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The mission of the Gold Humanism Honor Society (GHHS) is to recognize individuals who are exemplars of humanistic patient care and who can 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. The creation of a GHHS chapter signifies to the medical community that an institution places high value on the interpersonal skills and attitudes that are essential for the highest level of patient care.

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 resource to guide the leaders of prospective and existing GHHS chapters in sustaining and developing their programs.

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. 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 member peer nomination and selection process
d. Formal induction planning
e. Ideas for mentoring and service programs
f. A vision for branding and sustaining the chapter

3. A letter of support from the Dean

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. Some chapters choose to have two co-Chapter Advisors. 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 to implement activities aligned with the mission of GHHS. Chapter Advisors are also members of GHHS and are inducted into GHHS at the inaugural Induction Ceremony. To get ideas and learn from the experiences of others, Advisors should join the Chapter Advisor’s listserv by emailing ghhsadvisors@gaggle.email.

C. SELECTING NEW MEMBERS

Medical school chapters may induct up to 15% of the medical student class, four faculty members, and six residents selected by students in their core clinical year. Schools that bestow the Leonard Tow Humanism in Medicine Award should select the student awardee from the ranks of the GHHS students. Faculty selected for the Leonard Tow Humanism in Medicine Award become members of GHHS and should be one of the four faculty members selected to GHHS each year. If your school conducts the Student Clinician’s Ceremony, the six resident recipients of the Humanism and Excellence in Teaching Award should be the six GHHS elected residents and will be inducted as members of GHHS.

STUDENTS

The Society recommends that medical students be selected for membership in their third year as soon as peers and clerkship directors have had ample time to observe them in clinical
settings. Student selection should be completed in time for new GHHS members to bond as a group, to design their projects before year's end, and to overlap with outgoing 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. The process for selection of new student members should include:

1. **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. The McCormack peer evaluation survey is available here: [http://www.gold-foundation.org/wp-content/uploads/2014/07/GHHS_Peer_Nomination_Survey.pdf](http://www.gold-foundation.org/wp-content/uploads/2014/07/GHHS_Peer_Nomination_Survey.pdf)

2. **A vetting process** that reviews the candidates for academic success and professional behavior by a selection committee. The Selection Committee is typically comprised of faculty, administrators, Tow Award winners, and/or GHHS student and resident members. Nominated students are evaluated on the basis of academic eligibility, program director evaluations, and an additional essay, interview or other indication of the nominee's willingness and qualifications to serve. 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% of the class are selected to become GHHS members.

3. **Acceptance** of the nomination by the nominee.

4. **Registration** by the Chapter Advisor of new members with the national GHHS office

5. **Invitation** of new members to a formal induction ceremony

Students selected to the 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.

[^1]: Peer Nomination: a Tool for Identifying Medical Student Exemplars in Clinical Competence and Caring, Evaluated at
RESIDENTS

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. 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

The Gold Foundation sponsors the annual Leonard Tow Humanism in Medicine Awards for one graduating medical student and one faculty member. This award is presented to the student and faculty member who best demonstrate the Foundation’s ideals of outstanding physician behavior. Winners of the Tow Humanism in Medicine Award are inducted into GHHS and count toward the medical student and faculty caps for yearly election and induction.

Medical schools that bestow this pair of awards should abide the following criteria in their selection process:

For a graduating medical student:
1. Consistently demonstrates compassion and empathy in the delivery of care to patients
2. Illustrates professional and ethical behavior by example
3. Shows respect for everyone
4. Demonstrates cultural sensitivity in working with patients and family members of diverse backgrounds
5. Display effective communication and listening skills—good rapport with patients
6. Understands patients’ need for interpretation of complex medical diagnosis and treatment and makes an effort to assure patient comprehension—shows respect for the patients’ viewpoint
7. Helps to articulate the patients’ concerns to attending physicians and others
8. Sensitive to the patients’ psychological well-being
9. Cooperative, easy to work with—engenders trust and confidence
10. Willing to help others and, when necessary, willing to seek help from others
11. Displays concern for the general welfare of the community and engages in volunteer activities
12. Seeks and accepts criticism, using it to improve performance
13. Committed to reflection and objective self-evaluation of his/her skills
14. Displays competence in scientific endeavors

For a Faculty Member:

1. Consistently demonstrates compassion and empathy in the delivery of care to patients
2. Serves as a role model—illustrates professional behavior by example
3. Approachable and accessible to students
4. Welcomes opportunities for teaching and one-on-one mentorships with students
5. Exhibits enthusiasm and skill in professional and personal interactions with students
6. Shows respect for everyone
7. Demonstrates cultural sensitivity in working with patients and family members of diverse backgrounds
8. Displays effective communication and listening skills
9. Understands patients’ needs for interpretation of complex medical diagnoses and treatments and makes an effort to ensure comprehension—shows respect for the patients’ viewpoints
10. Sensitive to the patients’ psychological well-being
11. Effectively identifies emotional concerns of patients and family members
12. Engenders trust and confidence
13. Adheres to professional and ethical standards
14. Committed to reflection and objective self-evaluation of his/her skills
15. Displays competence in scientific endeavors
D. 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. He/she also must enter the names and contact information of the new inductees into the GHHS Directory. Once the names are entered into the GHHS Directory, an automatic congratulatory email is sent to the new member. 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. All forms are available on the GHHS website: http://www.gold-foundation.org/programs/ghhs/ghhs-forms/

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.

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

A. SETTING UP A NEW RESIDENCY PROGRAM CHAPTER

When an institution is ready to implement a GHHS residency chapter an application must be submitted to the national GHHS office. 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 member peer nomination and selection process
   d. Formal induction planning
   e. Ideas for mentoring and service programs
   f. A vision for branding and sustaining the chapter
3. A letter of support from the Designated Institutional Official

Please note that at this time, GHHS residency chapters are in the pilot phase and a RFP from the GHHS national office must go out before applications may be submitted.

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 residents, fellows, 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. Some chapters choose to have two co-Chapter Advisors. 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 to implement activities aligned with the mission of GHHS. Chapter Advisors are also members of GHHS and are inducted into GHHS at the inaugural Induction Ceremony. To get ideas and learn from the experiences of others, Advisors should join the Chapter Advisor’s listserv by emailing ghhsadvisors@gaggle.email.

A formal association with the institution’s Graduate Medical Education (GME) office can be extremely helpful. Financial and administrative support can be critical to the success of the new chapter. The GME office can identify attending, resident, and fellow physicians who are already members of GHHS and who can serve as a nidus for the new GHHS GME chapter.
C. SELECTING NEW MEMBERS

RESIDENTS AND FELLOWS

The Society recommends that residents/fellows be selected for membership sometime after their intern year and before their final year of training so that peers, residency and fellowship directors have had ample time to observe clinical practice and inductees have at least one year to participate in GHHS functions before graduation. Resident/fellow selection should be completed in time for new GHHS members to bond as a group and to design their projects before year’s end and to overlap with outgoing GHHS residents and fellows so that they can establish continuity of chapter goals and activities. Selected residents/fellows should be humanistic exemplars (see selection process below) for medical students, peers, and faculty. Fifteen to twenty individuals should be selected each year. The process for selection of new resident/fellow members should include:

1. **Peer nomination** of eligible individuals: Chapters most often generate nominations from peer residents/fellows based through a modified peer nomination process developed by Dr. Wayne McCormack at the University of Florida (or a variation). The survey asks peers to identify three resident/fellows in their program who most closely fit brief real-life scenarios that exemplify a caring physician. Dr. McCormack reviewed additional data regarding resident selection (2014) and made the suggestion that the GHHS resident chapters consider using an abbreviated version of the survey when requesting nominations of residents and fellows for GHHS GME chapters. The questions he suggested for use are:
   - Name the 3 residents and/or fellows who best personify the quote, “The secret of good patient care lies in caring for the patient.”
   - Name the 3 residents and/or fellows you would want as the doctor for yourself or a loved one.
   - Name the three residents and/or fellows who have the best listening skills with patients.

2. **A vetting process** that reviews the nominees for academic success and professional behavior by a selection committee. The selection committee is typically composed of faculty, administrators, and GHHS student, resident and fellow members. Nominated residents and fellows are evaluated on the basis of program director evaluations, and an additional essay, interview or other indication of the nominee's willingness and qualifications to serve. 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 15-20 members are selected to become GHHS members.

3. **Acceptance** of the nomination by the nominee.

4. **Registration** by the Chapter Advisor of new members with the national GHHS office

5. **Invitation** to a formal induction ceremony

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Resident/fellows selected to the GHHS should be recognized in a **formal induction ceremony** (see below). Many schools host a formal ceremony with invited family and friends soon after the selection where the dean of the medical school and/or the president of the university individually recognize new GHHS honorees. Additional recognition should take place when other resident/fellow honors and awards are bestowed, demonstrating the significance of the selection to GHHS. In addition, schools are expected to acknowledge resident/fellow membership in the GHHS at any graduation ceremony.

### FACULTY

Each GHHS residency chapter may select up to four faculty members for induction into GHHS each year. Faculty members are nominated by GHHS residents and fellows using the criteria for the **Leonard Tow Humanism in Medicine Award** (see above). 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 resident/fellow members.

### D. INDUCTION CEREMONY

Residents, fellows, 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 the end of the academic year. When a chapter completes its selection process, the Chapter Advisor provides a list of names with contact information to the national GHHS office. He/she must also enter the names and contact information of the new inductees into the GHHS Directory. Once the names are entered into the GHHS Directory, an automatic congratulatory email is sent to the new members. 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. All forms are available on the GHHS website: http://www.gold-foundation.org/programs/ghhs/ghhs-forms/

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. Schools that have a medical school chapter of GHHS are encouraged to jointly induct their medical students and residents/fellows in one induction ceremony. 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 personalized 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.

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 nomination survey.
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.
IV. GHHS OATH

Gold Humanism Honor Society Oath

Updated July 2014

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: http://www.gold-foundation.org/wp-content/uploads/2014/07/GHHS_Oath_Final-.pdf

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) 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.

**OFFICERS**

Although it is not mandatory to select or elect officers or leaders for a GHHS chapter, many Chapter Advisors have found this to be helpful. Members in leadership positions tend to bring other members together, energize the group with ideas, communicate with partner organizations, and follow through with planning. Some chapters have their members elect officers at their first meeting. Others divide the group into subgroups associated with tasks (e.g., communication, education, induction ceremony planning) and identify leaders for each subgroup. As much as possible, GHHS 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.

**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, fellow members, GHHS alumni, their medical community, the GHHS national chapter, and with other GHHS chapters. Below are some suggestions for communication strategies:

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. **Facebook:** Consider creating a GHHS Facebook page for your chapter to share locally and regionally.

3. **Twitter:** Many chapters use Twitter to reach members.

4. **Chapter Website:** Creation of an institutional GHHS website is strongly encouraged. GHHS websites 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 websites. To find a list, visit the GHHS Membership Directory at: [http://www.gold-foundation.org/programs/ghhs/chapter-list/](http://www.gold-foundation.org/programs/ghhs/chapter-list/)

5. **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: [http://www.gold-foundation.org/programs/ghhs/](http://www.gold-foundation.org/programs/ghhs/)

6. **Chapter Advisors’ Listserv:** Solicit feedback and ideas from other chapter advisors by using the Chapter Advisor listserv at GHHS@groupspaces.com

7. **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.

8. **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 to all registered GHHS members in the spring, summer and fall. 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 Michele Silver in the GHHS national office at Michele@gold-foundation.org. To

9. **GHHS National Conference:** In the past, GHHS has hosted the GHHS Biennial Conference in the fall every other year. In 2017, The Gold Foundation will host a national humanism conference that will be designed to appeal to GHHS members in training and out in the community, as well as to other health professionals interested in learning more about compassionate, patient-centered care. For additional information on the upcoming conference visit: [2017 National Conference](http://www.gold-foundation.org/programs/ghhs/the-gold-connection/).

10. **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. Chapters are encouraged to reach out to other GHHS chapters in their state to coordinate and share activities. For great planning ideas, visit the GHHS website at: [http://www.gold-foundation.org/programs/ghhs/ghhs-solidarity-day/](http://www.gold-foundation.org/programs/ghhs/ghhs-solidarity-day/)

### C. CHAPTER ACTIVITIES

**PURPOSE**

GHHS membership should be viewed as more than just an award or 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.

**EXAMPLES**

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. Each chapter has the flexibility to create a unique plan that will benefit its institution and community.

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.

1. **Mentoring**: Mentoring doesn’t have to be in the form of the classic one-to-one model. Group mentoring and 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. **Caring for vulnerable populations**: Many chapters develop programs that help patients who are often marginalized, for example, those who are near the end of life, speak English as a second language, economically deprived, uninsured, disabled, refugees, and victims of abuse. Members set up clinics, visit patients, provide services, and collect and donate goods, among other activities.

3. **Appreciating and recognizing humanism in action**: Chapters remind health care providers of the importance of compassionate care by recognizing staff and peers who go above and beyond to help others. This may involve awards, cards, public displays, ceremonies, gifts, dinners, and other activities.

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, instillations, and other venues.

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

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 be 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. GHHS National Solidarity Week for Compassionate Patient Care is a day of celebration shared by GHHS chapters throughout the country that 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 about this exciting week, visit the GHHS website at: http://www.goldfoundation.org/programs/ghhs/ghhs-solidarity-day/

D. FINANCING

All new GHHS chapters are awarded start-up grants of $2,000 to help establish their induction ceremony and chapter activities. GHHS chapters find additional support 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.goldfoundation.org/programs/ghhs/chapter-grants-application-process/

4. **Foundation Grants**: The Arnold P. Gold Foundation offers grants on a rolling basis. For more information, visit: http://www.gold-foundation.org/programs-old/apply-for-a-grant/

5. **Grant funding from other foundations**

6. **Alumni donations**: Institutions with GHHS alumni occasionally solicit contributions from them for GHHS-sponsored programming.

7. **Philanthropy**: Some chapters are supported by philanthropic gifts to the institution from
grateful patients.

E. 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 and store valuable chapter information and history there.
4. Create a GHHS listserv by going to Groupspaces, 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.

F. 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. Solicit feedback from GHHS members:
   - Use the GHHS Chapter Self-Evaluation Tool available through the national GHHS office. Ask members to complete it and return it to the Chapter Advisor.
   - Speak individually with chapter members to obtain opinions and ideas
   - Ask for feedback at a GHHS membership meeting
2. 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.
3. 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?

4. **Consult your peers**: Solicit feedback from other chapter advisors by using the Chapter Advisor listserv at ghhsadvisors@gaggle.email.

5. **Each chapter advisor is asked to complete the GHHS Chapter Check-In Survey** so that the national office can offer resources to promote chapter health.

Over time this will help chapters to reconfigure protocols and activities to reach goals and to plan for future growth and accomplishments.