



## **Award FAQs**

### *Parker J. Palmer *Courage to Lead Award**

The Parker J. Palmer *Courage to Lead Award*

### **Background**

#### ***Why did the ACGME establish the Courage to Lead Award?***

The ACGME recognizes that designated institutional officials (DIOs) face many challenges in creating an environment for educational programs, facilitating residents' ethical, professional, and personal development, and ensuring safe and appropriate care of patients. The *Courage to Lead Award* acknowledges the leadership and commitment of DIOs who foster an excellent environment for resident education.

#### ***Who is Parker J. Palmer?***

Parker J. Palmer is a highly respected writer and traveling teacher who works independently on issues in education, community, spirituality, and social change. In 1998, "The Leadership Project," a survey of eleven thousand educators, named Palmer as one of the thirty "most influential senior leaders" in higher education and one of ten key "agenda-setters of the past decade." "He has inspired a generation of teachers and reformers with evocative visions of community, knowing, and spiritual wholeness." Palmer is senior associate of the American Association for Higher Education and senior adviser to the Fetzer Institute, for whom he designed the Teacher Formation Program for K-12 teachers. Author of such widely praised books as *The Company of Strangers*, *The Active Life*, *To Know As We Are Known*, *The Courage to Teach*, he holds a PhD from the University of California at Berkeley. He lives in Madison, Wisconsin.

#### ***How do I make a nomination?***

Your nominee must meet the eligibility requirements. There will be no exceptions.

### **Eligibility Requirements**

- The DIO must currently work in a fully-accredited institution.
- The DIO must have at least five years of experience as a current DIO.

## Criteria for Selection

DIOs must:

- ❑ meet eligibility requirements
- ❑ demonstrate excellence in the following areas:
  - encouraging program directors
  - providing residents/fellows with career resources
  - improving performance and innovation
  - strategic resource management
  - strong leadership, values, and principles
  - maintaining high quality physician educators
  - dedication to faculty development
  - strong collaborative interdisciplinary activity
  - integral use of reflection as part of the education improvement process

## Application Instructions

Three components are required for application:

1. A completed application form
2. Three letters of support (**each letter is limited to 500 words or less**)
3. A current curriculum vitae

About the Letters of Support

- Letters should be addressed to ACGME Awards Committee.
- One of the letters must be from current residents/fellows.
- The two other letters may be from faculty, department chairs, other institutional representatives including the Dean or CEO, review committee members, etc.
- Comments from a group, e.g. faculty, residents, etc. should be compiled into one “group letter.” We will not accept more than three letters of support for each nominee.
- The letters should state the reasons for the nominee's selection and include a brief summary of how the nominee fulfills the criteria outlined above, including significant contributions to graduate medical education.
- The letters should demonstrate the nominee's “courage to lead” in a variety of circumstances.

### *Where do I send the material?*

The application form may be downloaded from the ACGME website and emailed along with support letters and curriculum vitae to: DeLonda Dowling at [ddowling@acgme.org](mailto:ddowling@acgme.org).

If you have any questions, you may contact DeLonda Dowling at [ddowling@acgme.org](mailto:ddowling@acgme.org) (by phone at 312/755-5059) or Amy Beane at [abeane@acgme.org](mailto:abeane@acgme.org) (by phone at 312/755-5075). All materials (application form, support letters, and curriculum vitae) must arrive by email in **one** PDF. To do this, assemble all materials and scan. The resulting PDF can then be emailed. **Material received in piecemeal will not be accepted.**

### *What is the deadline for nominations?*

The deadline **is Friday, March 14, 2014, and must be received by 5:00 p.m. Central.** Nominations received after that date will not be accepted.

***How many nominees will be selected to receive the award?***

There are three award categories:

Small hospital (*25 or fewer residency programs*)

Large hospital (*25-50 residency programs*)

Tertiary Academic Centers (*50 or more residency programs*)

One DIO will be selected from these three groups, and one to three awards may be given.

***What is the award that will be given?***

Each DIO will receive a plaque and travel expenses will be paid by the ACGME for each recipient and a guest to travel to the ACGME Annual Educational Conference to receive their award. In addition, each DIO will receive an expense paid retreat experience that is different than any other. New and some former awardees will meet in a wonderful setting designed to support and honor them and their work and create a space that invites but does not intrude. It is a different form of community and embraces the Courage to Teach and Lead concepts of Parker J. Palmer, a sociologist, teacher, and author of the *Courage to Teach*, and many more books. For information about Dr. Palmer's work click here <http://www.couragerenewal.org/parker>.

The retreat is typically held before the Memorial Day weekend in May and begins on Wednesday evening and ends Friday afternoon. Some former awardees have had this to say about their retreat experience:

*My work as a program director for 26 residents/year for 20+ years , module director for >5000 medical students and over 16 years as Credentials Committee chair for 1100 physicians has directly benefited from attending Parker Palmer Courage to Teach Retreats and from the sustaining relationships in this unique community. Not only has the fellowship and venue been superb but (in my opinion) the focus on wholeness has had great impact. The definitions of "community, the practice of poetry, a broader vision of truth" are met with examples at the retreat for reflection by our outward selves and inward selves.*

C Bruce Alexander MD  
President Alpha Omega Alpha  
Honor Medical Society

*I learned that in my effort to be a clinician and educator my inner and outer worlds must be integrated. It is not what or how I present to students, it is who I am that fosters learning. Since that retreat, I have tried to nurture this principle. This process helps me to be complete in the moment for my students and remind me that I cannot isolate my identity from my intentions and actions. Each teachable moment has the potential for becoming a personal experience for me and other. It is the heart of reflective practice with residents and patients.*

Gene Beresin, MD  
Director of Child and Adolescent Psychiatry Residency Training  
Massachusetts General Hospital and McLean Hospital  
Co-Director, Massachusetts General Hospital Center for Mental Health and Media  
Professor of Psychiatry  
Harvard Medical School  
Department of Psychiatry  
Massachusetts General Hospital

*The retreat (and the incredible leaders) provided space and time for us to stop and reframe – and now, 3 years later, I continue to benefit from lessons learned.*

Lois L. Bready, M.D.  
Senior Associate Dean for Graduate Medical Education  
Designated Institutional Official  
Professor and Vice Chair, Department of Anesthesiology  
UTHSC San Antonio

*“Receiving the Parker J. Palmer Courage to Teach Award and attending the retreat were transformational experiences in my career. The retreat created a passion around teaching and I became aware that this is where I should be focusing my academic energy. The conversation went from “What are you going to do after being program director?” to “How can I create a learning environment that enhances the development of young physicians.”*

Joseph T. Gilhooly, MD  
Former Program Director  
Professor, Pediatrics, Neonatal-perinatal medicine  
Oregon Health Science University  
Portland, Oregon

*The retreat of Palmer Parker recipients was a true landmark in my career as a teacher and learner. The ability to pause and sit with other program directors to reflect upon the work we do provided me the ability to appreciate what I contribute, those we teach and the community we have built.*

Byron Joyner, MD  
Director, Pediatric Urology  
Seattle Children’s Hospital

*The retreat was a remarkably powerful experience which enriched both my professional and personal life. It stimulated a renewed interest in the literature of reflective practice, as well as a wonderful resurgence in enjoyment of the world of poetry. I gained a better understanding of what I am trying to accomplish as a DIO, and I believe I ask better questions and am a much deeper listener.*

Douglas B. Dorner, M.D., FACS  
Senior Vice President, Medical Education and Research  
Director of Medical Education/ACGME Designated Institutional Official  
Iowa Health  
Des Moines, IA 50309

*The retreat has led me to be more intentionally self-reflective about my work, and my mission in my department. As a result, I have branched out into new areas for me, teaching my senior residents to contemplate their futures in a purposeful manner (including writing a personal mission statement), and to create a faculty development workshop for junior faculty members.*

Terry Massagli, MD  
Professor, Rehabilitation Medicine & Pediatrics Rehabilitation Medicine Residency Director  
Endowed  
University of Washington

*The retreat was an amazing opportunity for me, it created a safe environment that fostered personal and professional renewal through time and space to reflect on life and work. It allowed for networking of like-minded teachers and leaders in healthcare to share “why we do what we do,” indicate resources available, and opportunities for collaboration. Personally, this gave me an invitation to help foster the “vocational” aspect of our work through mindfulness, self-care and care of each other.*

Mukta Panda MD FACP  
Professor and Chair  
Department of Medicine  
Program Director Transitional Year Program  
University of Tennessee - College of Medicine  
Chattanooga, TN

***When will the award winners be announced?***

Selections will be made by the ACGME Awards Committee at its September 2014 meeting; afterwards, the ACGME CEO will notify the recipients. The recipients will be acknowledged at the March 2015 ACGME Annual Educational Conference. Award announcements will be published in a press release, the ACGME Journal of Graduate Medical Education, and the ACGME Bulletin, as well as posted on the ACGME website.