

RCCI NEWSLETTER



INDIANA UNIVERSITY
SCHOOL OF MEDICINE

The RCCI Newsletter is A Publication of the IU School of Medicine Relationship-Centered Care Initiative.

2007 Gold Humanism Honor Society Inductees



IUSM Gold Humanism Honor Society Class of 2007 Members

Evelyn Akinsanmi	Jennifer Biggerstaff	Bradley Bohnstedt	Laurel Carey	Anthony Czaplicki
Benedict Dillon	Rachel Dyer	Michael Ferguson	Joseph Frank	April Gish
Tracey Guildenbecher	Kendall Hamilton	Charisse Johnson	Kathryn Klieber	Lee Kneer
Wesley Lackey	Craig Lammert	Amy Leland	April Lemmon	Jennifer Loh
Daniel Mallon	Allison Meadows	Jessica Nance	Heather Nichols	Prashant Patel
Kathryn Peck	Leslie Petersohn	Jacob Pletcher	Matthew Powellson	Christen Prible
Amanda Reahard	Seppo Rinne	Steffanie Risinger	Mark Royer	Peter Schilt
Hiral Shah	Micah Smith	Kristen Spisak	Melissa Spurr	Christopher Watson
Wendy Woodard				

Class of 2007

The Gold Humanism Honor Society (GHHS) members from the class of 2007 have been very active in several service projects including collecting coats for the Julian Center and providing gifts for several families over the holidays. They are working to identify additional clinical venues where IU School of Medicine (IUSM) students may volunteer. IUSM has also sent representatives from its chapter to regional and national meetings of

the GHHS.

Recognition of Members

Students and their families/guests are invited to an induction ceremony where the students receive a certificate and lapel pin from the Arnold P. Gold Foundation. Students are also recognized at the Senior Awards Banquet, and they wear a distinctive gold shoulder braid at the School of Medicine graduation.

The National Society

The GHHS is a national

organization which honors senior medical students, residents and faculty in the profession of medicine who demonstrate excellence in clinical care, leadership, compassion, empathy and dedication to service. Organized to elevate the values of humanism and professionalism within the field of medicine and its constituent institutions, the Society is fast becoming integrated into the medical educational environment. The national society has about 60 chapters.

IUSM Chapter

With support from the Arnold P. Gold Foundation, IUSM established its Chapter of the GHHS in the 2004-05 academic year. Forty members from the Class of 2006 became the charter members of the IUSM Chapter. Allison Sole, from the National GHHS, attended the inaugural induction ceremony and commented, "with the competency based curriculum, the Honor Code and the RCCI, Indiana University is a model program for establishing a chapter of the GHHS." She also wrote, "The GHHS induc-

"...with the competency based curriculum, the Honor Code and the RCCI, Indiana University is a model program for establishing a chapter of the GHHS (Gold Humanism Society)."

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tion was truly memorable...To see so much like-mindedness from Dean Brater on down, was inspiring.”

Selection Process

Third year students are invited to nominate peers for GHHS membership mid-way through the spring se-

The GHHS is a national organization that honors senior medical students, residents and faculty in the profession of medicine who demonstrate excellence in clinical care, leadership, compassion, empathy and dedication to service.

mester. Teaching faculty and residents are also invited to nominate students by means of letters of recommendation citing specific examples of humanistic behavior and character. The Selection Committee reviews the

results of the students' peer nomination, letters of recommendation, and academic record (to ensure the students are in good academic standing). A subset of all the nominees is then invited to submit CV's and two essays. After careful review of nomination information, essays, CV's, and clerkship comments, the Selection Committee establishes rankings to identify no more than 15% of the class. Members of the Selection Committee often comment on how uplifting the experience is to review the information on our outstanding nominees.

The student members of the Society are chosen by the Selection Committee early in the 4th year, and the induction ceremony is held in September in order for this honor to be noted on the students' applications to residency programs and in their Dean's letters.

Growing the IUSM Chapter

Membership in the Society will expand each year as more senior medical

students are inducted, as student members remain at IUSM for residency training, and as persons selected for GHHS membership at other medical schools begin training in one of our residency training programs or join the IUSM faculty.

Thanks to Wilma Griffin, Medical Education and Curricular Affairs Office.

Make each day useful and cheerful and prove that you know the worth of time by employing it well. Then youth will be happy, old age without regret and life a beautiful success.

- Louisa May Alcott

The most exciting phrase to hear in science, the one that heralds new discoveries, is not Eureka! (I found it!) but rather, 'hmm.... that's funny...'

- Isaac Asimov

Creating Interdisciplinary Cultures: Insights from Complexity Science & Relationship-Centered Care by Janet Hortin, MD

November 18/19 was a busy fall football weekend. How did I end up at a two day medical conference on complexity science and relationship-centered care? RCCI is the answer. I was interested in the topic of creating healthier interdisciplinary cultures. This has been a recurring theme in the relationship-centered care initiative meetings that I have attended. The interdisciplinary nature of the RCCI with inclusion of nurses, students, residents, faculty, patients, social workers, and more from the greater Indianapolis community and the branches of IUSM encouraged me. Recently, the issue of improving medical student-nurse relationships has come up in the student discovery team, and I wanted to explore this topic in more depth. This meeting seemed like a natural starting point. I wasn't disappointed. I soon learned that the Plexus organi-

zation had a large contingency of nursing members. The Plexus Institute is a community of scientists, business executives, nurses, artists, teachers, physicians, researchers, community leaders, and journalists all united in the goal of “fostering the

“Plexus is a community who are united in the goal of fostering the health of individuals, families, communities ... by use of concepts emerging from the new science of complexity.”

health of individuals, families, communities, organizations and our natural environment by helping people use concepts emerging from the new science of complexity.” What a mouthful! Not only that, but there is a whole new vocabulary that awaits one in the journey into complexity—positive devi-

ancy, fractals, invitational leadership, emergence, conversation cafés, self-organizing sessions, only to name a few. I entered a new and strange but somehow welcoming universe. A mural was being drawn on the wall to symbolize the themes of the meeting. This was unlike any medical meeting I had previously attended!

Supporting Each Other

Two years earlier, I had joined The American Academy on Communication in Healthcare (then known as the AAPP or American Academy on Physician and Patient), which consists largely of physicians and academics involved with teaching communication skills to medical students and residents. I had discovered a supportive community for improving patient care, communication teaching skills, and nurturing self-

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Creating Interdisciplinary Cultures

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awareness and personal growth. I immediately felt at home with those colleagues in their advocacy of relationship-centered care principles. A sizable contingency of those familiar colleagues were there in November. Some had already realized the complementarities of both organizations.

The opening session helped me dive in to the topic of creating interdisciplinary cultures; we did paired interviews about factors that support collaborative partnerships on healthcare teams. I was fortunate to be paired with a Mayo Clinic nurse who worked with dialysis patients in the hospital. Her powerful story revealed how teamwork can save the life of a patient and how careful listening to the patient alerted her to impending danger.

RCC Principles

Relationship-centered care principles were illustrated by various exercises facilitated by Tony Suchman and Penny Williamson.

1. Being personally present and inviting others to do likewise (illustrated by a few moments of reflective listening in pairs as each partner answered the question, "how are you feeling being right here, right now?").
2. Speaking your truth and listening to understand the truths of others (illustrated with an appreciative interview in which pairs interviewed each other about a high point moment in collaborative work).
3. Valuing difference and harnessing diversity as a resource (illustrated by a brief didactic on the core skills of dialogue: skilled listening, inquiry, and advocacy; and on the power of relational statements (PEARLS) that speak to partnership, empathy, acknowledgement, respect, legitimation and / or support).
4. Letting go of control and trusting the process (demonstration with activi-

ties on improvisation and peer coaching). This was a nice, day-long reinforcement of RCCI skills and ideas. It was interesting for me to hear the reaction of some nurses to Tony's presentation on relationship-centered care. Some of the nurses thought that they were the experts on this and were surprised that physicians actually had an interest in the topic.

Facing Complexity

The second day of the conference delved more into of the models of complexity, such as how to utilize diversity and interdisciplinary teams so

"The goal is a healthy workplace where patients can be healed and students, nurses, physicians, researchers, technicians and cleaning personnel can feel respected and appreciated for their contributions."

that solutions can emerge to challenging medical issues such as dealing with an outbreak of methicillin resistant staph aureus, MRSA. One of the most interesting stories was about how the cleaning personnel helped solve the MRSA problem at one hospital and actually took leadership of the team involved in that aspect of infection control. What a story of empowerment for persons who are not always included at the health care discussion table. Plexus is actively using complexity models in a major grant to address MRSA and other emerging infections. The inclusive model of listening to diverse voices is ideal for solving complex issues. In our own settings at IUSM, the model of team based learning is a living example for medical students; better answers typically emerge from the

team than from individuals.

Nurses and Medical Students

I had opportunities over the course of the two day meeting to explore with nurses their stories and attitudes about working with physicians and medical students. There appeared to be a dearth of research on the topic of medical student-nurse relationships. Some nurses seemed surprised to hear that relationship issues with medical students might impact later nurse-physician relationships. However, they were quick to reflect on positive and negative relationships from their own training that influenced their current attitudes. I gained insight into the nurse's perceived role as advocate for patient safety and how that might put them at odds with inexperienced medical students and interns.

Safety in Collaboration

How can we create conversations and understandings across our disciplines in the rapidly changing environment of the clinical teaching hospital so that patient safety is enhanced and trust is fostered? I have a feeling that the insights of complexity science and relationship-centered care will be helpful in this process. We need to be engaging in the daily process of deep, respectful listening across the borders of our comfortable professional silos—listening for ways to collaborate and to heal the wounds that divide us. The goal is a healthy workplace where patients can be healed and students, nurses, physicians, researchers, technicians and cleaning personnel can feel respected and appreciated for their contributions.

Relationship-Centered Care Principles

1. *Being personally present and inviting others to do likewise*
2. *Speaking your truth and listening to understand the truths of others*
3. *Valuing difference and harnessing diversity as a resource*
4. *Letting go of control and trusting the process*

Medical Students Spend Time with a Council of Elders

By Glenda Westmoreland, MD, MPH and Kathy Frank, RN, DNS

As part of the Geriatrics Education Network of Indiana (GENI) Project, first and second year medical students statewide participate in sessions with panels of older adults called the Council of Elders. The Council of Elders concept originated at Harvard Medical Center for resident education. At Harvard the Council is composed of community-dwelling older adults who function as "Senior Faculty". Their role is to educate medical residents by listening to challenging cases and offering a lay person perspective.

Goals and the Process

Indiana University School of Medicine has applied the Council of Elders concept to student education. The goals of the session are to (1) create an early positive experience with older adults in medical school (2) create reflection and increased self-awareness about biases and assumptions about older adults (3) to educate medical students about the field of Geriatric Medicine. At the start of the session students reflect in writing on experiences they have had with older adults and reflect on how the session changed their beliefs and assumptions about older adults. The majority of the two-hour session is spent with students interviewing the Council. The Council is com-

posed of three to nine older adults who range in age from 75 to 84 years. Students are encouraged to ask the Council any question on which they would like the perspective of an older adult.

Sample Questions

Sample student questions and Council responses, in parentheses, follow:

- What would you like for us to know as future doctors about caring for older adults? ("We really want you to listen to us.")
- What kinds of things do you enjoy doing? ("Being an active member of the community.")
- Please tell us how to discuss end of life issues with our older adult patients. ("Be straight with us. Tell us like it is.")
- How do we discuss hard issues like limiting driving and driving safety with our older adult patients? ("Ask the older adult how s/he would feel if they hurt someone in an accident they caused.")

A Positive Experience

Overall students rate the Council of Elders experience as positive and have stated they have a "better understanding of older adults." The Council of Elders innovation is allowing students to have early positive experiences with older adults statewide.

The RCCI Newsletter is A Publication of the IU School of Medicine Relationship-Centered Care Initiative.

The stories you read here show how relationship-centered care is alive and well at IU School of Medicine. While the Fetzer Institute grant which created the Relationship-Centered Care Initiative nears its end, many seeds were planted which are continuing to grow. Our work is being disseminated nationally through conferences, personal contacts, and our students.

I invite all readers of the newsletter to submit stories of encouragement, hope, and surprise.

*Appreciatively, Janet Hortin, MD
IU School of Medicine - Lafayette
(on the campus of Purdue University)*

To contribute story ideas, photographs, letters, comments or suggestions to a future RCCI NEWSLETTER, please contact the editors:

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Calendar of upcoming events and RCCI Resources:

- *May 7:* Clarian Values Professionalism Project quarterly meeting, at Clarian North.
- *May 11:* submissions due for **Helping Hands: Reflections on Humanity in Medicine**. Photographs, artwork, essays, narratives, poetry, journal entries, anything related to the ways members of our community help and support one another personally and professionally. Contact MJ Freund, mfreund@iupui.edu, or see <http://meca.iusm.iu.edu/HelpingHands/index.html>
- *May 22-25:* RCCI Immersion Conference II, Indianapolis. 13 medical schools observe IUSM culture and discuss changing their cultures to enhance the learning of professional standards and conduct. <http://meded.iusm.iu.edu/Resources/RCCIInfo.htm>
- *June 8-12,* American Academy on Communication in Healthcare, "Opening Pandora's Box: Interviewing, Relationships, and Behavioral Health," at Michigan State Univ., East Lansing, MI. www.aachonline.org.
- *June 13,* 12-1 pm, Student Engagement Team meeting at IUSM. Contact MJ Freund, mfreund@iupui.edu.
- *October 22-24,* Interprofessional Health Education conference, Univ of Minnesota, Minneapolis, MN. <http://www.ipe.umn.edu>.