

# Gold Humanism Honor Society “Gold Guide”

*Programs to Create a Compassionate and  
Supportive Learning Environment*

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# Introduction

Welcome to the *Gold Humanism Honor Society “Gold Guide.”* We are delighted that you are interested in implementing projects at your institution to enhance compassion and support for patients and health care providers alike.

These entries were submitted by members of the Gold Humanism Honor Society (GHHS). GHHS was created by the Arnold P. Gold Foundation to identify role models, teachers, advocates, and leaders who will promote compassionate, patient-centered care throughout their careers. The activities on these pages are intended to help all medical students, residents, staff, and faculty make their learning environments respectful, empathetic, understanding, and caring. Please use these ideas as jumping off points to create your own individualized activities tailored to the needs of your institution.

Because the composition of our GHHS chapters changes rapidly, we have not included chapter contact information. If you have questions about a particular activity, please do not hesitate to contact GHHS by calling 201-567-7999 or sending an email to [lwhite@gold-foundation.org](mailto:lwhite@gold-foundation.org). Similarly, please contact us with any programs or activities you would like to contribute to this guide, as we look forward to seeing it grow.

Finally, we encourage you to implement programs to enhance your learning environment *and to study them to see if they are effective*. Only through research will we know which programs are most effective in improving the way medical students, residents, attending physicians, other health care providers, and our patients learn from and help one another.

Enjoy!

The Gold Humanism Honor Society Mentoring Committee

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# **Acknowledgments**

**I would like to thank all of the members of the Gold Humanism Honor Society for their untiring efforts to promote humanism in medicine in their institutions and communities. It is a privilege to be associated with an organization that cares so much for the well-being of others.**

**Thanks especially to the students, chapter advisors, and staff who made contributions to this guide. Their enthusiasm and energy made the creation of this resource possible.**

**The Gold Humanism Honor Society “Gold Guide” is the brainchild of the Gold Humanism Honor Society Mentoring Committee. All of the brilliant ideas sprang from them, and I am extremely grateful for the wisdom and creativity they gave to this project.**

**Special thanks to the staff of the Gold Humanism Honor Society and to the dedicated members of the Gold Humanism Honor Society Advisory Council.**

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**Lynn White, MD  
Director, Gold Humanism Honor Society**

# Topic I: Holding On To Humanistic Values

## *a. Focus: Bringing People Together To Discuss Humanism*

### **i. Title: Maintaining Meaning in Medicine**

1. Goal: Re-affirm the core personal and professional foundational values which drew students to a life in medicine
2. Activity intended for: First- through fourth-year students
3. Led by: GHHS members and faculty in a conference room or home
4. Description: Compassion fatigue and burnout among academic faculty seem to be on the rise. Medical students see this and are influenced by this, frequently commenting on the dehumanizing process of medical training and how the behaviors they witness do not always match those they have learned in the classroom. GHHS students along with faculty host a series of conversations including such topics as responding to patients who were suicidal, end of life care discussions, giving bad news, coping with medical mistakes, hope, compassion, gratitude, and joy in medicine. After sharing readings, reflections, and insights, each student writes and reads a personal statement of re-commitment to a life of medicine. These statements while each unique, reflect universal qualities and values, and are powerfully reinforcing when shared in a community of emerging physicians.

### **ii. Title: Stories of Medicine**

1. Goal: Sharing thoughts and reflections from day-to-day clinical experiences to promote humanity, compassion, and mindfulness in the world of doctoring
2. Activity intended for: First- through fourth-year students
3. Led by: Fourth-year GHHS members in a classroom or auditorium
4. Description: Panel discussion of fourth-year students about their clinical experiences. Question/answer periods allowed throughout the presentation.

### **iii. Title: Learn from Residents: Empathy Panel**

1. Goal: Reflection, mentorship
2. Activity intended for: Fourth-year students
3. Led by: GHHS resident members and faculty
4. Description: Invite resident Humanism in Medicine Award winners to participate in a discussion panel on how they maintain empathy in medicine. Discussion points include strategies for maintaining empathy, how to interact with “difficult” patients, and how to build a culture of empathy for patients and peers.

### **iv. Title: Bringing Humanism Back to Medicine**

1. Goal: To remind healthcare providers about the role of humanism and the doctor-patient relationship in quality patient care. The event strives to provide examples of how current and future physicians can stay true to the compassionate values they possessed when they applied to medical school and to reinfuse humanism into their interactions with patients

2. Activity intended for: Medical students, faculty, staff, and community physicians
  3. Led by: GHHS students in a restaurant or large conference room
  4. Description: GHHS members greet and welcome guests to the Annual Bringing Humanism Back to Medicine dinner. After they are seated, attendees are served dinner. Faculty members are seated with medical students, which facilitates the discussion about humanism in medicine including how faculty embody humanism in their own clinical settings. Dinner is followed by a talk on humanism by a guest speaker. Questions and comments are invited after the talk.
- v. Title: Resident Dinner Discussion**
1. Goal: To promote humanistic practices and advocacy for humanistic care
  2. Activity intended for: Residents
  3. Led by: GHHS residents and faculty in a meeting room in the hospital
  4. Description: The best time for most residents to meet is right after work hours, around 5:30pm, for dinner (as even those on call can usually make it for a meal). Residents and faculty are invited to share ideas and experiences about a particular discussion topic. This year the focus was on staying human in residency and advocating for humanistic care. The topics generated good discussion and allowed for venting about difficult scenarios in practice. Medical students can be invited as well.
- vi. Title: GHHS Roundtable**
1. Goal: To encourage small group discussion of a journal article on humanism in medicine
  2. Activity intended for: Student, resident members of GHHS
  3. Led by: Member of faculty in his/her home or in a restaurant
  4. Description: These monthly meetings with a member of the faculty and six GHHS members take place in a home or restaurant to share dinner, get to know each other, and to discuss a journal article on humanism in medicine. GHHS chapter members are required to attend at least one of these events per year. The article is chosen by the faculty member hosting the group. GHHS residents have been invited as well.

***b. Focus: Preventing Burnout***

**i. Title: Bagels and Burnout**

1. Goal: Recognizing and getting help for burnout
2. Activity intended for: Third-year students
3. Led by: GHHS fourth-year students twice a year during clerkships in a conference room where bagels and coffee are served.
4. Description: Group discussion focuses on challenging patient, staff and/or faculty interactions. Student facilitators start the session with a scenario about a difficult encounter. Facilitators have also utilized brief writings from literature. Case studies can also be used to engage participants: see <http://www.ihl.org/education/ihopenschool/resources/Pages/CaseStudies/DealingWithBurnout.aspx>. The challenge for facilitators is to prevent the discussion from turning into a complaint session, and to

encourage constructive ideas about how to deal with difficult interactions and to combat burnout. Often wellness activities are discussed as part of the session.

**ii. Title: Maintaining Compassion for Patients: Jay's Story**

1. Goal: To reflect on and process what it is like to for patients and family members to deal with a chronic illness
2. Activity intended for: Fourth-year students
3. Led by: Faculty, right after Match Day, with dinner in the faculty member's home
4. Description of activity: Prior to the activity, circulate a narrative about a patient and family experience during an extended chronic illness. On the night of the meeting, use this prompt as the starting point for the discussion: "As you read this firsthand account of a patient's experience, please think about how you would relate his history to your own experiences. What would it be like to be Jay and his family? What obstacles do they face? What is it like to access the health care system? What happens during transitions in care?"

## **Topic II: Transitions in Medical School**

***c. Focus: Being a First-Year Medical Student***

**i. Title: GHHS Talk on Humanism in Medicine**

1. Goal: To highlight humanistic qualities in physicians
2. Activity intended for: All first-year students
3. Led by: GHHS members
4. Description: GHHS medical students design and lead a session for all first-year students in the first week of medical school that highlights aspects of patient care that emphasize qualities of empathy, altruism, integrity, compassion, excellence, respect, and service. These ideals are examined within the context of the Oath of Hippocrates. Examples are shared from the personal experiences of GHHS members.

***d. Focus: Facing Dissection Of A Cadaver***

**i. Title: Cadaver Donation Recognition Ceremony**

1. Goal: To understand, humanize, and show appreciation for the use of a body for learning
2. Activity intended for: All students, but largely attended by first- and second-year students
3. Led by: GHHS members in an auditorium
4. Description: The tradition of hosting a Memorial Service for Anatomical Donors was begun a few years ago. These events offer the families closure and healing by allowing them to hear how their loved ones' donation has impacted the medical education of future doctors. It gives medical students an opportunity to meet families of donors, show their appreciation of the generous gift of their bodies, and to humanize the cadavers they have been studying. It engenders gratitude and respect.

**ii. Title: Panel Discussion on What it Means to Dissect a Human Body**

1. Goal: To allow students to express their complex thoughts and feelings about the dissection of a cadaver
2. Activity intended for: All first-year students
3. Led by: GHHS members
4. Description: The dissection of a human being is a rite of passage among medical students. There are often a variety of challenging emotions elicited during this learning experience. Conversations with fellow medical students can help first-year students understand that these feelings are normal and that they are not alone in feeling them. Talking about the dissection experience can allow them to develop a more positive perspective on the learning process, and more respect for the human being they are studying.

### ***e. Focus: Transitioning To Clinical Medicine***

#### **i. Title: Guide To the Clinical Clerkships**

1. Goal: To give specific, helpful information to medical students as they begin their core clerkships
2. Activity intended for: Students beginning clinical clerkships
3. Led by: GHHS members
4. Description: *Guide to the Clinical Clerkships* is a booklet created by members of GHHS that is given to students during the Student Clinician's Ceremony on the first day of clinical clerkships. As soon as they are elected, the new GHHS members are asked to create a submission for the *Guide to the Clinical Clerkships*. This is a combination of useful information, suggested resources, and inspirational messages. The submissions are organized by: 1) How to Mentally and Emotionally Survive Clerkships; 2) Ward Behavior; 3) Book Suggestions; and 4) Study Tips. The students submit their work in Word documents and that information is pasted into Publisher to come up with the final iteration that goes to the printer.

#### **ii. Title: Becoming a Humanistic Physician**

1. Goal: To address worries and to dispel myths associated with the clinical medical student experience
2. Activity intended for: Students beginning their clinical clerkships
3. Led by: GHHS members
4. Description: This is a presentation by GHHS students is intended to address worries and dispel myths associated with the clinical medical student experience and to discuss how to maintain and foster the development of a patient-centered care approach. Prior to the presentation, GHHS members create and send out a poll to survey students about their anxieties, worries, questions, and concerns about the clinical experience. Common concerns include knowing one's role on the team, making mistakes with patient care, communicating difficult news, dealing with negative evaluations, and participating in rounds. The presenters share the results of this anonymous poll so students can see how many others share their same concerns. They address the concerns cited, answer questions, and discuss their own

experiences. Finally, GHHS members provide suggestions regarding how to combat burnout and focus on compassionate patient care.

**iii. Title: Medical Student Clinical Survival Guide**

1. Goal: To provide a pocket reference for students new on the wards with advice, sample notes, presentations, and lists of important study resources
2. Activity intended for: Students beginning their clerkships
3. Activity led by: GHHS members
4. Description: GHHS members divide up the core clerkship rotations and write brief (4-7) page descriptions of the expectations, ways to shine, sample progress notes and H&Ps, and high-yield study resources for each rotation. These descriptions are compiled in a pocket-sized handbook for all students beginning their clerkships. The Office of Student Affairs pays for the printing.

**iv. Title: Humanism Rounds**

1. Goal: To provide a safe and welcoming environment for students to openly reflect on their development as physicians and their socialization into the medical ward culture
2. Activity intended for: Students on their core internal medicine clerkships
3. Activity led by: GHHS members and faculty
4. Description: GHHS chapter members established Humanism Rounds during the internal medicine clerkship rotations to create a safe environment for students to reflect on their experiences. Group reflection sessions led by faculty facilitators and trained GHHS members focus on improved self-awareness and discussion of patient-doctor relationships.

***f. Focus: Match Day***

**i. Title: Pre-Match Day Retreat**

1. Goal: To create an opportunity for the fourth-year students to reflect, rejuvenate, release, and revisit the values that led to the choice of a career in medicine
2. Activity intended for: Fourth-year students
3. Led by: GHHS student members and faculty
4. Description: GHHS students create and host a full-day retreat for all of their fourth-year medical student colleagues the day before Match Day. The GHHS students are entirely in charge of finding the venue, choosing and inviting the speakers, ordering the food, and making sure everything runs smoothly. There are interactive sessions such as panel discussions, small group interactions, skits, music, etc. It is a chance for the fourth-year students to reflect, rejuvenate, release, and revisit the values that led to the choice of a career in medicine. Fourth-year students are excused from clinical rotations on this day.

**ii. Title: After Match Day Event**

1. Goal: Thoughtful reflection for fourth-year students and a passing of the torch
2. Activity intended for: Fourth-year students



3. Led by: GHHS medical students and residents
4. Description: GHHS members organized an After Match Day event to allow fourth-year students to reflect on experiences and learn about the transition to residency. After group discussions and reflections, each student is given the option to write an inspirational letter to him/herself to be mailed six months into his/her internship year. With the hopes of passing on a tradition of humanism, fourth-year students also write inspiring post cards to second-year students as they began their journey on the wards.

## Topic III: Mentoring Programs

### *g. Focus: Medical Student Mentoring Programs*

#### **i. Title: GHHS Peer Mentors Program**

1. Goal: To diminish burnout, enhance resiliency and promote humanistic medicine
2. Activity intended for: Third- and fourth-year students
3. Led by: GHHS students
4. Description: Fourth-year GHHS students mentor third-year students to help them maintain their humanism during the challenges of third year. The third-year class is divided into twenty groups of eight students. These groups meet monthly with two faculty facilitators and a fourth-year GHHS student. For the first 30 minutes of each session is a "check in" occurs during which students bring up issues relating to resiliency, professionalism and humanistic behaviors. The GHHS student peer mentors also meet with their students just prior to the start of 3rd year (at an orientation to third year event) and are available for mentoring throughout the year by email, group chat, etc. The hope is that the mentor/mentee relationship will extend beyond the group setting.

#### **ii. Title: Caring for Peers Program**

1. Goal: The creation of a supportive mentoring model that encourages the education of empathetic physicians by developing a trusting peer learning environment
2. Activity intended for: All medical students
3. Activity led by: Faculty
4. Description: In this era of multidisciplinary approaches to patient problems, physicians must be able to coordinate care and provide support both to their patients and to each other. This program assists medical students in developing valuable professional skills within a framework focused helping themselves and their peers to maintain personal health and healing abilities. The program uses principles from Rachel Remen's "The Healer's Art." Cohorts of 7-8 students in first through fourth year are guided by faculty mentors who meet with them twice a month to share and discuss issues. Students are encouraged to speak freely about personal, academic and clinical experiences and to provide their own insights without offering judgment or concrete solutions. Issues discussed include acquiring cultural competency,

personal and patient nutrition, medical ethics, death and dying, giving bad news, mindfulness, and cultural health practices. Meetings include movies, readings, and the use of other forms of art and literature.

**iii. Title: Peer Support E-mail Blasts**

1. Goal: Mentorship by peers
2. Activity intended for: Third-year medical students
3. Led by: GHHS students
4. Description of activity: E-mails are sent to third-year students prior to Winter Break with information about topics such as away rotation applications, application to residency programs, tips on preparing for Step 2 CK and Step 2 CS, and residency interview strategies. All e-mails and attachments are collected and posted on the GHHS website linked above.

***h. Focus: Pre-Health Student Mentoring Programs***

**i. Title: Undergraduate Volunteer Patient Advocacy Program**

1. Goal: To provide patients with companionship, emotional support and culturally sensitive care and to provide prehealth students with humanistic training and medical student mentoring
2. Activity intended for: College volunteers interested in health professions
3. Led by: GHHS students
4. Description: College volunteers who are interested in the health professions are partnered with patients who are struggling emotionally and socially with their illness, hospitalization, and/or barriers to health care. Patients may request services themselves or be identified by nurses, physicians, or any member of the care team as needing assistance. Many patients are from socioeconomically underserved backgrounds and face one or more of the following barriers:
  - 1) Emotional distress or confusion about medical conditions
  - 2) Linguistic or cultural barriers to understanding and communicating effectively with the hospital staff and care team
  - 3) Lack of sufficient emotional support or companionshipVolunteers are trained by medical students in areas such as active listening, translation, patient contact, HIPAA, and integrating with the care team. Through workshops with medical student mentors, volunteers acquire skills to advocate on behalf of their patients and provide needed social support. Medical student mentors coordinate training workshops and augment teachings with discussions led by practicing physicians, nurses, social workers, and chaplains. Additionally they provide career counseling and one-on-one mentorship to aspiring health professions students.

**Topic IV: Curricular Connection**

***i. Focus: Adding Humanism to the Curriculum***

**i. Title: Humanism Curriculum Project**

1. Goal: To emphasize to medical students the importance of humanism in medicine
2. Activity intended for: All medical students
3. Led by: GHHS students
4. Description: GHHS student members proposed a number of curriculum additions to the Education Committee. Suggested changes included a series of small discussion groups for medical students during the third and fourth years. Student members and faculty completed a thematic analysis of medical education reflection papers which informed the curriculum proposal. The proposal was incorporated in an expanded form into the curriculum redesign. Additionally, the thematic analysis was presented as a poster at the Harvard Macy Institute.

**ii. Title: Humanism in Medicine Task Force**

1. Goal: The Humanism in Medicine Task Force was created to heighten student awareness of humanism from an earlier point in medical school education
2. Activity intended for: First- and second-year students
3. Led by: GHHS faculty and student members
4. Description: The Humanism in Medicine Task force is a student-driven committee comprised of GHHS members (both students and faculty) who have a passion for educating first- and second-year medical students about the power of humanism. The Task Force was initially designed to help devise a one-hour educational session for the Clinical Medicine Curriculum. Over the course of this last year, the Task Force also produced a short film of vignettes illustrating patient perspectives of caring and created a panel of fourth-year students sharing their experiences about caring for patients in the hospital. The curriculum was expanded this year to include these additional programs. The Task Force hopes to continue to build the humanistic portion of the Clinical Medicine Curriculum.

**iii. Title: Building Cultural Competency**

1. Goal: To increase awareness of issues facing neglected patient populations
2. Activity intended for: All medical students
3. Led by: GHHS students, residents, and faculty
4. Description: GHHS chapter members decided to organize ongoing workshops that focus on improving patient care for typically neglected populations. Topics include LGBT health, refugee health, serving patients with limited English proficiency, and domestic violence.

***j. Focus: Student-Assisted Speaker Presentations***

**i. Title: The Patient's Voice: Promoting Humanism in Medicine through Patient Experience**

1. Goal: To remind peers and colleagues of the importance of the patient's perspective in healthcare
2. Activity intended for: All health professionals at the institution as well as the public
3. Led by: GHHS students

4. Description: Talk given by a patient on a medical condition that is free and open to the public. The speaker also meets after the talk with students, faculty and residents to discuss what physicians can learn from listening to the patient voice. All presentations underscore the need to advocate for patients, treat them with compassion, and focus on their welfare.
- ii. **Title: Humanism and Ethics Night**
    1. Goal: To explain the skills necessary to provide the best possible care to vulnerable patients
    2. Activity intended for: All students
    3. Led by: GHHS students
    4. Description: GHHS students invite a speaker who provides a thought-provoking and engaging lecture on vulnerable patient populations followed by a lively discussion.
  - iii. **Title: Internal Medicine Grand Rounds**
    1. Goal: To elevate the topic of humanism by having it as the focus of a yearly medical Grand Rounds
    2. Activity intended for: The Department of Medicine
    3. Led by: GHHS students
    4. Description: GHHS members plan one Grand Rounds speaker for the Department of Medicine each year who speaks on the topic of humanism in medicine.
  - iv. **Title: GHHS Lecture for First-Year Students**
    1. Goal: To introduce first-year medical students to the values underlying humanistic patient care, and to introduce them to GHHS
    2. Activity intended for: First-year students
    3. Activity led by: GHHS members
    4. Description: GHHS students design and lead a session for all first-year students in the first week of medical school that highlights aspects of patient care that emphasize qualities of empathy, altruism, integrity, compassion, excellence, respect and service. These ideals are examined within the context of the *Oath of Hippocrates*. Examples are shared from actual "Student of the Month" submissions and the personal experiences of GHHS members.

## Topic V: Maintaining Wellness

### *k* Focus: Mindfulness

- i. **Title: Mindful Listening Practice Workshop or Humanistic Rounds**
  1. Goal: To promote self-reflection, active listening, peer support, and compassion towards patients and colleagues
  2. Activity intended for: Third- and fourth-year students and residents
  3. Activity led by: Faculty
  4. Description: The group is divided into pairs: a storyteller and an interviewer. Each member of the pair has 10 minutes to tell his/her story, the interviewer will have 5 minutes to respond, reflect and ask probing questions; then the roles are reversed.

The storyteller is instructed to tell a story about an experience with a patient that was impactful to him/her. He/she is asked to focus on situations in which he/she contributed, or had an influence on the process, even if the outcome was not positive. The interviewer prompts the storyteller to describe what made this a memorable experience, what impact the storyteller had, and how the storyteller was/was not able to care for patients with mindfulness and self-awareness. The interviewer is instructed to think of his/her role as exploring the mind and experience of the storyteller, helping to bring forward his/her thoughts, feelings and insights. The interviewer is asked to be aware of his/her own reactions and tendencies to respond, judge, criticize, label or evaluate the experience or his/her reaction to it. The goal is to teach mindful listening.

***l· Focus: Exercise***

**i. Title: Wellness Week Boot Camp**

1. Goal: Wellness, fitness
2. Activity intended for: All medical students
3. Led by: GHHS students
4. Description: Held during Spring Wellness Week (organized by the Student Senate). Two GHHS members lead a 1-2 hour fitness boot camp to promote healthy lifestyles for students on campus.

***m· Focus: De-stress With Animals***

**i. Title: Pet Therapy for Medical Students**

1. Goal: Stress reducer for students
2. Activity intended for: All medical students
3. Led by: GHHS students
4. Description: Students arranged for students and faculty to bring in well-trained and socialized adult pets who have been vaccinated against rabies. This was wildly successful – over 100 students came to the session (it was drop in). They want more!

## **Topic VI: Medicine and the Arts**

***n· Focus: Writing***

**i. Title: Humanism Readings**

1. Goal: To use literature to gain insights about the process of becoming a doctor
2. Activity intended for: All medical students
3. Led by: GHHS students and faculty
4. Description: Gather in a hospital lounge, at a restaurant, or at a student or faculty member's home. Read aloud brief pieces of literature from a medical anthology such as "On Being A Doctor", "The Doctor Stories", or "On Doctoring." "On Being A Doctor" is an excellent compilation of writings from students, physicians, and patients related to health care experiences, offers amazing insights, and is an easy springboard for discussions. The essays and poems are so brief that they can be read

aloud by a member of the group and require no prior preparation. One copy can be passed around. There are many editions of this book, published by the American College of Physicians and available through Amazon.

**ii. Title: Brain Candy**

1. Goal: To provide a creative outlet for medical students and to share experiences
2. Activity intended for: All medical students, residents, and attendings
3. Led by: GHHS students
4. Description: GHHS students create and publish a booklet of poetry, fiction, nonfiction, essays, photography, etc., submitted by medical students, residents, and attending physicians. The goal of the booklet is to foster a fuller appreciation and understanding of the human spirit and the emotions involved in healing, living, suffering, and dying. We think this is an ideal venue to promote humanism in collaboration with our own personal wellness. This booklet is presented to all incoming medical students at their White Coat Ceremony. This also serves as a venue to further spread the GHHS name to the medical community.

**iii. Title: Developing YOUR Narrative**

1. Goal: Improving attendees' reflective practices to enhance their relationships with patients, colleagues, and family
2. Intended for: Medical students and residents
3. Led by: Fourth- year medical students and senior faculty.
4. Description: Introductions of preceptors and attendees. Review the purpose, goals, and ground rules. Give a writing prompt and ask the group to write for 10-15 minutes. Form groups and ask writers to share work. Close with a "word necklace": each person says one word about what the session meant to him/her.

**iv. Title: Resident Writing Group**

1. Goal: To teach narrative medicine to residents
2. Activity intended for: Residents
3. Led by: Faculty interested in narrative medicine
4. Description of activity: Our local Arts in Medicine instructor hosts a writing group for residents to foster creativity and communication skills as well as stress relief.

***o. Focus: Medicine At The Museum***

**i. Title: Exploring Medicine in an Art Museum**

1. Goal: explore artistic representations of human experience
2. Activity intended for: All medical students
3. Led by: GHHS students and museum staff
4. Description: Students visit an art gallery with a docent and observe and sketch specific art works, exploring themes such as grief and human connection. Students will work on observation skills, reflect on the impact of the art work on them as viewers, and consider how artists convey emotion and tell a story. The experience is meant to take students outside familiar confines of the hospital and clinic to discuss

their current and past experiences in life and to meditate on how art can inform their lives.

***p· Focus: Exploring Film***

**i. Title: "Life. Support. Music."**

1. Goal: To see and understand the suffering and strength of a patient with chronic medical issues
2. Activity intended for: Anyone
3. Led by: GHHS students
4. Description: In 2004, Jason Crigler suffered a near-fatal brain hemorrhage. His doctors doubted he would ever emerge from his near-vegetative state. The astonishing journey that followed, documented by friend and filmmaker Eric Daniel Metzgar, is a stirring family saga and a portrait of creative struggle in the face of overwhelming tragedy. "Life. Support. Music" is a very moving film that will generate excellent conversations about what patients and their caregivers face.

**ii. Title: "Rolling"**

1. Goal: To see, understand, and discuss some of the challenges faced in caring for patients who are in wheelchairs
2. Activity intended for: Anyone
3. Led by: GHHS students. This movie is available to borrow through the national GHHS office.
4. Description: "Rolling" captures what most people don't see — what life is like for people who use wheelchairs. "Rolling" is about 3 people and their battle with ALS, paraplegia and multiple sclerosis. Before and after watching the movie, viewers fill out a survey with questions regarding cultural humility and barriers to care. Between each section of the movie the viewers split into groups and discuss some of the challenges faced by the patients. Facilitators also lead an interactive session with a dynamic PowerPoint presentation, which is emailed to the group for further reflection.

**iii. Title: Screening and Conversation about "Code Black"**

1. Goal: Spreading awareness of the state of healthcare in the US
2. Activity intended for: students, residents, faculty
3. Activity led by: GHHS students
4. Description: "Code Black" is a vivid and thought-provoking film created by physician and GHHS member Ryan McGarry. The film takes place in America's busiest Emergency Department. Amidst real life-and-death situations, McGarry follows a dedicated team of charismatic, young doctors-in-training as they wrestle openly with both their ideals and with the realities of saving lives in a complex and overburdened system. This film is an excellent springboard for discussion about a variety of topics.

**iv. Title: "Wit"**

1. Goal: To understand what it feels like to be dying, to consider how to better communicate with patients, and to ask questions about conflicts of interest in research
2. Activity intended for: Anyone

3. Led by: GHHS students
4. Description: Based on the Margaret Edson play, “Wit” is a movie about a hardnosed English professor who has been diagnosed with terminal ovarian cancer. During the story, she reflects on her struggle with cancer, the increasing difficulty of her treatments, significant events in her life, and her relationships with her health care providers. This film is an excellent jumping off point to talk about death, research, physician-patient communication, compassion, empathy, honesty, and conflicts of interest in medicine today.

***q. Focus: Performance Art***

**i. Title: The College of Medicine Orchestra**

1. Goal: To provide an opportunity for students (and others in the medical school community) who play an instrument to continue playing throughout their medical school years
2. Activity intended for: All students, residents, faculty, also in collaboration with the other professional schools (dentistry, veterinary, law, etc.)
3. Led by: Students
4. Description: The orchestra began as a small group of dedicated musicians who wished to continue playing their instruments in medical school in a low-stress environment. It has since grown to include residents, faculty, others from the Medical Center, and students from other professional schools, with a faculty member from the School of Music acting as conductor. Students meet approximately once a week for rehearsals and perform in 1-2 concerts at the end of each semester. The orchestra, or portions of it, will also perform for special events when invited. Members simply sign up to join with no auditions necessary, as the goal is to allow members space to play and perform. The music is adapted as necessary for the unique arrangement of instruments each semester.

**ii. Title: International Program Night**

1. Goal: To raise cultural awareness as well as funds for underserved populations in third-world countries
2. Activity intended for: The medical community
3. Led by: GHHS students
4. Description: During this program we have a raffle fundraiser, ask students and faculty who have lived or worked in the country to learn about the culture of its inhabitants and the medical challenges they face, participate in a dance class, and serve food that is indigenous to the country.

**Topic VII: GHHS/APGF Connection**

***r. Focus: Becoming A Part Of The White Coat Ceremony***

**i. Title: Welcome Cards for White Coat Ceremony Pins**

1. Goal: To introduce new first-year students to GHHS and to share and uplifting message with them



2. Activity intended for: First-year students
3. Activity led by: GHHS students
4. Description: In addition to the pin that is given out at the White Coat Ceremony, GHHS members create cards to be given to the first-year students that contain messages of encouragement and that stress the importance of humanism and compassion in medicine. GHHS also sponsors an informal lunch afterwards to discuss first-year medical student expectations. (Editor's note: some schools have GHHS students stand and be recognized during the White Coat Ceremony, as well as participate in the Ceremony by helping with white coats, sharing a brief reflection, and/or helping to hand out pins. This is a great way to introduce first-year students to GHHS.)

***s• Focus: Assisting With The Student Clinician Ceremony***

**i. Title: GHHS Hosts the Student Clinician Ceremony**

1. Goal: To have GHHS members help second-year students celebrate the transition to their clinical rotations
2. Activity intended for: Second-year medical students and faculty
3. Led by: GHHS members (students and faculty)
4. Description: Every year during the orientation for student about to begin clinical rotations, our GHHS chapter members host an hour discussion and end with a ceremony. The discussion centers on what to expect on the wards, how to get the most out of the experience, and how to retain your values and your humanism. Members share experiences and discuss important lessons learned while working with patients. To make the event more interactive, questions are asked and old clerkship books are given away as prizes. The Student Clinician Ceremony pledge is then recited, and the Leonard Tow Award winners as well as the Humanism and Excellence in Teaching Award winners are announced and congratulated.

***t• Focus: Joining National Solidarity Day For Compassionate Patient Care***

**i. Title: Tell Me More Program**

1. Goal: To promote patient/healthcare provider relationships based on caring, personalization, and mutual respect
2. Activity intended for: Medical students on clinical services and patients who wish to participate
3. Led by: GHHS members
4. Description: Medical students take a quiet moment to ask patients three questions about their personal lives. The information is turned into three phrases and displayed on either dry-erase posters above patient beds or on adhesive wall stickers sent from the GHHS national office. Everyone who enters the room (e.g., physicians, nurses, staff members, and visitors) can read the phrases and be reminded that each patient is a unique individual. This information can also be incorporated into medical records and daily rounds. The medical staff can also wear Tell Me More nametags displaying a humanizing trait. (Note: Program

materials including wall stickers are available through the national GHHS office.)

**ii. Title: Patients as Professors**

1. Goal: To learn about negative and positive patient-physician interactions from the standpoint of patients
2. Activity intended for: All medical students and faculty
3. Led by: GHHS medical students and faculty
4. Description: Patients are invited to speak on a panel to discuss their positive and negative experiences with health care professionals.

**iii. Title: Take Five Minutes**

1. Goal: To see and understand patients as individual human beings
2. Activity intended for: All students and faculty who interact with patients
3. Led by: GHHS members
4. On National Solidarity Day, add just 5 minutes to the time spent with patients to better understand patients as people. Ask a question about a patient or family member's experiences, perspective, hopes, dreams, feelings, etc. and then really listen to the response.

***u. Focus: Creating and Maintaining GHHS Connections***

**i. Title: Humanism in Medicine Bridging the Years Luncheon**

1. Goal: To introduce first-year students to ideas about humanism in medicine and to GHHS
2. Activity intended for: First-year students
3. Led by: GHHS members
4. Description: Incoming and graduating GHHS medical student members present their humanism challenges, stories, and advice to first-year students at the Humanism in Medical School-Bridging the Years Luncheon. The program includes an introduction to GHHS, a discussion about challenges in medical school, six stories about compassionate care, and an opportunity to brainstorm about project ideas.

**ii. Title: Spreading the Word about GHHS**

1. Goal: To introduce students and faculty at your school to GHHS and to get them excited about programs and activities
2. Activity intended for: All members of the medical community
3. Led by: GHHS members
4. Description: Two ideas:
  - a. Make sure your newly selected GHHS students are invited to meet with outgoing GHHS students before they graduate. This will create a culture of pride, encourage the propagation of your chapter history, and allow for a "passing of the torch" regarding goals, idea, projects, and plans.
  - b. If your school hosts an Activities Fair for new students, make sure GHHS has a table!

## **Topic VIII: Community Service**

***v. Focus: In the Medical Community***

- i. Title: Medical Equipment Drive**
  - 1. Goal: To collect medical supplies for underserved communities
  - 2. Activity intended for: Fourth-year students
  - 3. Led by: GHHS members
  - 4. Description: Collection of used medical equipment such as blood pressure cuffs, ophthalmoscopes, stethoscopes, reflex hammers, etc. from graduating medical students at the end of the academic year. The Afya Foundation will deliver the equipment to doctors and clinics in need. Afya aims to provide an environmentally responsible solution to the dire shortage of healthcare supplies in underserved communities globally. Since 2008, Afya has recovered \$26 million worth of these critical supplies, and has worked with organizations in Africa, Asia, Latin America and the Caribbean. For more information: <http://afyafoundation.org>
- ii. Title: Hugs and Hope Holiday Card Program**
  - 1. Goal: To spread holiday cheer
  - 2. Activity intended for: GHHS members
  - 3. Activity led by: GHHS members
  - 4. Description: GHHS members organize the names and addresses of children who have cancer and send them uplifting holiday cards. For more information: <http://www.hugsandhope.org/contact.htm>
- iii. Title: Patient Thank You Cards**
  - 1. Goal: To show patients how much we appreciate everything they have taught us
  - 2. Activity intended for: Third- and fourth-year students
  - 3. Led by: GHHS members
  - 4. Description: Medical students on clinical rotations write thank you cards to the patients for whom they care. They thank the patients for helping them with their education.
- iv. Title: Breast Cancer Awareness Packs**
  - 1. Goal: To honor patients at a vulnerable time in their life and to let them know that the medical school and students are thinking about them and want to thank them for their willingness to teach us
  - 2. Activity intended for: Third- and fourth-year students
  - 3. Led by: GHHS members
  - 4. Description: Medical students assemble breast cancer packs including bracelets, pink ribbon pins, support group information, and pink candy and distribute them at our teaching hospital's breast clinic.
- v. Title: No One Dies Alone**
  - 1. Goal: To provide opportunities for students to gain skills in helping patients who are facing the end of life. This is also an opportunity to provide mentorship and reflection
  - 2. Activity intended for: medical students, residents, and college volunteers
  - 3. Led by: GHHS members
  - 4. Description: No One Dies Alone (NODA) is a national volunteer-centered program. Its goal is to provide companionship and support for dying individuals so that no patient dies alone. To accomplish this, premedical

and medical students are trained in end-of-life care issues and rotate through shifts to provide comfort and companionship to dying patients. Volunteers are trained and mentored by GHHS members.

**vi. Title: Kindness is Contagious Week**

1. Goal: To spread kindness within our school and promote relationships between all medical students
2. Activity intended for: Everyone in the school and hospital
3. Led by: GHHS members
4. Description of activity: Kindness is contagious. This week is devoted to small acts of kindness. The first day students are asked to give and send to fellow students words of encouragement. The second day is "Random Acts of Kindness Day." Students are invited to post their acts on Facebook so that everyone can enjoy and share thoughts about these experiences. During the third day GHHS members give out hugs and hot cocoa. On the fourth day GHHS members make Valentine cards for patients. On the final day GHHS members hand out valentines and roses to hospitalized patients.

***w. Focus: In The General Community***

**i. Title: Hope With Soap Program**

1. Goal: To provide toiletries to a community service center
2. Activity intended for: Fourth-year students
3. Led by: GHHS students
4. Description: All 4th year students are emailed prior to start of residency interview season and asked to collect toiletries from hotels while they are on the interview trail. Donations are made to a local community service center.

**ii. Title: Laundry Love**

1. Goal: Assisting financially challenged individuals by providing free access to a laundromat
2. Activity intended for: GHHS students and other volunteers
3. Led by: GHHS members
4. Description: "If I had clean clothes, I think people would treat me like a human being." This statement by a homeless man in California inspired the creation of the LaundryLove initiative (<http://laundrylove.org/>). This organization has the simple goal of assisting financially challenged individuals by providing free access to a laundromat. By washing laundry, medical students are able to serve our community members in a way that emphasizes humility and empathy. In receiving this free service, families in need can direct more of their personal funds to food, housing and other basic necessities. As our connections to the community develop and our LaundryLove membership grows, we intend to offer additional services as needed. Examples of activities offered while laundry is washing and drying may include: tutoring sessions for children, health care education classes, job searching assistance, and serving a community dinner.

**iii. Title: Future Doctors' Club**

1. Goal: To connect GHHS members with young aspiring doctors at a local middle or high school
  2. Activity intended for: GHHS members
  3. Led by: GHHS students
  4. Description: Have one or two GHHS members reach out to the local middle or high school (they may have something like a “Future Doctors Club”). Arrange for GHHS members to meet with the students every 2-4 weeks to teach anatomy and oversee organ dissections. GHHS students also explain to middle and high school students the process of becoming a doctor and what it is like to be a medical student. The students’ excitement about medicine is a nice reminder to the medical students about why they chose to become physicians.
- iv. Title: Health Train Project**
1. Goal: To promote healthy lifestyles among community members
  2. Activity intended for: GHHS members and patients who are challenged by obesity and its complications
  3. Led by: GHHS members
  4. Description: GHHS members chose to reach out to underserved Latino patients who suffer from obesity and its complications, including diabetes and hypertension. GHHS members recruit patients through referrals from physicians and nurses. At weekly sessions, volunteer physical therapists teach these patients stretches and exercise techniques. Each session also includes logging weekly exercise accomplishments, participating in a 30-minute health related workshop, and joining a 4 mile walk or run. At the end of each session, healthy snacks are served and fitness and nutritional goals are set for the upcoming week.
- v. Title: Everybody’s Closet**
1. Goal: Provide donated articles of clothing to patients in need upon discharge from hospital
  2. Activity intended for: GHHS members organize the event, members of the community participate in donations, and hospital staff distribute the clothing
  3. Led by: GHHS members
  4. Description: GHHS members coordinate the collection of clothing from the community and stock several areas (“closets”) within the hospital with gently used t-shirts, pants, and outerwear. Monetary donations are used to purchase new undergarments and socks. Hospital staff are made aware of closets and distributed clothing as needed. GHHS students maintain an Inventory to evaluate use and to assess the need for additional items.

## **Topic IX: Awards and Oaths**

### ***a. Focus: Recognition of Humanism***

#### **i. Title: Candy Apple Awards**

1. Goal: To recognize medical students in clinical rotations for their humanistic actions

2. Activity intended for: Third- and fourth-year students
  3. Led by: GHHS students
  4. Description: All third- and fourth-year students receive an e-mail inviting them to submit nominations for Candy Apple Awards approximately 3 times a year. A committee of GHHS students reviews the nominations and selects awardees. The candy apples and red apple lapel pins are presented to the students at a large group student meeting so that the winners can be recognized in front of their peers. The red apple lapel pin is widely recognized as being worn by a humanistic student recognized by her/his peers. We have found this to be a very rewarding program.
- ii. **Title: Student of the Month**
1. Goal: Monthly recognition of members of each class for their interactions with patients, their community, and peers
  2. Activity intended for: All students
  3. Led by: GHHS Students
  4. Description: These individuals are nominated and selected by their peers for exemplifying the principles of GHHS. This is done via a school-wide survey that is open for a full month and permits descriptions of student deeds. These nominations are arranged according to class and GHHS members vote on the top 2 nominees for each class. The Dean's Office then emails the results to the entire school, faculty and staff.
- iii. **Title: Gold Card**
1. Goal: To recognize medical students who exhibit compassion and kindness
  2. Activity intended for: All medical students
  3. Led by: GHHS students
  4. Description: The Gold Card represents a concrete way to recognize those who most embody humanism and compassion in our medical community. Nominated by their colleagues and peers, Gold Card recipients are recognized as leaders who improve the quality of patient care by demonstrating that healing begins with compassion and trust.

***b. Focus: Creating Oaths***

**i. Title: Writing A Personal Oath**

1. Goal: To reaffirm the core personal and professional values that drew students to a life of medicine
2. Activity intended for: First- through fourth-year medical students
3. Led by: GHHS students and faculty
4. Description: GHHS students host a session designed to facilitate students' expression of their personal dreams of service. They invite students to write and read a personal oath of recommitment to a life of medicine. Each unique statement reflects universal qualities, values, and fears and is powerfully reinforcing when shared in a community of emerging physicians. Selected portions of oaths are as follows:

- Help me to overcome my biases -those I am aware of and those I never knew I had so that I may truly show all my patients the respect, compassion, and support they deserve.
- Remind me to always remember that my bad days will often be minor in comparison to the daily sufferings of many of my patients.
- Help me to continue to grow stronger in my ability to show empathy, compassion and support to patients and their families in their time of need.
- Allow me to be a physician who serves as a whole person, one who genuinely deeply cares for the well-being of my patients while not neglecting the needs of myself, family and friends.