



Gold Humanism
Honor Society

GHHS CHAPTER TOOLKIT

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I. INTRODUCTION

The mission of the Gold Humanism Honor Society (GHHS) is to recognize individuals who are exemplars of humanistic patient care and who will serve as role models, mentors, and leaders in medicine. The power of the Society lies in bringing together like-minded individuals to sustain their own humanism and to inspire and nurture humanism in others. GHHS honors medical students, residents, fellows, role-model physician teachers and others who demonstrate excellence in humanistic clinical care, leadership, compassion and dedication to service.

Membership in GHHS goes beyond selection and induction into an honor society; its members have a responsibility to model, support, and advocate for compassionate, patient-centered care throughout their careers. Creating and sustaining the activities of a GHHS chapter signifies to the medical community that a teaching institution places high value on instilling skills such as peer leadership, advocacy, and the development of compassionate, professional communication skills that help promote best care for patients.

Inspiration for GHHS began in the late 1990s when medical educators and residency program directors expressed the need for a way to identify applicants to residency training programs who had outstanding clinical and interpersonal skills. Thanks to a series of grants from the Robert Wood Johnson Foundation, deans, medical educators, and experts in assessment convened to explore the viability of an honor society to promote humanistic values and behaviors. Since its inception, GHHS has grown in stature and influence to become a vital part of medical school and residency training program cultures throughout the US.

The GHHS Chapter Toolkit is a compilation of suggestions and best practices, and is intended as a resource to guide the leaders of prospective and existing GHHS chapters in sustaining and developing their programs.

The GHHS is governed by its Policies and Procedures, this document is composed of suggestions that are intended to guide our chapters.

II. GHHS MEDICAL SCHOOL CHAPTERS

A. SETTING UP A NEW MEDICAL SCHOOL CHAPTER

A medical school wishing to begin a GHHS chapter must submit an application to the national GHHS office. For schools fully accredited by LCME, an application consists of:

1. **A cover page**
2. **A document that outlines:**
 - a. The role the chapter will serve within the structure and culture of the institution
 - b. The name(s) and position of the Chapter Advisor(s)
 - c. The process for appointing GHHS student leadership. The member peer nomination and selection process, including its timing and participants on the committee
 - d. Formal induction planning
 - e. Ideas for mentoring and service programs
 - f. A vision for branding, sustaining and incorporating the mission of the chapter into the fabric of the medical community- **We are looking for unique and individualized initiatives that reflect the culture of the students, faculty and community of patients served. Applications should be well thought-out, detailed and creative.** They should reflect the mission of humanism in medicine as it exists in the community, and how it will be improved through the work of a GHHS chapter.
 - g. A letter of support from the Dean which includes acknowledgement of the addition of Chapter dues. New chapters will be responsible for Chapter dues prior to the induction of their third class into the Gold Humanism Honor Society.

All required forms and documents may be found online at:

<http://www.gold-foundation.org/programs/ghhs/ghhs-forms/>

B. CHOOSING CHAPTER ADVISORS

As each institution is unique, the choice of GHHS Chapter Advisor will vary and should be tailored to the needs of the chapter. The Chapter Advisor should be a member of the faculty who has the time to connect with students and administrators and is able and willing to provide support and guidance. The advisor may or may not be a physician, but must be someone dedicated to the delivery of compassionate patient care. Many of our chapter advisors are department chairs, directors, deans, or professors. It is helpful to have two Chapter Advisors, whether co-equals or one assistant. Chapter Advisors develop and implement nomination and selection

procedures, update member information with the GHHS national office, plan and oversee the induction ceremony, and work with chapter members and student leadership to implement activities aligned with the mission of GHHS. Chapter Advisors are inducted into GHHS at the inaugural Induction Ceremony and become full GHHS members. To get ideas and learn from the experiences of others, Advisors should join the Chapter Advisor's listserv (ghhsadvisors@gaggle.email) by emailing ltvito@gold-foundation.org

C. CHOOSING STUDENT LEADERSHIP

Though not required, student leadership is **strongly recommended** to assist with tasks such as meeting planning and project management. Student leaders can be selected in a number of ways including through volunteering, simple peer nominating process, sharing the leadership by dividing the work according to tasks between two or more individuals (e.g., communication, educational events, induction ceremony planning) or appointment by the Chapter Advisor. Student leaders are encouraged to facilitate regular communication with their classmate non-GHHS peers.

Possible student leadership positions include:

- a. President
- b. Vice President
- c. Treasurer
- d. Scribe

As much as possible, GHHS student members should assume the responsibility of making the chapter visible to the education and medical community by developing activities that will support and encourage humanistic reflection and care among their peers and coworkers.

D. SELECTING NEW MEMBERS

Each year, GHHS student chapters may induct up to 15.0% of the medical student class, along with four faculty members, and six residents. None of these inductees can already belong to GHHS. For an example of how some of our chapters select their allotment of faculty members and residents, [please click here.](#)

If the school participates in the Leonard Tow Humanism in Medicine Award, and the

Humanism and Excellence in Teaching Award for residents, these individuals are all AUTOMATICALLY inducted into GHHS if they are not already members. The processes should be coordinated so that in total no more than 6 residents and 4 faculty members are inducted into GHHS per institution each year.(see below in other sections)

It is customary, **but not mandatory**, that schools that bestow the [Leonard Tow Humanism in Medicine Award](#) select the student awardee from the ranks of the GHHS students.

STUDENTS

The timing of the induction ceremony is best left to the convenience of the institution. The society recommends that the selection and notification of the new members occurs as soon as peers and clerkship directors have had ample time to observe them in clinical settings. If serious clinical work occurs in the second year curriculum, nomination and selection can occur during the transition into the third year. Student selection should be completed and planning meetings scheduled in time for new GHHS members to bond as a group, to design and implement their projects and programs, preferably no later than March of their third year. It is extremely helpful to allow a period of overlap of the incoming and graduating GHHS students so that they can establish continuity of chapter goals and activities. Selected students should be humanistic exemplars for the entire student body and should range from 10-15% of the class. From Policy and Procedures 2018: *“the absolute maximum number of students selected each year is no more than 15% of the total number of students in the class expected to graduate at the time of nomination, as certified by the Dean of Students. No induction materials will be provided for a chapter until the percentage of new members falls at or below the 15% limit.”* The process for selection of new student members should include:

1. **The initial step is that of Peer nomination** of eligible individuals. Chapters most often generate nominations from peers through the use of a validated and reliable peer nomination survey developed by Dr. Wayne McCormack at the University of Florida (or a variation).¹ The McCormack survey asks students to identify individuals in their class who most closely fit brief real- life scenarios that exemplify a caring physician. The initial group of nominees usually consists of 20-25% of the class, although a higher initial pool of nominees (up to 35-40%) can allow for the quieter humanists to maintain representation.

The McCormack peer evaluation survey is available here:

<http://s3.amazonaws.com/gold-foundation/wp->

2. **A secondary vetting process** that reviews the candidates for academic success and professional behavior is done by a selection committee. The Selection Committee is typically comprised of faculty, administrators, past Tow Award winners, and/or GHHS student and resident members. Students nominated in the primary process are evaluated during this step on the basis of academic eligibility, program director evaluations, **and** an additional essay, interview or other indication of the nominee's willingness, interest and motivation to serve, work, and lead. In order to make clear the responsibility for service as part of GHHS membership, consider an essay prompt such as, "If selected to GHHS, **how will you** encourage your peers to practice compassionate, patient-centered care at our institution?" From this group, the final 10-15.0% of the class are selected to become GHHS members.
3. **Acceptance** of the nomination by the nominee is provisionally based on **registration** by the Chapter Advisor of new members with the national GHHS office. (Numbers must be at most 15%.) No students will be granted membership until the percentage of the class selected is at most 15%. We recommend that the list of selected students be listed on the Induction Spreadsheet, and the Induction Procedure Form be entirely filled out and submitted to the national GHHS office (smorris@gold-foundation.org) as soon as the decision is made and BEFORE the students are notified to avoid unnecessary disappointments if the numbers do not match up.
4. **Invitation** of new members to a formal induction ceremony

Students selected to GHHS should be recognized in a **formal induction ceremony** (see below). Formal recognition of GHHS membership should take place at any time other student honors and awards are bestowed. In addition, schools are expected to acknowledge student membership in the GHHS at graduation ceremonies. The mention of this honor should be included in each student's Medical Student Performance Evaluation (MSPE), otherwise known as the Dean's letter and on the ERAS application.

¹ Peer Nomination: a Tool for Identifying Medical Student Exemplars in Clinical Competence and Caring, Evaluated at Three Medical Schools. Academic Med. 82:1033-9, McCormack, W.T., Lazarus, C., Stern, D., Small, P.A., J

Each medical school chapter may select up to six residents for induction into GHHS each year. For schools that hold a [Student Clinician's Ceremony \(SCC\)](#), the resident recipients of the [Humanism and Excellence in Teaching Award \(HETA\)](#) are the same six residents inducted that year into GHHS. Residents are chosen for their commitment to teaching and their kind and compassionate treatment of patients, families, students, and colleagues. Resident nominees typically represent a variety of specialties and levels of training. Each institution is welcomed to determine its selection process, however GHHS student members should be involved in identifying awardees. Prior to announcement of the award, the GHHS chapter may find it prudent to check with the residents' Program Directors in order to confirm that the nominees meet all expectations of professionalism. Residents selected by a GHHS chapter, or who were chosen as part of the SCC should be invited to the GHHS induction ceremony and acknowledged as new members.

FACULTY

Each medical school chapter may select up to four faculty members for induction into GHHS each year. These faculty members can be expected to stay involved enough in the chapter to be available for mentoring or occasional participation in chapter activities related to the faculty member's interest. Faculty members are nominated by the criteria used for the [Leonard Tow Humanism in Medicine Award](#) (see below). For schools that offer the Leonard Tow Award, one of the four faculty members selected for induction into GHHS should be the Tow Award Winner. The awardees are typically chosen by a vote of the GHHS student and faculty chapter members, although the Leonard Tow Award Winner may be selected by an alternative committee. New faculty members are inducted at the GHHS ceremony and are often asked to address the new GHHS student and resident members.

LEONARD TOW HUMANISM IN MEDICINE AWARD

For information on the Leonard Tow Humanism Award, [please click here.](#)

E. INDUCTION CEREMONY

Students, residents, and faculty selected to become members of GHHS should be recognized in a formal induction ceremony. This ceremony may be held at any point between the completion of the selection process and graduation. When a chapter completes its selection process, the Chapter Advisor must provide the list of names with contact information to the national GHHS office before the honor is officially promised to the recipient for purposes of compliance. Once the list is

approved, he/she also must enter the names and contact information of the new inductees into the [GHHS Member Directory](#)

When the names are entered into the GHHS Member Directory, an automatic congratulatory email is sent to the new member. For those schools where the selection and induction happen in close proximity, The Chapter Advisor must complete both the Induction Procedure Form and the Inductee Spreadsheet and return these forms to the GHHS national office at least three weeks prior to the induction ceremony in order to ensure that certificates and pins for the induction ceremony can be sent to the Chapter Advisor in a timely fashion. If information is received in less than that time frame, chapter will be asked to provide a FedEx or UPS account number. All forms are available on the GHHS website: <http://www.gold-foundation.org/programs/ghhs/ghhs-forms/>

Instructions on how to add members to the GHHS Member Director:

[For Chapter Advisor/Liaison](#)

[For Individual Member](#)

Most institutions host an induction ceremony soon after the selection process is completed. This usually entails an hour-long ceremony followed by lunch, dinner, or reception for new members and their invited faculty, family, and friends. We encourage a formal program with remarks from the Dean of the Medical School, the Dean for Education, the Chapter Advisor, and/or an invited speaker. The Chapter Advisor should contact the GHHS office to obtain certificates and GHHS pins for all new members as noted above. During the ceremony, each new GHHS member can be invited to come forward to receive his/her certificate and pin. Newly inducted members may choose to recite together the GHHS Oath, or another oath or reading of their choosing. (The GHHS Oath is included with the pins and certificates and can be copied and placed in the induction ceremony program or in each new member's certificate folder.)

Chapters holding their inaugural induction ceremony are awarded a one-time grant of up to \$2,000 to defray the costs associated with the first induction ceremony (see funding below).

Suggestions for induction ceremonies:

1. Have your new GHHS members **make a procession** into the room at the start of the ceremony.
2. After the **formal remarks**, have your Master of Ceremonies **invite each new GHHS member individually to the front of the room** to receive his/her certificate and pin.
3. Consider creating a **PowerPoint presentation** that has a photo of each new

member with a quote or two from the member or a person who nominated him/her.

4. You will save some time with the **pinning** if, once your new GHHS members are all assembled, you invite them to pair off and place the GHHS pin on one another.
5. Take a **photo** of your chapter members after the ceremony is completed.

III. GHHS RESIDENCY PROGRAM CHAPTERS

This pilot program has been closed to new members since January, 2017.

IV. GHHS OATH

Gold Humanism Honor Society Oath

Updated June 2016

I pledge by all that I hold dear as a Physician:

- ❖ I will Care for my patients with Compassion, Respect, Empathy, Integrity and Clinical Excellence;
- ❖ I will Listen to my patients with my whole being;
- ❖ I will Advocate for each patient as a unique individual;
- ❖ I will Serve as a role model and mentor to promote humanism in health care;
- ❖ I will Remember always the healing power of acts of caring;
- ❖ I will Dedicate myself to joining with others to make health care optimal for all.

Printable version of the oath [is available here](#):

V. GHHS CHAPTER ACTIVITIES AND LOGISTICS

A. STRUCTURE AND GOVERNANCE

GHHS is comprised of selected medical students, residents, fellows, faculty, and

community physicians. All GHHS members at an institution should be encouraged to attend chapter meetings, participate in chapter activities, and provide humanistic mentorship, leadership, and role modeling in the medical community. To identify GHHS members within your community, contact the GHHS national office as well as the Office of the Dean and GME Office at your institution.

MEETINGS

After the selection of new GHHS members, it is useful for the Chapter Advisor to bring them together to meet one another, bond, and plan for how they will support and encourage humanistic patient care in their environment. Ideally, a meeting should be held with outgoing graduating GHHS members as well as other GHHS members in the community so that chapter history, information, and advice can be shared.

Because many schools and institutions have GHHS members who are geographically separated from one another, it may be necessary to use electronic conference methods (e.g., phone, videoconference, email, Google Docs) to connect GHHS members. Regularly scheduled meetings are encouraged so that they can be anticipated and accommodated in schedules. Attendance may be improved by offering a meal at the time of the meeting.

ESTABLISHING GOALS

GHHS membership is more than being honored by one's peers. With membership comes the lifelong responsibility to serve as a teacher, role model, mentor, and advocate for compassionate, patient-centered care. Chapters are asked to think about establishing a goal to encourage and support humanistic thinking by medical students, residents, fellows, and faculty at their institutions. Some considerations include:

1. How can the GHHS chapter increase its visibility by teaching and helping peers to foster their humanistic values in medical training and beyond?
2. How can the GHHS chapter make a difference in terms of the educational curriculum of the institution?
3. In what other ways can members serve as mentors, role models, and advocates?
4. What can be accomplished with the resources (people, budget) and time that is available?
5. What support and resources will be necessary and how will they be procured?
6. How can the impact of chapter activities be assessed so that they can be improved over time (see Section F below)?
7. What goals should be developed that can be passed on to future GHHS

chapter members?

For more information, see the section on Chapter Activities below.

B. COMMUNICATION

Establishing regular communication will be essential to the success of a GHHS chapter. GHHS members must be able to successfully communicate with their Chapter Advisor, current chapter members, their institutional GHHS alumni, the current members of their medical community, the GHHS national office, and with members of other GHHS chapters. Below are some suggestions for communication strategies:

➤ In Writing

1. **Email:** Email is a very successful tool for communicating with all constituents. Once a group is inducted, consider establishing an email list or listserv that includes new members, outgoing members, chapter advisors, and residents, fellows, faculty, and other GHHS members at the institution. Assign a GHHS member to oversee the email list and to post regular announcements.
2. **[GHHS Facebook Forum](#):** Join the conversation! Chapter Advisors should invite their members to join the GHHS Facebook Forum. This page is exclusively for GHHS members and provides an opportunity to share stories, questions, articles, and concerns. To download information about this group, [click here](#).
3. **Facebook pages for your Chapter:** Consider creating a GHHS Facebook page for your chapter to share locally and regionally.
4. **Twitter:** Many chapters use Twitter to reach members.
5. **Chapter Webpage:** Creation of an institutional GHHS webpage *on your institutions website* is strongly encouraged. GHHS webpages serve a number of functions, including as a place to advertise the existence of GHHS, post member information, announce upcoming events, display achievements, store information from previous GHHS chapter efforts, and encourage contact within and beyond the institution. Numerous GHHS chapters have established their own unique webpages. For information on the Gold Foundation brand colors or logos, [please contact our staff](#). To find a list of chapters with individual webpages, visit the [GHHS website](#):
6. **National GHHS website:** Remember that GHHS has its own national website that is part of the Arnold P. Gold Foundation website. Chapters can learn about what other chapters are doing, identify GHHS members and Chapter Advisors, read about conferences, identify resources, and much more. Please visit: [11](http://www.gold-</u></div><div data-bbox=)

gold-foundation.org/programs/ghhs/

7. **Chapter Advisors' Listserv:** Solicit feedback and ideas from other chapter advisors by using the Chapter Advisor listserv at Chapteradvisors@gaggle.com
8. **Newsletter:** Electronic newsletters can be a helpful tool in sharing information among GHHS members and with the medical community and can be archived on your chapter website. [MailChimp](#) is a free and easy-to-use newsletter service.
9. **National GHHS Newsletter:** *The Gold Connection* is the official newsletter of GHHS. It is a wonderful way to keep GHHS members in touch with activities of the Society. *The Gold Connection* is sent quarterly to all registered GHHS members. Each issue is filled with announcements of upcoming events, articles about individual members and chapters, photos, uplifting stories, and more. If GHHS chapters or members wish to contribute an article or message to *The Gold Connection*, please contact Louisa Tvito-Carro in the GHHS national office at ltvito@gold-foundation.org.

Members should keep their records updated in the GHHS Member Director to be sure to receive these newsletters

To see previous issues of *The Gold Connection* visit: <http://www.gold-foundation.org/programs/ghhs/the-gold-connection/>

➤ **IN-PERSON:**

1. **GHHS National Conference:** In the past, GHHS has hosted the GHHS Biennial Conference in the fall every other year. In 2019 we will be embedded within a much larger conference to allow for a rich, more diverse experience and begin to share our efforts with a broader audience. The Gold Foundation website will have up-to-date links.
2. **GHHS Regional Conferences:** In 2018, there were at least 5 conferences around the country sponsored in part or in full by from 1-8 GHHS chapters, in partnership with a host medical institution. We have developed templates to make the process planning easier. Please contact Stacy Morris at smorris@gold-foundation.org.
3. **GHHS National Solidarity Week for Compassionate Patient Care:** This national week is an opportunity for all GHHS chapters to celebrate compassionate care at their institutions.. For great planning ideas that are updated annually, visit the GHHS website at: <http://www.gold-foundation.org/programs/ghhs/ghhs-solidarity-day/>. Please see activities below.

C. CHAPTER ACTIVITIES

➤ PURPOSE

GHHS membership is not just an honor. Participation in chapter activities enables GHHS members to be role models for humanism, serve as mentors, and galvanize fellow students, faculty, and staff at their institution to create a culture of compassionate, patient-centered care. Members bond in a common cause and build chapter sustainability as they pass on activities to future GHHS members. Building a network of advocates for compassionate care is a critical mission of GHHS and the Arnold P. Gold Foundation, and serving as a mentor is a key responsibility of every member of the Society. Each GHHS chapter is asked to explore creative ways to support all individuals in its home institution in order to encourage a humanistic approach to the learning and practice of medicine. In addition to providing mentoring, GHHS members should engender the support of their community to initiate and sustain sponsored projects that serve community needs, enhance the inclusion of the humanities in medical education, and provide reflection opportunities.

➤ OPTIONS AND EXAMPLES

Each chapter has the flexibility to create a unique plan that will benefit its institution and community. Most activities, programs, and projects are initiated and carried out on a local level.

Other GHHS projects are rolled out and shared on a National level by the Program Committee, either because there is felt to be an urgent national need or because of the enthusiasm and success they engendered at the local institution where they were developed. Here are some general categories that can be considered when thinking about GHHS programming. For specific examples, see the **Gold Guide**, a manual of programs submitted by GHHS members to create a compassionate and supportive learning environment, a copy of which can be downloaded here: <http://www.gold-foundation.org/programs/ghhs/chapter-activities/> Other programming ideas may be found in the GHHS newsletter, *The Gold Connection*, which is sent to every GHHS member three times a year. Please see our website for examples of these programs

1. **Mentoring:** Mentoring doesn't have to be in the form of the classic one-to-one model. Group mentoring and peer or near-peer mentoring have become very

common in medical education. GHHS chapter members can arrange workshops, panel discussions, lectures, roundtable discussions, dinners, [Schwartz Rounds](#), and reflective sessions for first-, second-, third-, and fourth-year medical students and for residents/fellows that will support and nurture their humanistic values. Topics include cadaveric dissection, transition to the clinics, burnout, work/life balance, death, the “hidden curriculum”, stress, and the moving on to residency and beyond. GHHS students can help their peers understand that everyone struggles with fear and doubt as they train to become a physician, and that talking openly and honestly with others about these shared experiences will help trainees to remember the joys and rewards of practicing medicine.

2. **Improving Care for vulnerable populations:** Many chapters develop programs that help patients who are often marginalized, including for example, those who are near the end of life, or speak English as a second language, are economically deprived, uninsured, disabled, or are refugees, or victims of abuse. The chapters may set up or participate in student-run clinics, develop opportunities for home visits to chronically ill, homebound or elderly patients, and get involved in large scale food, clothing, and other needed supplies for people in need . [See examples on our website.](#)
3. **Appreciating and recognizing humanism in action:** Chapters remind health care providers of the importance of compassionate care by recognizing hospital and office staff who go above and beyond to help patients and colleagues. Recognition may involve awards, cards, public displays, ceremonies, gifts, dinners, and other activities. Solidarity Week (see below) is an excellent time for this.
4. **Encouraging curricular change:** GHHS members have been extremely effective in encouraging administrators to include humanistic topics in the curriculum such as effective communication, understanding cultural differences, ethical dilemmas, end of life issues, and spirituality. GHHS members can also serve as facilitators and workshop leaders in innovative academic programs.
5. **Celebration of humanism through literature and the arts:** GHHS chapters have introduced the arts and humanities into their medical environments in a number of ways, including through creative writing, literature and poetry discussions, visits to art museums, performances, installations, and other venues.
6. **IRB Approved Research Projects to promote advancement of humanistic health care:** These are unique and creative projects that may span several years in an institution and are almost always interprofessional and collaborative in nature. They lead to presentation in conferences and sometimes publication

and when successful lead to improvements in the care of patients or education of practitioners.

7. **Build your own:** harness the passion and creativity by inviting your chapter members to create unique, impactful and meaningful activities and programs.

WHAT TO CONSIDER TO MAXIMIZE YOUR IMPACT

Because GHHS members are extremely busy with a number of responsibilities, timing of activities is critical. There may be members who are interested in a continuous activity that occurs throughout the year, while others may prefer a project that occurs only once or a few times over the course of a year. Chapter Advisors are strongly encouraged to empower the GHHS members with choosing, planning, and executing all chapter activities.

D. GHHS NATIONAL INITIATIVES

Solidarity Week for Compassionate Patient Care is a day or days of celebration shared by GHHS chapters throughout the country. This program recognizes the power of compassion through special events. It is typically during the week of February 14 to coincide with Valentine's Day. All GHHS chapters are asked to participate in some way in this day of recognition of the importance of compassionate, patient-centered care. Consider teaming up with another GHHS chapter in your region to plan a collaborative event. For more information [click here](#):

Thank a Resident Day: Residency is a key component of graduate medical training, offering an in-depth exposure to medical practice. It can often lead to long working hours matched with many responsibilities. Residents serve as the "house staff" of the hospital and are an integral part to the healthcare team, often serving as indispensable resources for medical students, especially during a clinical clerkship. In 2018, the Gold Humanism Honor Society decided to bring to light the importance of the residence staff and encourage medical students at chapters throughout the nation to show their gratitude and appreciation. For more information [click here](#):

E. FINANCING

Funds available to Chapters:

Since the inception of the Gold Humanism Honor Society, every GHHS chapters has been awarded a onetime start-up grant of \$2,000 to help establish their induction ceremony and chapter activities. GHHS chapters find additional support for their activities in a number of ways:

1. **Institutional:** GHHS chapters often are able to obtain support from the Office of the Dean, Office of Student Affairs, or from departmental offices within their institutions.
2. **Fundraising:** Some GHHS chapters pursue fundraising in the form of bake sales and other services to raise money for GHHS chapter activities.
3. **GHHS Chapter Activity Grants:** Grants of up to \$1,500 are available from the GHHS national office to support sustainable GHHS chapter activities, programs, research, educational projects, and other efforts to create a culture of humanistic medical care. Mentoring projects are particularly encouraged. Please note that GHHS will not fund honoraria for speakers or fundraising for chapters, individuals, or other organizations. For instructions on how to apply, visit: <http://www.gold-foundation.org/programs/ghhs/chapter-grants-application-process/>
4. **Grant funding from other foundations**
5. **Alumni donations:** Institutions with GHHS alumni occasionally solicit contributions from them for GHHS-sponsored programming.
6. **Philanthropy:** Some chapters are supported by philanthropic gifts to the educational institution from grateful patients. There are some Chapters "Named" for Donors or Inspirational Mentors that may involve a concomitant endowment to the Chapter.
7. **GHHS National Initiative Funding:** Up to \$400 in funding for GHHS National Initiatives is available to each GHHS chapter at institutions in compliance with our annual dues requirements. To be in dues compliance, your GHHS chapter's medical school must have either 1) paid the annual GHHS dues in full or joined the Gold Partners Council, 2) applied and been approved for hardship waivers, or 3) qualified for the new chapter exclusion. For more information, [please visit our website.](#)

New Annual Chapter Fees for Host Educational Institution

The Gold Humanism Honor Society (GHHS) was created in 2002. In the 16 years since, it has grown to more than 140 chapters and 30,000 members. The Gold Foundation has

never charged dues at either the student level or the school level and instead absorbed the cost of supporting and expanding the honor society for the benefit of the medical schools and students. Such a fast-growing, national network requires substantial logistical and administrative support to maintain a cohesive identity.

Beginning in July 2018, an annual GHHS chapter fee of \$3,500 was instituted for medical schools with GHHS chapters. This GHHS chapter fee reflects the estimated annual cost of administrative and logistical support, which the Gold Foundation has absorbed for medical schools since 2002.

F. CONTINUITY

As GHHS chapters mature, they develop a wealth of information that is important to transfer to future GHHS chapter members. Here are some suggestions for establishing continuity among chapter generations:

1. Establish a GHHS nomination and selection process that will allow for identification of new GHHS members well before the outgoing GHHS members leave the institution. Make sure the old members meet with the new members to share information, brainstorm together, and “pass the torch.” Most schools find that selecting members by the early spring allows for this overlap.
2. Encourage chapter members to create programs and activities that can be perpetuated by future GHHS members at the institution.
3. Create a GHHS website with a link and a permanent presence on the school website and store useful programming and historical valuable chapter information there. Please be sure Photos are HIPAA compliant. Encouraging alumni news is welcome also. Share successes and challenges with our staff
4. Create a GHHS listserv by going to Gaggle, Google, Yahoo, Facebook or others to create your own member listserv.
5. Keep a database of all chapter members and encourage members to update their contact information as they move throughout their career.
6. Encourage all members to stay in contact with the GHHS national office and keep their contact information updated in the GHHS Directory as they move through their careers. We are working on setting up alumni links and we are happy to hear your ideas on how to do so.

G. EVALUATION

Success is difficult to measure without some sort of evaluation tool. Is your GHHS chapter having the impact on its members and on your institution that its founders had planned? Consider these methods of identifying both accomplishments and areas for improvement:

1. **Request input locally:** Learn about the visibility and impact of GHHS programs on humanism in the medical environment by talking with students and faculty colleagues in your community. This is a great opportunity to also solicit ideas for the future.
2. **Community input:** Ask for input from community members beyond your institution who have partnered with or benefited from GHHS programs. What were the goals of the program and were they accomplished? How could improvements be made moving forward?
3. **Consult your peers:** Solicit feedback from other chapter advisors by using the Chapter Advisor listserv at ghhsadvisors@gaggle.email.
4. **Each chapter advisor is asked to complete the GHHS Chapter Check-In Survey in a timely and thoughtful manner** so that the national office can offer resources to promote chapter health.
5. **Chapter Awards:** Each spring, applications are solicited from all chapters wishing to be considered for a Distinguished Chapter award. There are currently only 2 categories of awards based on age of the chapter, and it reflects the holistic engagement of the chapters. Honorable mentions are given as well, and consideration is being given to expanding the categories to allow for additional highlighting of achievement in specific areas such as Research, Governance, Regional Conference Planning, or Curriculum Expansion.