Using Interactive Theater Programs to Impact Departmental Climate

(Applied Theater)

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George Washington University School of Medicine
Overview

I. Introduction

II. Basics of “theater for dialogue”

III. Examples of topics, theatrical styles, and workshops

IV. Impact/Evaluation

V. Infrastructure/Models

VI. Closing/Q & A
Examine the issue of the workplace climate and the impact climate has on the recruitment, retention and success of diverse STEM faculty.

Examine the Engages participants, emotionally and intellectually, in a dialogue about the varied dimensions of workplace climate, the facts that influence it, and how the experience of climate varies by gender and race/ethnicity.

Equip participants with Generates self-reflection and new perspectives on possible tools, resources, and strategies for assessing and improving workplace climate for STEM faculty.

*Adapted from the UC DAVIS ADVANCE ROUNDTABLE goals*
Climate: The atmosphere or ambience of an organization as perceived by its members. An organization’s climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions.
Milestones (CAST)
Case Study of an Interactive Play

- 4-month Visiting Scholar from an endowment
- W/ Charles Samenow, MD
- Goal: create a production about medical professionalism
- $15,000 for development (from a $50,000 pot)
Professionalism

- Accountability
  - Altruism
  - Preparation
  - Duty
- Humanism
  - Integrity
  - Compassion
  - Respect for Diversity
  - Communication
  - Dependability
  - Collegiality
- Ethical Behavior
  - Honesty
  - Morals
  - Respect
  - Tolerance
- Physician Wellbeing
  - Self-awareness
  - Concern for Colleagues

(Eisenach, 2009), Adapted from Swick, 2000
At the end of this session, participants will be able to…

Discuss how differing values, perspectives, and intentions contribute to professional behavior,

Discuss barriers and strategies for intervening,

Formulate an action plan to implement strategies learned to foster a culture of safety and professionalism at your institution.
Milestones

*Creation Process*

- Readings/Research
- ‘Distressed Physician Course’
- Interviews: med students, attendings, residents, nurses
- Shadow physicians in the clinical setting
- Writing, writing, writing
- Previews (feedback)
- Performances (preview run)
Vanderbilt Center for Professional Health

- Maintaining Proper Boundaries
- Prescribing Controlled Substances
- Distressed Physician Course

William Swiggart, MS, LPC
Vanderbilt University School of Medicine
Center for Professional Health
# MILESTONES

## The case of Dr. M. Smith

A play in two short acts

### ACT I

**CHARACTERS**

(4 Actors)

- **Prologue**
  - Dr. M. Smith (‘M’)
  - Sharon (peers)
  - Dan (M's partner)
- **I. The Orientation**
  - Mitchell (Charge Nurse)
  - Grace (Attending)
- **II. The Relationship**
  - Matthew (Medical Student)
  - Sara (Nurse)
- **III. Studying**
  - Consultants
  - Dr. Jones (Attending)
- **IV. The Lab**
- **V. The Third Year**
- **VI. Match day**
- **VII. Graduation**

### ACT II

**CHARACTERS**

(4 Actors)

- **I. The Next Day**
- **II. The Relationship**
- **III. Sign Out**
- **IV. Orientation: Matthew**
- **V. Psych consult**
- **VI. Orientation: Sara**
- **VII. Presentation on patient**
- **VIII. Pain Med Conv.**
- **IX. Ortho consult**
- **X. Complaint**
- **XI. Pharmacy**
- **XII. Check in w/Attending**
- **XIII. Complaint to Sara**
- **XIV. Pimp the Student**
- **XV. The Code**
Orientation
The Lab
Studying
Third Year
The Hospital
Look. I'm about to go into surgery here. I'll look at the Xray.
Sample – OPENING MONOLOGUE
Agenda - MILESTONES

Preshow

Milestones: Act I – The Training
Facilitated Discussion
Reflection

Milestones: Act II – The Emergency Department
Facilitated Discussion
Activity
Reflection
Evaluation
Theater as a Practical Approach
Interactive W/ Dr. Jones
JONES

Who are you?

M

I'm M?

JONES

M&M?

M

M for Melinda.
JONES
You don't scrub before the surgeon.

M
I'm sorry.

JONES
Have you ever been in surgery before?

M
No.
Do you know what we're doing today?

A rotator cuff.

What are the typical steps for repairing a rotator cuff?
M
You...remove fragments of tendons
...bursa...You make more room for the tendon.

JONES
Why?

M
So it isn't irritated. You made need to shave bone.

JONES
Then what?
M
You sow the edges of the...of the...saphris-spinatus.

JONES
Saphris? You want to give the shoulder an anti-psychotic? You're not allowed in my room.

M
Sorry?

JONES
A medical student's job is to be prepared. If you haven't done the reading and you don't know the anatomy, you'll kill someone.
M

Next time I can -

JONES

There isn't a thought in your head that I am going to find illuminating.
Interactive W/ Dr. Jones

- What is:
  - educating?
  - strengthening?
  - humiliating?
  - hazing?
CRLT Players

- Started as single position of writer/director
e.g. classroom sketches, student actors

- Became a theatre
  e.g. three full time staff
  sketches and plays
  travel: conference keynotes & universities
  NSF Institutes
The ADVANCE Program began as a five-year, NSF-funded project promoting institutional transformation with respect to women faculty in science and engineering fields. With the University’s commitment to continue funding through June 2016, the program has expanded to promote other kinds of diversity among faculty in all fields. The ADVANCE Program aims to improve the University of Michigan’s campus environment in four general areas:

• **Recruitment** — focuses on development and use of equitable recruiting practices
• **Retention** — focuses on preemptive strategies to prevent the loss of valued faculty
• **Climate** — focuses on improvement of departmental climate
• **Leadership** — focuses on support for development of leadership skills and opportunities as well as on support for development of skills among all academic leaders to encourage supportive climates
OTHER EXAMPLES
Interactive Theater/Applied Theater/Theater for Dialogue
The Fence
(& actor training)
The Fence
Outline

- Introduction
- Performance, THE FENCE
- Report: the issues
- Groups: strategies
- Interactive forum
- Replays & discussion
- Closing/evaluation
The Fence

Creation Process

- Initial discussions/readings
- Focus group/role play
- Transcription/script writing
- Consults
- Rehearsals
- Preview/feedback
- Rehearsals
- Preview/feedback
- Low stakes performance
The Fence
Trends in Responses

- **Donna:** female is either for candidate because of gender, or against candidate because of gender.

- **Bob:** occupies psychological space.

- **Interactive:** men debate, women strategically intervene.
Training Actors

- Terms/Language/Jargon
- Source Work
- Rehearsal – Interactive Practice
A Brief Guide to Academic Vocabulary
- Mika LaVaque-Manty
  Associate Professor
  mmanty@umich.edu
Department of Political Science
University of Michigan
http://www.umich.edu/~mmanty
Getting tenure A faculty member gets tenure when his or her tenure-track comes to a successful end as a result of a tenure review. At the end of one’s tenure track, one is up for tenure or even just up (“Jim’s up this year. No wonder he seems so freaked out all the time.”). The “get + [noun]” formulation is sometimes expressed with an “is + [participle],” but usually only in the case of past tense, though: “Jane was tenured two years ago.” However, the “got + [noun]” construction is always correct.
You have millions of dollars.

In groups: create a science department that is as sexist/racist/classist/etc. as possible, but within state and federal laws.

Report out – build a single department.

Based on what you know, how does this fictional department relate to the actual operation, culture, and climate of most science departments (or any department)?

In groups: build a science department focused on producing high quality, innovative work.
Rehearsal – Interactive Training

- Q & A (integration)

Additional:
- Exercises (e.g. How many animals on the farm?)
A UNIVERSITY DEPARTMENT: THE MUSICAL
Shoulders of Giants - sample
“THE SEARCH”
University of New Hampshire
Residency Interviews* Simulation
Objectives

• Discuss common challenges related to assessing applicants and residents during the residency training process

• State the ways that bias, background, and perspective can interfere with the evaluation process

• Formulate approaches to interviewing and applicant assessment that help maintain an equitable evaluation process
Agenda

- Introduction

- Simulation: The Applicants
  - Personal Statements
    - Reflection: strengths and challenges
  - Interview
    - Reflection: strengths and challenges
  - Switch
Dr. Jenny Donovan   Dr. Kashi-Tara Barrett   Dr. Dan Kavanaugh
<table>
<thead>
<tr>
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SWITCH ONE
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• Meharry Medical College

• Saint Louis University School of Medicine
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<td>Class president</td>
<td>Worked in stem-cell lab with 2 posters and 1 publication</td>
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<td>Ran free clinic for underserved</td>
<td>Won research award for best poster presentation</td>
<td>Lost his father at an early age to pancreatic cancer</td>
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<td>Mark for unprofessional behavior: stealing reserved textbook from the library before biochem exam during MS-1 year. No further problems.</td>
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What changed and what stayed the same with your assessment?
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• Lost his father at an early age to pancreatic cancer
• Mark for unprofessional behavior: stealing reserved textbook from the library before biochem exam during MS-1 year. No further problems.
• Identifies as Catholic during the interview
• Took leave of absence to care for family member
• President of GLBT club
• Identifies as Jewish during the interview

• Failed Biochemistry & had to retake over the Summer

• Conservative Republican/Against Obamacare
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What changed and what stayed the same with your assessment?
# CRLT Theatre

## The Beginning

<table>
<thead>
<tr>
<th>WISE</th>
<th>Year 1-3</th>
<th>Year 3</th>
<th>Year 4 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinda-Sue Davis, Ph.D, Asst. Director</td>
<td>Full-Time Position – 3 year Pilot</td>
<td>ADVANCE collaboration</td>
<td>• Requests – from attendees of performances (Travel begets more travel)</td>
</tr>
<tr>
<td>WISE – grant</td>
<td></td>
<td>- 3 sketches</td>
<td>• Financial commitment from schools at U-M for regular &amp; by-request performances</td>
</tr>
<tr>
<td>Sketch: CLIMATE THEATER PROJECT</td>
<td></td>
<td>- Internal support</td>
<td>• Growing array of sketches, plays, and approaches</td>
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### Sketch: CLIMATE THEATER PROJECT

**Faculty Meeting (Departmental Climate)** - 15 Minutes
**INTERACTIVE WITH CHARACTERS** (Suggestions/Replay) - 16 Minutes
**Mentoring** (Travel begets more travel) - 16 Minutes
**The Fence** (T&P) - 30 Minutes
Budget Model

Programs - collaboration
ADVANCE $XXXX

University - for presentations
School of Engineering $XXXX
LS&A
Engineering
Etc.

Travel – presentations
University Y $ (stipend + expenses)

Office of Vice Provost $XXXXXX
## Center for the Application & Scholarship of Theater

### The Beginning

<table>
<thead>
<tr>
<th>4-mnth Visiting Scholar</th>
<th>Year 1-2</th>
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<tr>
<td>Dementia</td>
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<td>Diversity Admissions</td>
<td></td>
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<td>Workshops</td>
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**Sketch:**

**MILESTONES**

- Requests
- Financial commitment pending
- Growing array of sketches, plays, and approaches
CAST
Budget Model

August, ‘12

Endowment

April, ’14

Base = to Endowment
Growing reputation
Large network
Travel

Next step: find a structure/home base (GWU?)
Evaluation
Three Methodologies

• Unstructured forms of feedback (e.g. reflective journals from students and informal discussions)
• Structured but open-ended questionnaires
• Highly structured, quantitative surveys

Staging data: Theatre as a tool for analysis and knowledge transfer in health research
Kate Rossiter, Pia Kontos, Angela Colantonio, Julie Gilbert, Julia Gray, Michelle Keightley
MARLENE: Yes . . . there are very different reasons for hiring people of different talents at different places in their career trajectory. Yes, we need to acknowledge that they are in different places. And it is because we are acknowledging this that we need to really think about—

FRANK: (Speaking over MARLENE) Well, Professor Young is at a place in his career that does make him much more sought after and much more influential. . . . The prestige he will bring to this department is unparalleled. We need to think about how our department will be perceived . . .

(MARLENE looks at TERRANCE as she and FRANK overlap. He does nothing.)

MARLENE: (To FRANK) Excuse me, I am not done speaking. (Steiger 2004, 5)
Evaluating
THE FACULTY MEETING

- Providing feedback

- Assessments of, and justification for, the theatre program

- Assessments of, and justification for, the use of theatre for purposes of institutional transformation
## Evaluating THE FACULTY MEETING

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
<th>Tenure: The Fence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The issues raised in the performance reflected my personal experiences</td>
<td>51</td>
<td>3.92</td>
</tr>
<tr>
<td>The issues raised in the performance reflected experiences of my colleagues</td>
<td>48</td>
<td>4.06</td>
</tr>
<tr>
<td>The issues raised in the performance reflected behaviors/issues I have observed at UM</td>
<td>49</td>
<td>3.98</td>
</tr>
<tr>
<td>The audience/actor interactive discussion enhanced my understanding of the issues</td>
<td>50</td>
<td>4.12</td>
</tr>
<tr>
<td>The balance between giving information and encouraging discussion in the presentation was appropriate</td>
<td>50</td>
<td>4.54</td>
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**Scale:** Strongly Disagree (1) ... Strongly Agree (5)

- Please rate the overall effectiveness of the CRLT sketch and interactive presentation: 10, 4.90; 17, 4.82; 27, 4.85; ns
- The issues raised in the performance are important. 10, 4.90; 17, 4.53; 27, 4.67; ns
- The performance made me think about some familiar interactions and situations in new ways. 10, 4.20; 17, 4.29; 27, 4.26; ns
- The issues raised in the performance reflected issues I have observed at UM. 10, 4.20; 17, 4.41; 27, 4.33; ns
- The audience/actor interactive discussion enhanced my understanding of the issues. 10, 4.50; 17, 4.00; 27, 4.19; ns

*ns = not significant.  *p = .05;   **p = .01;   ***p = .001
I think this presentation is excellent, right to the point, and I find it way more effective than any statistics/graphs that I have seen on work climate for women/minorities. I can’t help noticing that among some colleagues I spoke with, male colleagues do not perceive it in the same way as females. I have come across responses from shrugging shoulders to “it’s a bit heavy handed, isn’t it?” to “it was good, but our department is not like that” (not joking). Why that is, is probably part of the issue.
I should probably confess that I am likely one of the people who said... that I found the sketch a bit heavy-handed. ... I expect that the sketch was probably more powerful if you yourself have suffered from some (or all) of the injustices portrayed and I definitely should have been more sensitive to that.

He concluded his lengthy reflections by wondering about the impact of his own behavior interrupting female and junior male colleagues:

I guess it also made me wonder if there is any disparity in my behavior or if my interrupting may have a more negative impact on female colleagues given the general climate issues.