of our healthcare environment, with the pressures of health-care insurers and malpractice fears. Each of us can play a role by exerting pressure to change the system, by expressing concerns about healthcare, and by lobbying for quality. We need you to expect and, yes, to demand the kind of interest and concern from your personal healthcare professionals that you deserve. We need you to alert healthcare insurers when you receive quality care *and* when you do not. We will continue to be diligent in our efforts to educate doctors to take care of us with the same care they would want for themselves and for their family members.

We could not have met the challenges of the past 15 years without the dedicated support of our Trustees, members of our Medical and Professional Advisory Council, hundreds of deans, medical educators, hospital administrators and our staff. Equally significant is the support we receive from YOU, our donors. You have our heartfelt thanks. And we pledge our continued dedication to the advancement of our mission: improving medical care for you and yours.

Sincerely,



Dr. Arnold P. Gold
President



Dr. Sandra O. Gold
Executive Vice President

Drs. Arnold and Sandra Gold.



Photo: Lyn Olfane Photography

“Knowing the person that has the disease is more important than knowing the disease the person has.” – Hippocrates

EXPONENTIAL GROWTH: In 15 years, The Arnold P. Gold Foundation has grown dramatically from a small New York/New Jersey-based organization to an international leader and advocate for humanism in medicine. In 1991 we created our first model program at Columbia University’s College of Physicians and Surgeons; in 2003, medical students, residents and faculty at more than 93% of U.S. schools of medicine and osteopathy, as well as schools abroad, participate in at least one of the Foundation’s 26 diverse, innovative medical education programs. Our influence in the development of medical education that focuses on clinical training and patient care has expanded exponentially, both geographically and programmatically. We stimulate research and concern about aspects of humanism, including the values of integrity, empathy, compassion, service and respect. We are invited to be speakers, presenters and advocates at important professional gatherings, and our donor base has increased from a small local group in 1988 to hundreds of supporters throughout the nation and abroad in 2003.

Photo: René Perez



RESPONDING TO A TROUBLING TREND: The Arnold P. Gold Foundation was created in 1988 as a response to a disturbing development in healthcare. For several decades, Dr. Arnold P. Gold, Professor of Clinical Pediatrics and Neurology at Columbia University’s College of Physicians and Surgeons, had been unhappily observing that medical students, residents and fellows were becoming far more engaged by the exciting scientific discoveries and advances in technology than in taking care of people who were ill, suffering and/or dying. Further, it seemed that compassionate patient care was becoming undermined through the very process of becoming a doctor. The long hours, the huge debt upon graduation, the staggering amounts of scientific and technical information and the hospital environments themselves, served to distance healers from their patients and colleagues. Dr. Arnold P. Gold and his wife, Dr. Sandra Gold, became motivated to address the situation.

BUILDING THE FOUNDATION: Recruiting concerned colleagues, community leaders, and philanthropists, Arnold and Sandra Gold built a Board of Trustees who defined the Foundation’s mission, goals and programs. They addressed the issues and values in medical education that seemed to have diminishing institutional priority, specifically what used to be called, “bedside manner,” and which we now call humanistic or “relationship-centered” care.

CULTIVATING THE HABIT OF HUMANISM: The Board resolved to help the educational institutions where students and residents form their medical identity, and to reemphasize the value of humanistic patient care. Based on the knowledge of the development of habits, we believed, and still do, that most of the students who participated in our innovative programs would acquire the “habit of humanism.” To inculcate such habits, we chose methods commonly used to instill values in

academic cultures, including recognition, reward, role-model exemplary practice, ritual and curricula change. By providing leadership and innovative programs, the Foundation refocused medical education so that science and patient care were equally valued and taught.

AT THE BEGINNING: The Foundation’s first program, **HUMANISM IN MEDICINE AWARDS**, honored an outstanding faculty member and graduating senior at the 1991 commencement at Columbia University’s College of Physicians and Surgeons. While attending these ceremonies, Dr. Gold realized that the traditional communal oath-taking by the graduating class actually came four years too late. He observed that these young doctors had already formed their attitudes and habits, and had selected their role models. He became convinced that in order to have an impact on medical education, The Gold Foundation must reach students at the very beginning of their medical school experience.

With this in mind, in 1993 at Columbia, the Foundation created what has become our signature program, the White Coat Ceremony (WCC). Today, the WCC (or similar rite of passage) for entering medical students, is established at more than 130 schools nationwide and abroad. The purpose of the WCC is to focus on the primacy of the doctor’s commitment to his/her patients and colleagues. Reinforcing the values expressed at the WCC at several points in the four-year educational process and during residency, post-graduate education became another Foundation goal.

CHALLENGING THE BARRIERS TO HUMANISM: The question of exactly what else we could/should do to influence the culture of medicine was the most difficult to ascertain, and one we would continually ask. Following the success of the WCC, the Foundation convened deans and medical educators from throughout the nation in 1996 to help us identify the barriers to humanism in medicine and how they could be overcome. Their deliberations at six subsequent national symposia, our “Barriers to Sustaining Humanism in Medicine,” have helped to chart our course and guide our growth. These visionary medical educators, as well as many others throughout the country, have continued to be our enthusiastic and essential partners in designing, piloting, evaluating and replicating many of our program initiatives.

MOST RECENT INITIATIVE: The Gold Humanism Honor Society (GHHS), implemented in 2002, recognizes exemplary medical students, role-model physician-teachers and others for their humanistic qualities. It is our hope that the recipients of the Leonard Tow Humanism in Medicine Awards, and the residents who receive the Humanism and Excellence in Teaching Awards at the Student Clinician’s Ceremonies, together with the student inductees in the GHHS chapters, will build a bold GHHS constituency that will practice and promote humanism in the medical profession.

PARTNERS IN SUPPORT OF HUMANISM IN MEDICINE: Our supporting partners have included the Robert Wood Johnson Foundation – the nation’s largest funder of healthcare programs, The Healthcare Foundation of New Jersey, The Josiah Macy, Jr. Foundation, The Russell Berrie Foundation, many family foundations and hundreds of individuals. We also work closely with other like-minded organizations and foundations that are dedicated to improving healthcare and rebalancing the two pillars of medicine: science and humanism.

PROVEN LEADERSHIP: We are proud that our small but effective Foundation has leveraged its considerable recognition within the medical education community to become a respected leader in the advocacy efforts for relationship-centered care nationally and in countries abroad.

Our message, “Good medical care requires human compassion as well as scientific competence,” has resonated strongly throughout the medical education community. Our next challenge is to galvanize the general public to support the mission of fostering humanism in medicine so we, our children and grandchildren will all benefit from better healthcare.

2002 Gold Humanism Honor Society Charter Inductees at the Robert Wood Johnson Medical School, Piscataway, NJ.



Photo: A.J. Sundstrom Photography

Gold Foundation Initiatives



2003 – Commencement Ceremony at the Columbia University College of Physicians and Surgeons, Student Recipient of The Leonard Tow Humanism in Medicine Award, Elisabeth M. Fitelson, M.D. with Leonard Tow

Photo: Charles E. Manley

“Thank you for your vision in creating this award... I feel both re-energized and humbled in my work as a physician and teacher.”

– Auguste H. Fortin VI, M.D., Yale University School of Medicine, 2003 Leonard Tow Humanism in Medicine faculty awardee

Our programs to elevate and teach the habit of humanism in the medical education experience are developed by the Foundation or come to us from creative medical educators, residents and students throughout the country. Our goal is to help medical schools and teaching hospitals provide and safeguard compassionate healthcare for patients and their families.

Proliferation of the WCC was made possible by grants from the Robert Wood Johnson Foundation, the nation’s largest healthcare funder. At the ceremony, students receive a Foundation gift of a lapel pin embossed with the heart-shaped stethoscope logo and the words, “humanism in medicine,” and make a communal affirmation of an oath (Hippocratic or other) – a psychological contract to practice compassionate care.

Ceremonies/Awards

WHITE COAT CEREMONY (WCC), The Gold Foundation’s signature program, is an annual rite of passage for more than 16,000 entering medical students. Initiated in 1993 at the Columbia University College of Physicians and Surgeons, the WCC, or a similar ritual, has now become an annual event at 93% of the nation’s 145 schools of medicine and osteopathy, as well as at medical schools in Canada, China and Israel.

THE LEONARD TOW HUMANISM IN MEDICINE AWARDS are presented to a graduating senior and role-model faculty member at nearly 80 medical schools nationwide. These significant monetary awards, named for Leonard Tow, a communications pioneer, educator and visionary philanthropist, recognize exemplary compassion, competence and respect in the delivery of healthcare. The Tow Humanism in Medicine Awards, initiated in 1991 at Columbia University’s College of Physicians and Surgeons, were expanded from 1998 to 2001 by the Healthcare Foundation of New Jersey. Mr. Tow received The Foundation’s Guardian of Humanism in Medicine Award in 2003.

THE STUDENT CLINICIAN'S CEREMONY (SCC) provides guidance, inspiration and support to medical students as they begin heightened patient care during their third year clinical rotations. The SCC is developed by students and faculty to address the anxiety many students feel as they enter this phase of their education, and begin to care for patients on a daily basis. At the SCC, outstanding residents are recognized through The Gold Foundation's Humanism and Excellence in Teaching Award. Third-year students choose role-model residents who have exhibited particularly strong teaching skills and who demonstrate compassionate, relationship-centered care. The SCC was piloted in 1998 at five medical schools and was expanded to 23 schools by 2003.

THE GOLD HUMANISM HONOR SOCIETY (GHHS) is comprised of selected medical students and role-model physician-teachers recognized for compassionate and respectful relationships with patients, families and colleagues, their integrity and clinical excellence, as well as their devotion to the service of others. The GHHS, currently

administered through The Gold Foundation, convenes its first biennial forum in 2004, enabling members to exchange ideas and examine issues related to humanism, ethics and professionalism in medicine. The GHHS was initiated in 2001 with major support from the Robert Wood Johnson Foundation. Chapters have been established at 13 U.S. medical schools, with 13 additional schools planning GHHS chapters by the end of 2004.

HUMANISM IN MEDICINE ESSAY CONTEST is open to any student at an accredited school of medicine and osteopathy. Winning essays are published on The Gold Foundation website and in "Academic Medicine," the journal of the Association of American Medical Colleges. Since the contest's inception in 1999, more than 1,000 essays have been submitted and have been judged by a distinguished panel of prominent physicians and writers, including Drs. Jerome Groopman, Sherwin Nuland, Rachel Naomi Remen and Abraham Verghese, among others.

Program Development and Research

"Medicine is an apprentice profession. Just like apprentices of other professions, a young doctor's professional life and skills are often a reflection of the mentor he or she trains with."

– Young Physicians magazine, October 1998

"BARRIERS" SYMPOSIA bring together deans and prominent medical educators to discuss obstacles to growing and sustaining humanism in medicine, and to propose programs to reinforce the humanistic values introduced to students through the White Coat and Student Clinicians' Ceremonies. Since 1996, the Foundation has hosted six national symposia on specific subjects, including the medical school selection process, the residency experience, and assessing humanistic growth and mission within the culture of medical education. Proceedings from the symposia are published by the Foundation, and distributed to participants and to others interested in these particular subjects.

CARING HOSPITAL COMMUNITIES (CHC) identifies and recognizes hospitals and individuals in their efforts to build environments that encourage caring and humane treatment for patients and staff alike. The CHC Resource Center, found on the Foundation's website – www.humanism-in-medicine.org – features teaching hospitals and programs that emphasize humanistic healthcare. CHC also supports projects focused on residency education. In 2003, with the support of the Healthcare Foundation of New Jersey, The Gold Foundation began working with several New Jersey teaching hospitals to develop model curricula to teach the competency requirements relating to professionalism and relationship-centered care adopted by the Accreditation Council for Graduate Medical Education.

STUDENT SUMMER RESEARCH FELLOWSHIPS (SSRF) provide unique opportunities for first- and second-year medical students to investigate community health and cultural issues, working directly with patients and with faculty mentors. These fellowships provide an alternative to NIH research fellowships, which are offered for laboratory research. The Gold Foundation fellowships began in 1994, and nearly 100 fellowships have been funded, including 21 at 16 schools in 2003. Following are a selection of titles from 2003.

Albert Einstein College of Medicine

- How parental spiritual and religious beliefs affect child care practices

East Carolina University

- Juniors Educated with an Empowering Lifestyle, teaching HIV/AIDS awareness to at-risk high school students

New York University

- Assessment and Improvement of HIV/AIDS Awareness Among the Native Cambodian Population and Immigrant Cambodian Community in the U.S.

Tufts University

- Project Bread – identifying demographic and health indicators as they relate to food insecurity status

University of Connecticut

- Identifying concerns influencing voluntary participation in prostate cancer screenings at two free clinics

University of Illinois Urbana-Champaign

- Reducing racial disparities through government health insurance programs

University of Kansas

- Patient and physician perspectives on obesity in rural Kansas

University of Maryland and

Northeastern Ohio Universities College of Medicine

- Assessing communication, social, cognitive and physical skills of developmentally disabled children; research conducted at the Center for Discovery

Oath taking at White Coat Ceremony – Columbia University College of P & S.



Photo: Jonathan Lockwood Smith

“The secret of the care of the patient is in caring for the patient.” – Francis Peabody, M.D.

HOME VISIT PROGRAMS FOR RESIDENTS (HVP) bring residents and faculty mentors into the homes of their underserved clinic patients. During a home visit, residents have a unique opportunity to learn about the social, cultural and economic factors that influence a patient’s health. Such hands-on educational and clinical experiences help to sensitize the residents to the realistic needs and challenges facing their patients. The Foundation has supported 14 HVPs in pediatrics, internal medicine and geriatrics at nine teaching hospitals in New York, California and Virginia.

ASSISTANT AND ASSOCIATE PROFESSORSHIPS recognize the significance of excellent role-model physicians and mentors in the training of new doctors. These grants secure time for professors to spend with their students on issues related to humanism in medicine. Following are some specific programs that Gold professors have recently undertaken:

- Training young physicians how to personally deal with the emotional trauma of a patient death, and how to counsel grieving families in the Good Grief program supported by The Tow Foundation (Columbia University)
- Teaching medical students to understand the moral and social dimension of their new profession through volunteer service at Frontera de Salud, a Texas clinic for an underserved patient population (University of Texas Medical Branch at Galveston)
- Research on the facilitation of personal growth during residency training (Johns Hopkins University)
- Noontime conferences for medical students and residents to discuss issues related to the practice of compassionate and ethical medicine (Columbia University)



Photo: Leigh Grossman, M.D.

GOLD FOUNDATION TRAVELING FELLOWS promote humanism in medicine through lectures, workshops and poster sessions at conferences, hospitals and medical schools. The “Humanism Guys,” Drs. Steve Miller of Columbia, and Richard Sarkin of SUNY Buffalo, provide faculty development, evaluation tools, mentoring skills and guidelines for codes of conduct to develop the “habit of humanism.” Drs. Miller and Sarkin have conducted more than 20 sessions throughout the country, including seven in 2003.

ETHICS NIGHT provides students with an opportunity to listen to a thought-provoking lecture on a relevant and often controversial topic that stimulates reflection and dialogue on ethical issues and humanistic values. Faculty role models guide the students in small group discussions.

PUBLICATIONS are funded by The Gold Foundation on issues related to humanism in medicine, written by students, residents, attending physicians, patients and their families. Among them are *Let Me Listen to Your Heart*, a collection of medical student writings about early hospital experiences; *Must I Think About Death Now?*, student essays from a required course on death, dying and grieving at the University of Cincinnati; *The Healing Muse*, reflections in prose and visual arts from students and faculty from SUNY Upstate; and *Ten Years of Medicine and the Arts: 100 Selections from Academic Medicine*. In 2003, the Foundation collaborated with LaurelBooks of CavanKerry Press to produce a new series on the medical experience. The first, *Life with Sam*, is a collection of poetry and prose describing a mother’s struggle while caring for a young son suffering with terminal leukemia.

ANNUAL “HUMANISM AND MEDICINE” LECTURE presents prominent national leaders at the annual meeting of the Association of American Medical Colleges. Lecturers have included Kenneth Shine, M.D., Executive Vice Chancellor of Health Affairs, University of Texas and past president of the Institute of Medicine (2003); David Leach, MD, Executive Director, Accreditation Council for Graduate Medical Education; (2002); and Daniel D. Federman, M.D., Senior Dean for Alumni Relations and Clinical Teaching, Harvard Medical School (2001).

“The Gold Foundation has played a key role in helping medical schools promote humanism.”

– Jerold Woodhead, M.D., the Sahai Family Associate Professor of Medical Education and Pediatrics at the University of Iowa Carver College of Medicine

FACULTY- AND STUDENT-INITIATED PROJECTS provide funding to support creative programs and research focused on humanism in medicine, ranging from curriculum innovations to communication skill-building, and service projects. The Grants Review Committee meets quarterly to select projects for funding from the many unsolicited proposals submitted to the Foundation throughout the year. More than 100 such programs have received Gold Foundation grant support, including 19 initiatives in 2003. A sample of recent grants follows.

Student-Initiated Projects

CANDLELIGHT VIGIL FOR UNINSURED GEORGIANS

H-Stat (Health Students Taking Action Together), a group of students from medical schools in and around the Atlanta, Georgia region, are raising awareness of and advocating for those in their state who do not have access to adequate healthcare.

PRESCRIBING BOOKS FOR KIDS

Albany Medical School

Bringing medical students into Albany’s inner-city clinics to read books to pediatric patients, encouraging young people to read, and helping the medical students learn more about a culturally and economically diverse patient population.



Photo: Taken by a Russian ward nurse – name unknown.

Medical student, Patricia Geyer, clowning with children in Russian hospital.

SHARE THE HEALTH

Wake Forest University School of Medicine

A student-run health fair designed to encourage the medically underserved to become active participants in their own healthcare by teaching them about community health resources and strategies for disease prevention.

HIGH SCHOOL MENTORSHIP PROGRAM

Robert Wood Johnson Medical School

A mentorship program to provide guidance and support to young high school students from socio-economically disadvantaged backgrounds who are interested in medicine or other related healthcare fields.

Faculty-Initiated Projects

TALKING MEDICINE

University of Chicago, Pritzker School of Medicine

Providing a safe forum for doctors-in-training to discuss and reflect upon difficult ethical, humanistic and personal issues confronted by caregivers.

TRANSNATIONAL COMPETENCE

Institute of Medicine and Humanities

Medical educators from five medical schools across the nation will develop a curriculum to prepare physicians to provide appropriate and effective care for patients from varied national, ethnic and cultural backgrounds.

RESIDENTS AS TEACHERS

Harvard Medical School

Developing a training course to help residents become more effective teachers in the clinical setting. This program seeks to strengthen the relationship between the medical student, the resident-teachers and, ultimately, the patient.

ART IN MEDICINE PROGRAM

Columbia University College of Physicians & Surgeons

Bringing the healing touch of art to sick children in clinics and hospitals in a program created by Dr. Wilma Bulkin Siegel. In addition, medical students use self-portraiture to depict how they would like their patients to see them as physicians.

Resident-Initiated Projects

LETTERS OF CONDOLENCE

Hospice and Palliative CareCenter, Winston-Salem, NC

Studying the effects of condolence letters on both the resident physician who has written the letter, and on the deceased patient’s family.

RESIDENTS AS TEACHERS

Skills Building Program, Columbia University College of Physicians and Surgeons

Providing important teaching and communication skills to residents who have mastered a great deal of scientific and technological information, but little of the critical skills necessary for effective teaching of medical students.

THE ARNOLD P. GOLD FOUNDATION SUMMARY STATEMENT OF ACTIVITIES:

FOR THE YEAR ENDED DECEMBER 31, 2002 Total

Operating support and revenues:	
Contributions	\$1,451,254
Interest and dividend income	173,593
Net (depreciation) of investments	(565,144)
Total operating support and revenues	1,059,703
Program expenses:	
Ceremonies and awards	397,814
Program development and research	171,232
Education and training	337,250
Total program expenses	906,296
Supporting services:	
Management and general	197,776
Fund raising	170,216
Total supporting services	367,992
Total expenses	1,274,288
(Decrease) in net assets	(214,585)
Net assets, beginning of year	4,315,554
Net assets, end of year	\$4,100,969

FOR THE YEAR ENDED DECEMBER 31, 2003 Total

Operating support and revenues:	
Contributions	\$4,737,102*
Interest and dividend income	155,066
Net appreciation of investments	474,297
Total operating support and revenues	5,366,465*
Program expenses:	
Ceremonies and awards	431,953
Program development and research	187,298
Education and training	444,622
Total program expenses	1,063,873
Supporting services:	
Management and general	168,213
Fund raising	242,792
Total supporting services	411,005
Total expenses	1,474,878
Increase in net assets	3,891,587
Net assets, beginning of year	4,100,969
Net assets, end of year	\$7,992,556*

*Items include a restricted gift of \$3,000,000 to endow The Leonard Tow Humanism in Medicine Awards.

The summaries are from the 2002 and 2003 Financial Statements audited by Weiser LLP. The complete audited financial statements are available upon request. The Arnold P. Gold Foundation is a publicly supported, tax-exempt organization, as defined in section 501 (c) (3) of the Internal Revenue Code.

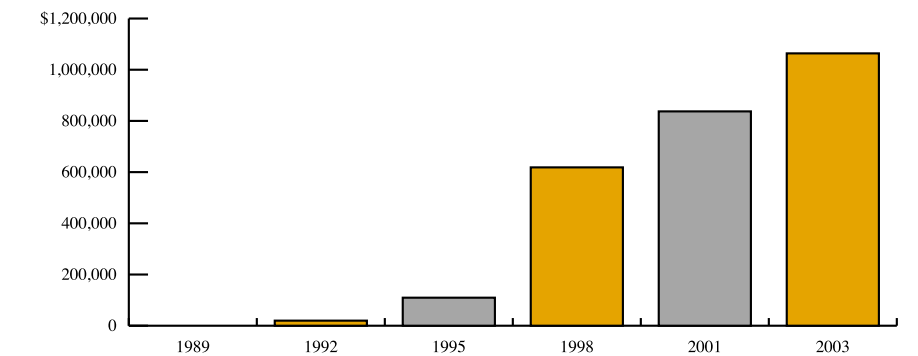
“Perhaps one subtext of the health care debate is a yen to be treated like a whole person, not just an eye, an ear, a nose or a throat. A yen to be human again, on the part of patient and doctor alike.” – Anna Quindlen, journalist and author

Fifteen years ago, The Gold Foundation embarked on a journey – to elevate and emphasize the value and importance of humanism in medicine. Our initial focus expanded from the medical school years and our first grant in 1989 to 501 grants and awards in 2003 that now benefit medical students, residents and faculty.

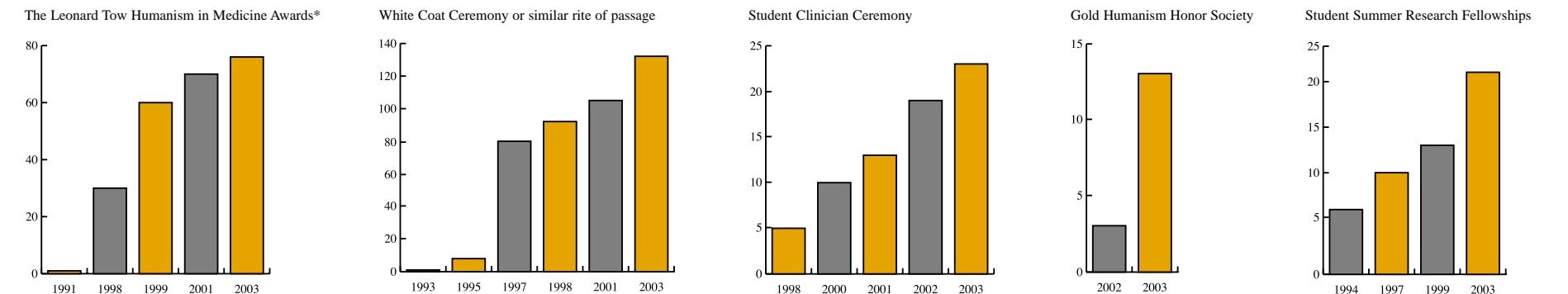
The Gold Foundation has developed more than 20 diverse programs, creating meaningful rituals, prestigious awards, research and role modeling opportunities at the training institutions where young doctors form their medical identities.

The Arnold P. Gold Foundation receives and relies on a diverse donor base of individuals, corporations and foundations to support its programs. The charts on this page depict highlights of the growth of our programs and program spending, made possible by the donors who shared our vision.

GROWTH OF SPENDING ON PROGRAMS:



GROWTH OF APGF PROGRAMS:



*Thank you Healthcare Foundation of New Jersey for proliferating the Humanism in Medicine Awards from 1998-2001.

In Appreciation

Contributions Received Between October 1, 2002 – December 31, 2003

On behalf of patients and their families and dedicated caregivers throughout the nation, the Foundation's Board of Trustees acknowledges the generosity of our donors and expresses heartfelt appreciation to them for their commitment to The Arnold P. Gold Foundation's campaign for compassionate care. These gifts have made possible the remarkable development and growth of our innovative programs, which emphasize compassion and respect in healthcare, and are more important now than ever in today's complex healthcare environment. Each and every gift, from old friends and new supporters, is a significant demonstration of your belief in our mission to advance humanism in medicine. We thank you.

Annual Gifts

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The Golden Circle recognizes those donors who have increased their annual gifts by \$25,000 or more in any one year.

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Guardian: \$25,000 and above
Patron: \$10,000 – \$24,999
Benefactor: \$5,000 – \$9,999
Contributor: \$1,000 – \$4,999
Donor: \$500 – \$999
Friend: up to \$499

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