

## Parker J. Palmer Courage to Teach Award



The Parker J. Palmer Courage to Teach Award honors program directors who find innovative ways to teach residents and fellows, and to provide quality health care while remaining connected to the initial impulse to care for others in this environment. Parker J. Palmer is the author of the book *The Courage to Teach*; his promotion of the concept of “living divided no more” has proven relevant to teaching in academic health centers.



### **David A. Winger, MD, FACP**

Internal Medicine  
The Ohio State University Wexner Medical Center  
Columbus; Ohio

#### **Nominators had this to say:**

“Despite being the leader of our large internal medicine residency program for over 10 years, Dr. Winger has not lost touch with the calling to care for others. In the weeks of the escalating COVID-19 crisis, he has led by example by personally staffing our institution’s call center to assist with triage and management of patients with possible infection and encouraging us to do the same.”

“Dr. Winger was the principal investigator for the “Affordable Care Act: Primary Care Residency Expansion” grant of \$3,840,000, which allowed Ohio State to expand its clinical services to care for a predominantly underserved patient population. The vision of this program is to shape the future of primary care by improving access to quality health care, improving health outcomes and eliminating racial, gender and socioeconomic healthcare disparities. Through Dr. Winger’s leadership, this program continues to flourish even after grant funding was complete 5 years ago.”

“Regarding leadership skills, one of Dr. Winger’s greatest strengths is his ability to navigate potentially volatile discussions. In such situations, he is never outspoken and always remains calm. Whenever things seem to be headed in the wrong direction, he names the underlying reasons why someone may be especially frustrated, then seamlessly redirects the conversation in a productive direction.”

“He worked with OSU’s employee assistance program (EAP) team to develop convenient, on-site, opt-out counseling services for residents in the program. This collaborative work has had the net effect of normalizing stress, burnout and mood changes associated with graduate medical education training and normalizing support interventions. This program was so well received by both residents and EAP that other training programs in our institution have followed suit with this model.”