

Parker J. Palmer Courage to Lead Award



The Parker J. Palmer Courage to Lead Award honors designated institutional officials (DIOs) who have demonstrated excellence in overseeing residency and fellowship programs at their Sponsoring Institutions. DIOs have authority and responsibility for all graduate medical education (GME) programs in a teaching hospital, community hospital, or other type of institution that sponsors GME programs. Parker J. Palmer is the author of the book *The Courage to Teach*; his promotion of the concept of “living divided no more” has proven relevant to teaching in academic health centers.



Kimberly M. Baker-Genaw, MD, FACP

Designated Institutional Official
Henry Ford Health
Detroit, Michigan

Nominators had this to say:

“Due to her leadership, our hospital received the ACGME and Arnold P. Gold Foundation DeWitt C. Baldwin, Jr. Award in 2019, which recognizes institutions that have respectful, supportive environments for medical education and delivery of patient care. Along with spearheading policy and procedure geared towards addressing incremental educational resources and improving the learning climate, Kim has implemented broad-reaching wellness programs. Understanding the high-stress field of medicine often leads to burnout, she has been instrumental in launching programs to help trainees with career-life balance and well-being. She established the role of Chief Clinical Wellness Officer to assist clinicians in optimizing healthy coping strategies and finding balance. Kim led efforts that resulted in the creation of self-help resources for trainees and founded Wellness Rounds to monitor the state of well-being.”

“The professional lives of leadership have also been improved due to Kim's efforts. She expanded a compensation program to recognize faculty teaching efforts and fostered robust faculty development programs in teaching and wellness. She and her GME team created a transformational program director/coordinator review process and developed a Special Review program that establishes clear criteria for identifying underperforming programs. This program is innovative because it employs a focus-group process for obtaining feedback from trainees in programs where ACGME Survey results suggest a potential problem.”