Proposal for Gold Humanism in Medicine Honor Society

Bringing National Humanistic Solidarity to LSU School of Medicine, New Orleans, LA—Alexis Morvant (M4)

2013

Alexis L Morvant

LSU Health Sciences Center

5/11/2013

**Proposal to Establish a Gold Humanism Honor Society At**

**Louisiana State University School of Medicine—New Orleans, LA**

*Purpose and Function:*

We are excited to apply for chapter membership to Gold Humanism Honor Society (GHHS) for Louisiana State University School of Medicine in New Orleans, LA. We envision GHHS as an opportunity to bring national humanistic solidarity to our school. GHHS will provide recognition for one’s *values in action* which cannot be objectively calculated (e.g. grades), but are subjectively observed by those with whom our students work most closely—colleagues. GHHS would present national recognition for our future physicians who portray integrity, excellence, compassion, altruism, respect, empathy, service, which all coalesce to realize humanism in their practice of medicine as observed by their peers and faculty. Ultimately, we want to recognize those student-doctors who are viewed by their peers as being the type of doctor one would send one’s own parent or child to for care—a ‘Doctor’s Doctor’.

We envision GHHS to function under the guidance of LSUHSC’s faculty and basic science professors who demonstrate humanism in medicine on a daily basis as observed by students. GHHS will not only recognize students on a national level, but present opportunities for its members to serve our school and the medical community of New Orleans by participating in various projects and co-sponsoring events with other established organizations with similar missions.

*Selection Process for Newly Established GHHS:*

Our goal is to nominate those most deserving for their abilities to be humanistic student-doctors and to eventually embody the ingredients necessary to practice what one may call ‘good medicine’, ultimately cultivating ideal patient-physician relationships.[[1]](#footnote-1)

*Phases of Selection Process for New GHHS Student Members:[[2]](#footnote-2)[[3]](#footnote-3)*

1. *Phase I (Promotion)—*GHHS values and mission will be introduced repeatedly throughout one’s matriculation at LSU.
2. *Phase II (Introduction and Initiation of Peer-to-Peer Nomination)*
   1. For our first year, we will begin during the beginning of the 3rd year. We would ask clerkship directors to talk about the process during orientations, and give out instructions and criteria for the selection process. We will complete this selection process via New Innovations.
   2. The selection process will begin in during the Fall and continue into the spring and explained during Career Planning Day (CPD.) CPD is the first day in spring semester where all of the third year students are required to attend. We will take advantage of the mandated attendance to introduce GHHS and the peer-to-peer nomination concept once again. We will utilize New Innovations for data collection.
   3. Students in the third year class will fill out the Peer Nomination Survey between October-March. Students will be asked to select three students for each of the following categories:

* Ability to perform during an **Emergency**
* **Caring** and **Compassion** for both patients and classmates
* **Commitment** to local & national **Community**
* Consistently displays **Advanced Clinical** **Knowledge**.
* **‘Own Doc’**—student who demonstrates skills and attributes that allow other students to want this particular student as their physician
* **Attentive and Engaged** when **Listening** to patients and colleagues
* **Respect** for patients and colleagues
  1. Peer nominations should be confidential. Students must be in good standing academically, and will have no past transgressions, especially regarding professionalism. We will use our New Innovations for the nomination process.
  2. Peer-to-Peer Nominations will end in mid-spring semester; selection committee will then take over.
  3. As a part of the nomination process, faculty and residents will be given the opportunity to nominate one (1) student who encompasses clinical knowledge, moral character, compassion, and humanism in their practice of medicine
     1. Students nominated by peers will receive 2 points, and those nominated by faculty and residents will receive 1 point

1. *Phase III (Selection Committee)—U*pon nomination, students will be ranked by well-respected faculty and clerkship directors who are considered humanistic professors, and by some GHHS members.
   1. Once ranked, those students who represent up to 15% of the third year class will be notified.
   2. Once notified, those students will be given the option to accept or decline.
   3. Once a student accepts, they will be asked to submit a paragraph highlighting what they will bring to GHHS with the goal to solidify a new member’s commitment to the values of the society.
   4. Once the selection committee receives paragraphs, the current Dean of our school will send out an email to the school announcing the new GHHS members.
2. *Phase IV (Membership Business)—*New Members will meet after the announcement to:
   1. Select an Executive Board aka “E-board” (President, Vice-President, Treasurer, and Secretary)
      1. Students can nominate a member for each position.
      2. Another member will second the nomination.
      3. Nominated members may accept/decline invitation.
      4. If only one member is nominated for a position, they automatically win the position.
      5. If multiple members are nominated for a position, members may give a synopsis on why they are appropriate for that position.
      6. Nominated members will leave room.
      7. Members will then discuss why the nominated members are appropriate (moderated by a faculty advisor.)
      8. Members will vote by writing the name of their nominee on a ballot.
      9. With at least one faculty advisor present, he/she will count the votes and announce the newly elected board members.
   2. Begin discussion of possible projects
   3. Discuss logistics of first induction ceremony
      1. Select a keynote speaker for ceremony

*Humanism and Excellence in Teaching Award for Residents*

1. Residents will be recognized by third and fourth year students for abilities to exude compassionate care and establish humanistic patient-physician relationships, which embody integrity, excellence, compassion, altruism, respect, empathy, and service. Residents will not only be nominated based upon abilities to cultivate what one may call ‘good medicine’, but also by teaching abilities. The resident’s teaching ability should transcend the expected ability to teach students, and should also show ability to teach patients.
2. These nominated residents shall not have any professional transgressions, and should be held to the same standards as student members.
3. Up to 6 residents (based upon number of votes by students) will be recognized at the newly implemented Student Clinician Ceremony.

*Gold Humanism Honor Society Faculty Members*

1. Each year the GHHS members will induct two faculty members into the local GHHS chapter. One should meet criteria for the annual Leonard Tow Humanism in Medicine Award.
2. These faculty members will be recognized at the annual GHHS ceremony.

*Other Proposed Ideas Regarding Selection Process:*

[*Leonard Tow Award*](http://www.humanism-in-medicine.org/index.php/programs_grants/awards/leonard_tow_humanism_in_medicine)

Along with nomination process, we would like students to choose one student who is all-encompassing of most of the traits above and provide a concise paragraph about why this person should be nominated.[[4]](#footnote-4) This student would then be given the Leonard Tow Award as outlined by the Gold Foundation protocol.

***Class of 2014 Inaugural Class Members***

We propose that 2-3 students be selected by the faculty involved in fall of 2013. This proposed idea would serve the purpose to facilitate the selection process in the spring—thereby, removing some of the burden from the selection committee. It would also benefit the class of 2015 because these students could begin collaborating, under the guidance of advisors, on possible projects, since it will be a newly established group.

***R.I.S.E. (Respect, Integrity, Service, Excellence) Underclassman Representatives, not members***

In the first year of medical school, our students spend over 160 hours in the gross anatomy lab together. The cadaver is one’s first patient as student-doctors in medical school. Also, working well in the cadaver lab demands teamwork, discipline, accountability and most importantly professionalism. We sincerely believe it would be in our best interest to elect first and second year GHHS Representatives each spring.

These representatives *would not function as members or be given preference after clinical years for membership.* Logistically, from an institutional perspective, it makes sense to have engaged, humanistic 1st and 2nd year students as representatives *for on-campus help with business and GHHS promotion.* Also, LSU may be different than other medical schools because our third year students are divided among three Louisiana cities, as our present hospital is not large enough to accommodate our entire class. And as in many other medical schools, fourth year students spend much of the fall entrenched in away rotations and the interview process. Therefore, we do not have many third or fourth year students in New Orleans to conduct business on campus.

We chose RISE as the name for the representatives because respect, integrity, service and excellence are values which one may not need clinical experience in order to demonstrate. It can also be viewed as these students *rising up* to becoming humanistic physicians because they are already being recognized at an early stage in their doctoring careers by their peers.

*Logistics for RISE Representatives—*GHHS members would conduct peer-to-peer nominations and faculty nominations for the second year students with two/one point system and choose the up to 5 students. First year students will be self nominated in the spring, and will write paragraphs illustrating why one would be an excellent candidate. Then the Gold members, RISE reps and faculty members could subjectively select the 1st year RISE representatives. This idea would provide for two different selection phases:

|  |  |
| --- | --- |
| Fall Selection Process | Second Year RISE Representatives |
| Spring Selection Process | Third Year GHHS Members, First Year RISE Representatives. |

*Induction Ceremony*

***When?*** Our ceremony would be held in the days surrounding fourth year orientation. Logistically, this time frame makes the most sense because it will be the only time since career planning day that our new members will definitely be in New Orleans until graduation. It will also give new members ample time to bond, plan for the ceremony and to plan for projects after membership is announced by our Dean.

***Who would be invited?*** New members and respective families, GHHS alumni of LSU (eventually), special faculty, Deans and Staff, and the selection committee should be invited. We envision an intimate evening with hors d’oeuvres and beverages. It would be financially conducive to host our ceremony on campus for the first ceremony. Once our funding expands, we could make more elaborate plans.

***Proposed Activities During Event:***

1. During our ceremony, a keynote speaker will address our new inductees. This could be the new Tow Award recipient.
2. New Gold members, resident Humanism and Teaching in Excellence awards, and the two new faculty inductees will be honored.
3. We would also like a faculty member to announce the student who wins the ‘individual award’. The information should come from students and faculty who have worked closely with this individual student and from the nomination data.[[5]](#footnote-5)
4. New E-Board members will be announced
5. Each year the new class can choose a unique way to end their ceremony (unique ceremonial endings: passing candles; slideshow; film, reading of essays, etc.)

*Potential Chapter Activities for new GHHS Members:* None of these proposed activity suggestions are absolutes, and new members can decide on any activities of which they would like to participate.

1. Participate in National Compassionate Care Day
   * **GHHS National Solidarity Day for Compassionate Patient Care**
     1. **Data Collection:**
        + ***Patients*—Ask patients to write about what Compassionate Care entails or the traits of a ‘good’ doctor.**
          1. **Invite patients from all the hospitals in New Orleans.**
          2. **Students will facilitate opportunities to write for patients in case patients are without the ability to read/write.**
        + ***Non-MD Staff*—We could also extend the invitation to non-MD staff (nurses, techs, PAs etc,) which would attempt to engage our entire medical community.**
        + ***Retired Nurses and Physicians*—it may be interesting to extend this invitation to the retired nurses and physicians of New Orleans.**
        + ***Students, Residents, and Faculty*—Future and current physicians would be invited to participate as well.**
     2. **These contributions in the form of reflective writings or survey style would encompass a whole-community perspective on the essence of ‘good’ medicine; and would provide excellent input from the entire medical spectrum of New Orleans. GHHS members could then go through the data and create a pamphlet and/or posters to distribute.**
     3. ***Contribution to First Year Students* —The pamphlet could have the Hippocratic Oath written on the first page, and should be given to our incoming first year students when they recite the Hippocratic Oath during orientation**
2. **Professional Biennial meeting of the Gold Humanism Honor Society**
3. **Clinical Transition Ceremony—organized by 4th Year GHHS and AOA students**
   * Informal ceremony to be held before students start 3rd year, possible on the day of orientation
   * L4 panel to address the students and discuss some of their experiences in the hospitals during 3rd year
   * The residents who won the Humanism in Excellence and Teaching award will be introduced to the incoming students for clerkships. These Residents will act as role-models for incoming 3rd year students.
   * Incoming 3rd year students can write their own oath to start the year (similar to Hippocratic oath, but it would be unique to one’s own class values) and recite at ceremony
   * Select a keynote speaker to address the incoming students on how exciting 3rd year will be
4. **Physicians as Patients Lecture**
   * **Ask 1-2 physicians who have been/are currently patients to speak about their experiences. It would benefit students, residents, and faculty to understand the different dimensions of what it is like for a physician to transition from the role of provider and care taker to being the patient.** Their first hand reports would provide insight into the importance of empathy, autonomy, and respect in the patient-physician relationship
5. **AOA and GHHS Unite**
   * **AOA members and GHHS members would collaborate to be available for third year orientation.**
   * ***Third Year Etiquette Day:* Students can simulate different clinical scenarios which have been encountered, and with guidance from faculty, could present different approaches to resolving difficult situations.**
6. **Gold Doc**
   * **Distribute the means for patients to recognize physicians who demonstrate integrity, excellence, compassion, altruism, respect, empathy, and service. We wish to recognize those physicians who go the extra mile for their patients. We want our patient population to have the ability to recognize those physicians who are as caring as they are clinically excellent.**
7. **Implement the Leonard Tow Award**
8. **Stories of Medicine**
   * **By stressing the importance of journaling during medical school, we will try to encourage students to write about their experiences in medical school. After a couple of years, we could try to get these stories published into either a book or pamphlet.**
9. **Website**
   * Incorporate narrative journalism via a website where topics of interest can be discussed in a professional manner. We also envision this website as a vehicle for students to submit essays, poetry, photography, and maybe even videos.
10. **Philanthropy**
    * **Choose a local program to support with an annual food, clothing, and volunteering drive.**
11. **Help with White Coat Ceremony for second year students**
12. **Co-Sponsor events with other groups who share similar missions:[[6]](#footnote-6)**
    * This would be an important idea to integrate GHHS’ mission into other groups which are comprised of mostly underclassman.

*Plans to Institutionalize the Chapter*

We want GHHS to function as playing a major role in teaching students to become not just ‘good’ physicians, but physicians that go beyond the milieu of academics and research to achieve a human connection with each patient—a goal that resonates profoundly with GHHS. Ways we will institutionalize GHHS:

1. Student interest from day one (e.g. orientation) of medical school is integral to success.
2. E-board introducing the GHHS at the orientations of first, second, and third year students:
   1. In the case of first year students, expose our new students to the encompassing qualities of physicianship and GHHS.
   2. In the case of third year students, remind them of the ultimate goals of patient-centered care. Remind them that there is opportunity of national recognition for how peers perceive one another.
3. GHHS members participating in class orientations each year
4. Involvement in white coat ceremony, humanism in medicine essay contest, humanism in medicine faculty award each year
5. Co-Sponsoring annual events with other student groups (i.e. AOA, Aesculapian Society, Ethikos, Protégés )
6. Gathering the support of all the Deans at our medical school.
7. Enlisting first and second year representatives to help with being our voice on campus and to assist in conducting on-campus business and planning for projects. GHHS will also gather participation early which will solidify what we stand for throughout all four years of medical school.
8. Having each advisor serve a specific term of service; having the students vote on a new advisor each year.[[7]](#footnote-7)
9. Currently we have (3) Local Advisors
   1. Dr. Robin English, MD--Professor of Clinical Pediatrics, John Ey, MD Professorship in Hospitalist Pediatrics
   2. Dr. William Swartz, PhD—Professor of Cell Biology and Anatomy
   3. Dr. Jason Mussell, PhD—Assistant Professor of Cell Biology and Anatomy
10. **Funding**
    1. Begin with the $2000 given upon approval by the GHHS
    2. Apply for grants from GHHS for ideas in the future
    3. Being resourceful will be imperative
    4. We will propose funding to Student Government Association, Dean’s offices, Alumni Affairs, Private Donors
    5. Eventually we could have one small fundraising event per year
    6. Donations could be accepted throughout the year and perhaps in addition, at the Induction Ceremony

1. Please see Nomination Process Outline in the Appendix [↑](#footnote-ref-1)
2. Please see Timeline for projected phases [↑](#footnote-ref-2)
3. We will implement the same process for residents; although we are not sure whether we will choose as specialty-specific or from overall LSU residents [↑](#footnote-ref-3)
4. The nomination survey will have a particular comment option for the paragraph [↑](#footnote-ref-4)
5. A GHHS member would be in charge of presenting the award and would collect data re: student receiving award…. Most of it will be in the paragraph students submit in the nomination process. The award should be presented by one of our advisors who would read the paragraph written by our student. [↑](#footnote-ref-5)
6. A group with a similar mission on campus is Ethikos; see appendix for more information on the kinds of events we can potentially co-sponsor [↑](#footnote-ref-6)
7. The point of having the advisors change is to prevent anyone from becoming overwhelmed and to allow for generation new ideas and innovation. For the first few years, continuity will be important, so electing new advisors will become more feasible after the initial establishing years. The advisors can decide on who will rotate off first. It may be appropriate for the outgoing advisor to propose a new advisor to take his/her place as well as having students vote. [↑](#footnote-ref-7)