

Parker J. Palmer Courage to Teach Award Recipients

For Program Director Excellence 2013



The ACGME is proud to announce the ten recipients of the 2013 Parker J. Palmer Courage to Teach Award, which honors program directors who find innovative ways to teach residents 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* and whose promotion of the concept of "living divided no more" has proven relevant to teaching in academic health centers. Congratulations to this year's recipients!



David Schulman, MD, MPH

Program Director for Pulmonary and Critical Care Medicine
Emory University
Atlanta, GA

Nominators had this to say:

"Dr. Schulman received two Golden Apple Awards for excellence in teaching in a department that includes hundreds of faculty members. In addition, Dr. Schulman has received the Teaching Award and also the Pulmonary "Star" Award of the Pulmonary Division for his teaching and also his overarching contributions to the entire Divisions of Pulmonary Medicine. Culminating his teaching prowess, he deservedly received the School of Medicine's Dean's Teaching Award in 2011. He has received all of these teaching awards since 2005, revealing his desire to take the role of Program Director to undefined high levels of performance and his ability to stimulate minds. He is a national spokesperson for the American Academy of Sleep Medicine, one of only nineteen pulmonary physicians in the country who serve in this role."

"He created a training program which allows his fellows to fashion an individualized educational experience. He developed a new OSCE assessment tool that the program uses to assess its fellows and created the Clinical Competence Committee. He was instrumental in initiating the Career Development Committee, a novel idea that could be used in many other programs."

"Understanding the importance of collaborative education, Dr. Schulman formed a Fellowship Education Committee comprised of fellows and faculty members and challenged the committee to come up with new and innovative strategies incorporating system-based practice and practice based learning. He enthusiastically supports and guides our yearly fellow's program improvement project to identify creative solutions to system based problems. As a member of the Fellowship Education Committee, I have seen how he critically appraises the issues that arise and the innovative solutions he proposes. For example, in his perpetual quest to provide the most useful feedback to the fellows, he implemented new evaluation tools last academic year that incorporate specific benchmarks that the fellows are expected to reach."