

Perspectives



FROM THE OFFICE OF FACULTY DEVELOPMENT

Children's Hospital Boston

Perspectives on the Diversity and Cultural Competency Council: Creating New Outlooks

As reported by *Perspectives* in its previous issue, Valerie L. Ward, MD, MPH, Faculty Co-chair of the Diversity and Cultural Competency Council (DCCC), will discuss the renewed hospital-wide diversity initiative in her column. Due to the positive outcome of the introductory meetings, we have published the column as our lead article. Please feel free to contact Dr. Ward at Valerie.ward@childrens.harvard.edu regarding any DCCC inquiries or suggestions.

We are pleased to see so much creative energy and substantive insight from our five working groups, who reported on their progress at the January 18, 2007 DCCC meeting. The goals of the DCCC are to recommend and implement changes to provide culturally competent care to a diverse patient population, as well as to recruit and retain a diverse workforce. The DCCC is focusing attention to the unique needs of Children's Hospital and how to meet institutional goals.

Working Group Reports

The *Research Working Group* is committed to promoting research in health care disparities. They are also planning to develop improved measurement tools, in addition to the Picker Inpatient Survey (a questionnaire designed to focus on specific dimensions of patients' experiences) to assess inpatient satisfaction at CHB as it relates to issues important to diverse populations. *(continued on p. 3)*



Dr. Valerie Ward

Critical Thinking Skills Emphasized in 1/19 HMS Grand Rounds

An overflow audience attended Medical Education Grand Rounds on January 19, 2007 in the HMS Cannon Room to hear Richard Hersh, EdD, present "Critical Thinking: Can it be Taught and Assessed Among Medical (Among All) Students?" Dr. Hersh is a senior fellow with the Rand Council for Aid to Education (CAE), Co-Director of the CAE's Council for Learning Assessment Project, and former president of Hobart and William Smith Colleges and Trinity College.

Dr. Hersh gave an overview of previous research on undergraduates, controlled for student selectivity and maturity, which found no difference in academic success based on college attended. In contrast, his research, which uses the Collegiate Learning Assessment (CLA) to assess students' abilities to integrate critical thinking, analytic reasoning, problem solving, and writing, demonstrates that college choice DOES matter. One out of five schools yielded results better than predicted value. Dr. Hersh also found that the \$ amount of endowment per student is the best predictor of success.

Critical and integrative thinking correlates with the upper levels of Bloom's Taxonomy of Educational Objectives: application, analysis, synthesis and evaluation. Factors important to higher order thinking, according to Dr. Hersh, were: "high, clear and shared expectations; high academic engaged time; tightly coupled curriculum; frequent, appropriate assessment and feedback; powerful teaching." Yet Dr. Hersh stressed that 80% of the current emphasis in college pedagogy is on comprehension and knowledge, the two lowest

Director's Perspectives . . .

S. Jean Emans, MD

As we move slowly into the promising days of spring, it is an ideal time to assess both professional and personal skills and make plans to grow beyond our normative boundaries and levels of expertise. In this issue of *Perspectives*, we are emphasizing exploring new skill sets across diversity issues, practices in medical education, and in the upcoming *May is Faculty Development Month* workshops. I would also like to congratulate Jill Dobriner on her recent well-deserved promotion to Program Coordinator. Jill has been an integral part of the Office since its inception in 2001. Many of you are already familiar with her popular columns, *Ex Libris* and *Leisurely Learning*. As the OFD Coordinator, Jill will be editing the *Perspectives* Newsletter and organizing a host of other activities.

Jean

levels of Bloom's Taxonomy. In a similar vein, 90% of faculty effort is spent on curriculum development, instead of on how objectives can be realized. *(continued on p. 2)*

Critical Thinking Skills, cont. from p.1

Derek Bok, LL.B., emeritus and current interim president of Harvard University, emphasized the critical and central role of assessment in higher education. Over the next two years Dr. Hersh will be collaborating with the HMS Center for Evaluation on adapting his test, originally designed for undergraduates, to evaluate higher order thinking skills among medical students. The expectation is that Dr. Hersh's work will be used to provide feedback to HMS faculty and to serve as a model for medical education assessment nationally.

Response by Alan Leichtner, MD

We are beginning to explore a new attitude towards medical education. Dr. Hersh discussed the need for medical trainees to have additional interaction with instructors to foster analysis, problem-solving, and the ability to integrate many levels of learning, and I encourage all educators to redefine their concepts of education to emphasize critical thinking skills. Similarly, as suggested by Dr. Charles Hatem in the January 22 Office of Faculty Development medical education workshop (see report below), effective communication with trainees, including constructive feedback, is important in allowing learners to reach higher levels of medical thinking.

Couldn't Attend HMS Medical Education Rounds? The full Richard Hersh / Derek Bok presentation for the Academy Medical Education Grand Rounds this past January 19, 2007 is **now available online (or thru eCommons) as streaming video; also available is Dr. Hersh's full Powerpoint presentation (50 slides).**

ON THE INTERNET, FOR THE VIDEO AND SLIDES simply direct your browser (Explorer, Sarafi, Firefox) to <http://hms.harvard.edu/org.asp/academy> and in the box to the lower right under **Links** click on "Medical Education Grand Rounds;" then on the next screen for the video click on **1.19.2007 "How do you know?"**

THROUGH E-COMMONS, FOR THE VIDEO and POWERPOINT PRESENTATIONS

Log into eCommons and search under the "Organization List" (usually in the lower right box) on your home portal page. If the Academy is not listed in that box, click on "other organizations," click on the A (alphabet) listings and choose "Academy," which likely will be first listed.



Dr. Charles Hatem

New OFD 2007 Medical Education Series: Medical Educators to Connect with Learners

Dr. Charles Hatem initiated the Office of Faculty Development Medical Education Series for 2007 with a provocative workshop, *8 Strategies for Effective Clinical Teaching and Learning*, on January 22. He challenged medical teachers to both identify with their students and to share with them a passion for medicine.

Dr. Hatem stressed the requirement for teachers to understand the needs and current knowledge base of their students in order to set clear expectations for any educational endeavor. Starting with a basic series of questions derived from the learning experience at hand, such as "what do you think of this case" and "why," will permit the medical educator to broaden the discussion to important general principles, reinforce how the learner approached the case positively, and correct any mistakes. An expanded taxonomy of questions is essential when teaching students at different levels. Although difficult for many educators, it is critical to provide the learner with adequate time to respond to questions in order to encourage logical

and speculative thinking – 3 seconds is an absolute minimum. Moreover, the teacher must always provide a safe environment for learning. Above all, a teacher must take the time to reflect on all learning opportunities, as this reflection will open further doors to learning. Dr. Hatem described the loss of a teachable moment with the words of the 20th century poet TS Eliot "We had the experience but missed the meaning." If we follow Dr. Hatem's guidelines, we will certainly miss fewer teachable moments.

Please mark your calendars and join us in looking forward to May is Faculty Development Month –

Throughout the spring, we are planning workshops that assist faculty in balancing the demands of academic medicine, career development and work-life issues. Learn strategies to take care of your patients, your career, your family, and yourself!

Career and Family Network Luncheon

Facilitated by Jenifer Lightdale, MD, and Lydia Shrier, MD, MPH
April 23, 12 –1 PM, Karp 8 Conference Room

Preparing Your HMS CV Using FIRST

Speaker: Steven Wimberg, HMS FIRST Specialist
May 1, 12 – 1 PM, Gamble Room

Negotiation Seminar

Speaker: Linda Wilcox, HMS Ombuds Office
May 15, 12 –1 PM, Gamble Room

Library Lunch Topics: Discussion of David Ludwig's book, *Ending the Food Fight*

Speaker: David Ludwig, MD, PhD
May 29, 12 – 1 PM, Gamble Room

Running Effective Meetings

Speaker: Fred Lovejoy, MD
June 5, 12 –1 PM, Gamble Room

Effective Public Speaking

Speaker: Antoinette Peters
June 12, 12 –1 PM, Gamble Room

Stress Management

Speaker: David DeMaso, MD
June 18, 12 –1 PM, Karp 8

Finding and Hiring a Nanny

Speaker: Marsha Epstein, President, American Nanny Company
June 26, 12 –1:30 PM, Gamble Room

With Faculty Development month activities looming, here are some tips to prepare for your Annual Career Conference: many departments have opted to use the Children's Annual Career Conference form, or a variation, to facilitate the conference. The form is designed to help you make your conference more productive. To download this form, go to the OFD Annual Career Conference website (http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/mainpageS2209P7.html) and select the Annual Career Conference form link. *continued on p. 3*

Ex Libris

Blind Rage: Letters to Helen Keller by Georgina Kleege, Gallaudet University Press, 2006

Georgina Kleege engages in an intense personal dialogue with the spectral presence of Helen Keller in this unusual work that traces key moments in Keller's life. Kleege, an Assistant Professor of English at the University of California-Berkeley and herself legally blind since childhood, bores into Keller's iconic image and finds the rough humanity lurking within the ghost of perfection. *continued on p. 4*

Diversity and Cultural Competency

(Creating New Outlooks, continued from p. 1)

The *Metrics Working Group* is reviewing comprehensive quality reports and surveys to see if there are significant differences based on race/ethnicity or insurance in terms of nursing care metrics, the Picker Survey, the PPSQ-Program for Patient Safety and Quality Ambulatory satisfaction survey, and the SERS-Safety Event Report System.

The *Cultural Competency Working Group* is in the process of developing and implementing a menu of cultural competency training curricula for all clinical and non-clinical staff, reflecting CHB's long term sustained strategy for cultural competence and Exceptional Care, Exceptional Service.

The *Respectful Interactions Working Group* is focusing on the dynamics between physicians, staff, parents and patients. The group emphasized the importance of addressing disrespectful interactions as they occur.

The *Workforce Diversity Working Group* has been focusing on activities designed to recruit, develop, and retain a diverse work force. These include redesigning and enhancing internal and external diversity websites and translating some portions of the CHB website into Spanish, the completion of a diversity brochure, and the creation of a diversity calendar. A diversity "scorecard" will be developed to track recruitment, turnover data, and promotion information by diverse groups.

These five DCCC Working Groups will continue to meet regularly throughout the year, and their next formal presentation of their progress will be at the April 26, 2007 meeting of the DCCC.

For more information on the hospital-wide diversity initiative, check the CHB web site: www.childrenshospital.org/diversity

Faculty Development Month, continued from p.2

Junior faculty members complete Part I of this form BEFORE the conference, reflecting on past year's goals and noting what was helpful and what was not. Part II of the form is completed by the Chief, senior mentor, or designee at the end of the conference and co-signed by the junior faculty member. Together you identify and document mentors to help you reach your goal.

In addition to meeting with your Chief, S. Jean Emans, MD, Office of Faculty Development Faculty Director, is available to meet individually with faculty members to discuss their career trajectory, critique their CVs, and advise on appropriate mentors, projects, teaching, and other activities, and Mary Clark, PhD, a former HMS Dean now consulting to CHB has appointments monthly to discuss CVs and readiness for promotion.

For more tips on preparing for the Career Conference go to the OFD website (see link) and select Preparing for your Annual Career Conference and Tips Sheet for the Annual Career Conference. **In the end, it's the "forum"- and not the form -** that will help you find a mentoring team for your professional growth. Take the time to give your conference the forethought it deserves and optimize your own career development.

Library Lunch: Solving Your Child's Sleep Problems

Children's own Dr. Richard Ferber discussed his approach to children's sleeping problems in a popular Library Lunch on January 19. The workshop, also sponsored by the Children's Career and Family Network and the Office of Faculty Development, surveyed the most pertinent issues that affect sleep cycles: a person's genetic tendency to being either a "night owl" or "morning lark;" our biological dependency on light as a source for wakefulness, either natural or artificial; and the evolutionary sleep pattern that produces heavy sleep early and late in the night sleeping interval, and light sleep in the middle of the period. Dr. Ferber suggested that parents never try to force a bedtime on a child that is not sleepy or showing signs that he/she is ready for bed. Instead, adjusting the sleep cycle to create an earlier awakening and shortening the child's daytime naps could produce a more stress-free evening for both the child and the parent. In addition, shielding the child's bedroom from light (from both outside and inside the house) will lessen night waking. While coping with sleep problems is difficult for everyone involved, being observant to your child's sleep patterns (and what causes waking and sleepiness) can help in establishing a healthier balance.

Parenting Tip:

Faculty parents who negotiate challenges at bedtime, at the breakfast table, at trips to the grocery store, and all the spaces in between, might review *Mommy Mantras: Affirmations and Insights to Keep You from Losing Your Mind* by Bethany Casarjian and Dianne Dillon (Broadway Books, 2006) to find words and phrases to calm the soul. This useful book that emphasizes looking inside childcare anxieties is currently in the CH Library.

FACULTY KUDOS

Frederick Alt, PhD, Charles A. Janeway Professor of Pediatrics, was awarded the 2007 American Association of Immunologists' Huang Meritorious Career Award for his innovative research on immune gene assembly and expression and its effects on related fields in cancer biology and DNA recombination/repair.

Tai Tran, MD, Assistant Clinical Professor of Pediatrics, received the Dr. Philip D. Herrick Award from Northeast Health System to honor his physician excellence and dedication to community projects.

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Time Out . . .

Boston Bites by Lydia Shrier, MD

03-19-07 Let's Dish

No time to cook, but don't want to go out? There's an option out there worth exploring: meal preparation centers. On a wet and cold Saturday in March, eight CH faculty tried *Let's Dish* (238 Highland Ave., Needham 781-433-0500; also in Burlington), which promised that one could make up to 12 dishes for 6 in 2 hours or less. Well, it was true! I completed 8 dishes in 75 minutes and had time to chat. The center takes care of the shopping and prepping for you – you assemble each dish at a well organized and labeled station of fresh ingredients, following a simple recipe. Into freezer bags the food goes, a sticker on the front with directions for cooking and voilà, you have a dinner to cook in the next 2 months. All you need to bring is a cooler to transport your meals home. The center was spacious, clean, and bright. With music in the background, fresh coffee and other drinks, center-made snacks and dish tastings, it was quite the festive atmosphere. The cost? \$2.85-\$4.00/serving, depending on whether you choose 4, 8, or 12 meals. How is this different from frozen dinners from the supermarket? As one participant said, “You feel better because you know what’s going in the dish.” We could see the quality of the ingredients, adjust the seasonings to taste, and feel good about preparing healthy meals for our families. Not to mention enjoying a couple of hours *sans* said family, in the company of our friends and colleagues. No time for even the assembly? *Let's Dish* will put the meals together for you to pick up (add ~60c/serving). The menus change monthly and may be viewed on the website (www.letsdish.com), where you can also register for a meal preparation time, choose your dishes, and organize a private party (minimum of 12 – the site can accommodate 16). Children 12 and older are welcome to join (one participant brought her 12 year old son – he had a blast!). So, how did the dishes taste? Stay tuned for the details in the next issue!

Blind Rage, continued from p. 3

Having faced the Keller standard as a role model in her own upbringing, Kleege is obsessed with Keller's life and how she and others shaped it in narrative and myth. Neither biography (Keller's) nor memoir (Kleege's), the study instead captures Kleege's internal reflections on blindness and the lingering vestiges of 19th century expectations regarding women, disability, social class, education, work, and how Keller and her teacher, Anne Sullivan, found ways to adapt and survive despite overarching pressures. In considering the longterm relationship between Keller and Sullivan, Kleege addresses the complex set of needs that created the bond. Regarding Sullivan, Kleege admits to Keller, “I admire her because, in ways I think you never fully understood, she overcame much more than you did. And if the struggle of her early life made her harsh, calculating, and egotistical, it also made her iron-willed and practical in ways you never had to be, but which benefited your life enormously” (p.151). *Blind Rage* provides alternative interpretations of Keller's celebrated moment of awakening at the water pump, her schoolgirl experience with plagiarism, and her working life as a writer, circuit lecturer, and fund raiser.



Helen Keller as a student in 1891

Photo courtesy of Perkins School for the Blind

Leisurely Learning will return in our next issue.

Perspectives

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