

Using Interactive Theater Programs to Impact Departmental Climate

(Applied Theater)

Jeffrey Allen Steiger

Jeffreyallensteiger@gmail.com

Artistic Director

Center for the Application and Scholarship of Theater

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

“Theater for Dialogue” Strengths *

- ~~Examine the issue of the~~ Portrays 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*

“Theater for Dialogue”

- **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.



W I S E L I

Women in Science & Engineering Leadership Institute
University of Wisconsin-Madison

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

Learning Objectives - MILESTONES

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)

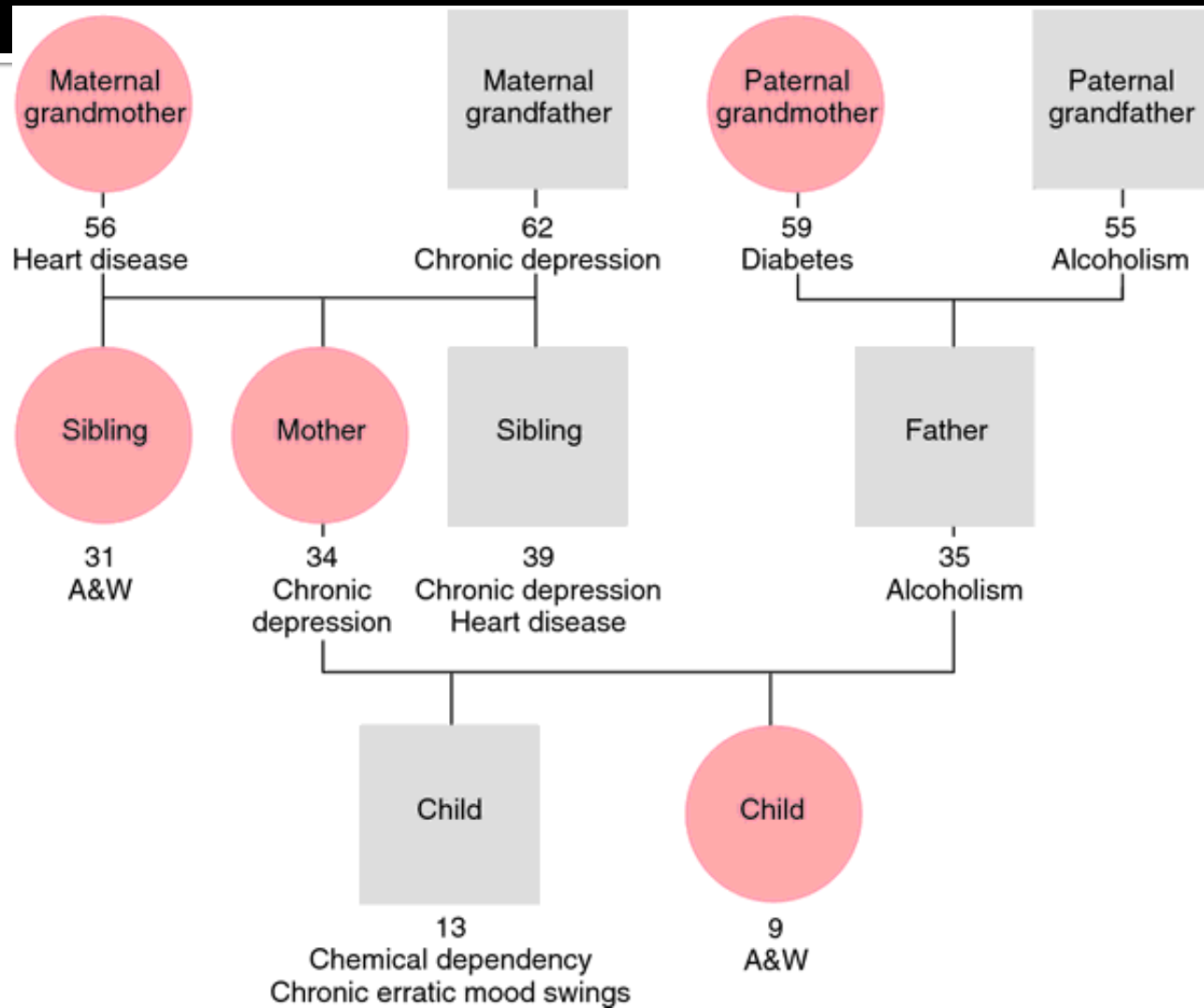
Vanderbilt Center for Professional Health

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

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

Genogram

(e.g. activity in Distressed Physician Course)



- <http://medical-dictionary.thefreedictionary.com/genogram>

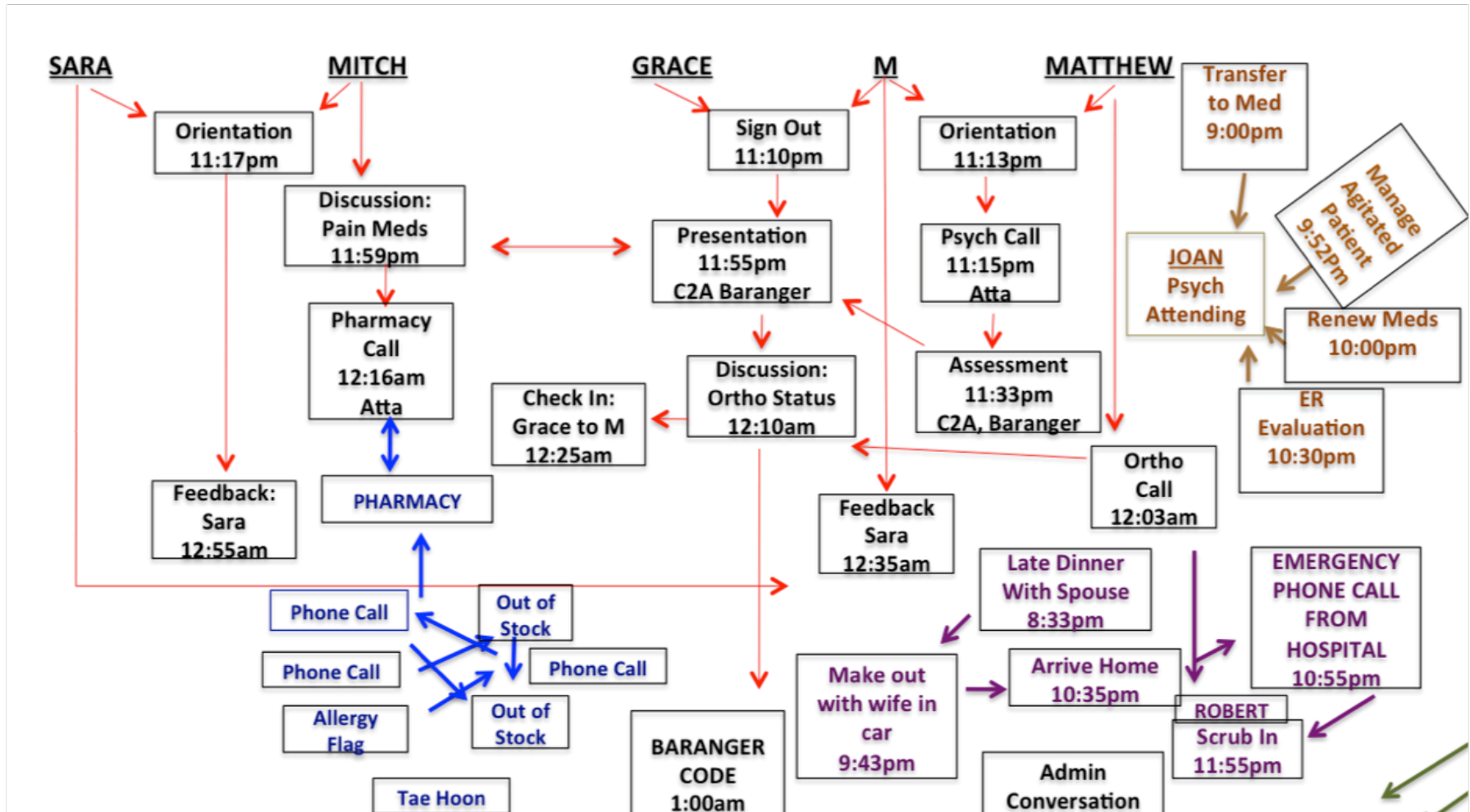
MILESTONES

The case of Dr. M. Smith

A play in two short acts

ACT I	<u>CHARACTERS</u> (4 Actors)	ACT II
Prologue		I. The Next Day
	■ Dr. M. Schirtda Smith ('M')	II. The Relationship
I. The Orientation	■ Mitch (\$Damage Nurse) (peers)	III. Sign Out
	■ Grace (Attending partner)	IV. Orientation: Matthew
II. The Relationship	■ Matthew (Medical Students)	V. Psych consult
	■ Sara (Nurse)	VI. Orientation: Sara
III. Studying	■ Consultants Jones (Attending)	VII. Presentation on patient
IV. The Lab		VIII. Pain Med Conv.
V. The Third Year		IX. Ortho consult
VI. Match day		X. Complaint
VII. Graduation		XI. Pharmacy
		XII. Check in w/Attending
		XIII. Complaint to Sara
		XIV. Pimp the Student
		XV. The Code

Diagram of Act II



Orientation



The Lab



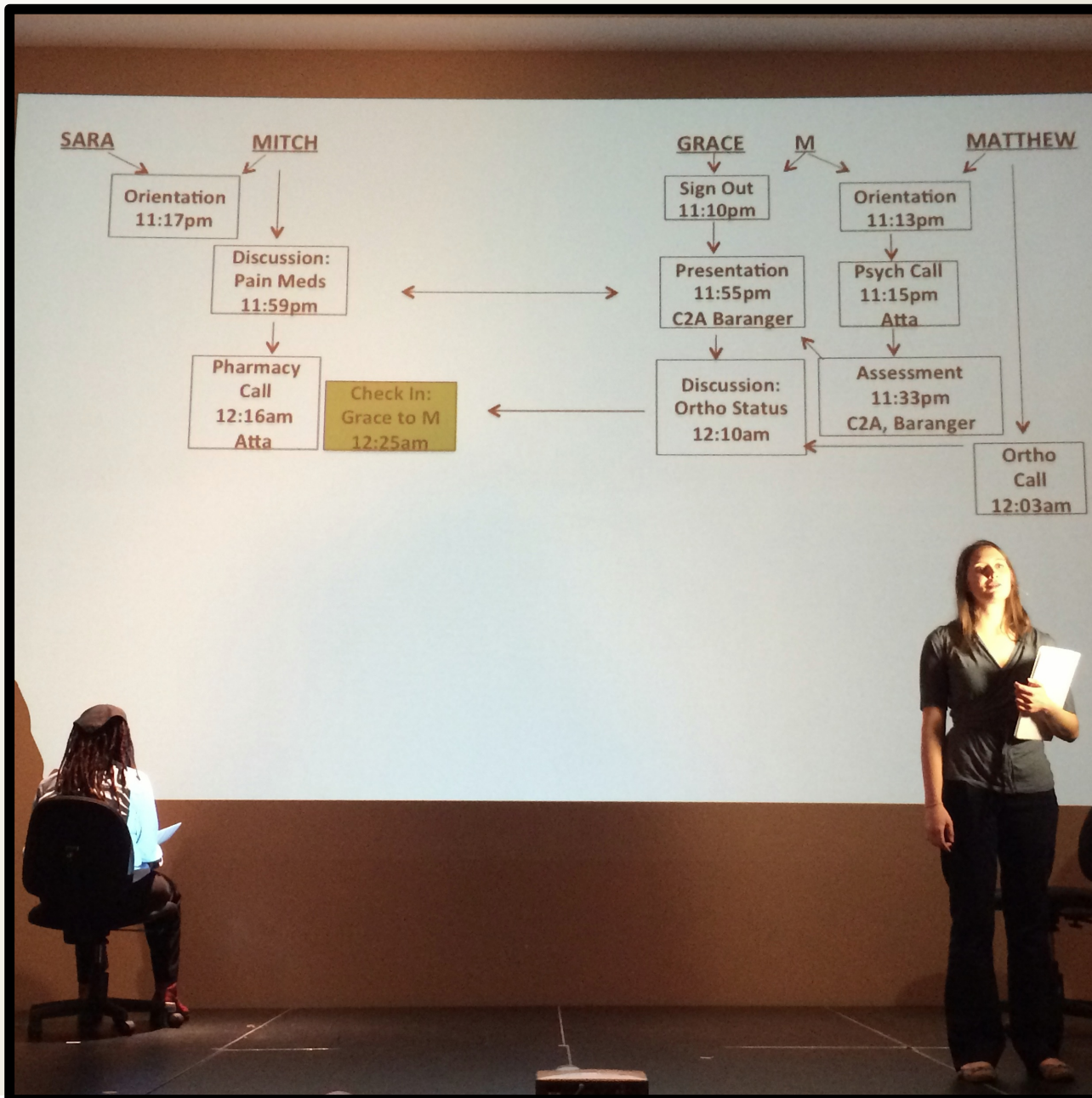
Studying



Third Year



The Hospital



Look. I'm about to go into surgery here. I'll look at the Xray.

ER Phone
Call
12:03AM

ROBERT, WITH

in Dis
Sp
3pm

Ma
wit

EMERGENCY
NE CALL
FROM
HOSPITAL
5pm



Sample – OPENING MONOLOGUE

Agenda - MILESTONES

Preshow

Milestones: Act I – The Training

Facilitated Discussion

Reflection

Milestones: Act II – The Emergency Department

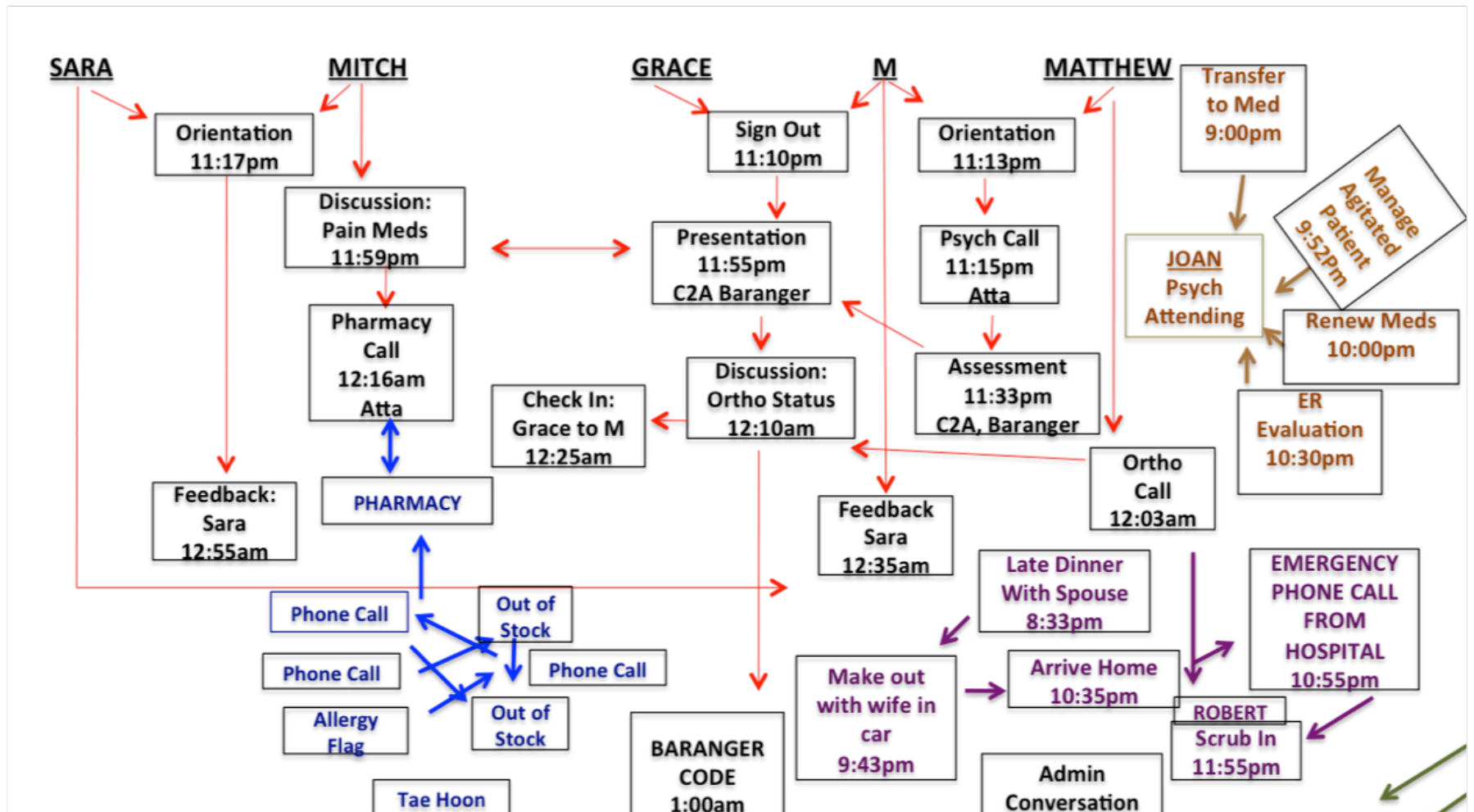
Facilitated Discussion

Activity

Reflection

Evaluation

Theater as a Practical Approach



Interactive W/ Dr. Jones

Interactive W/ Dr. Jones

Who are you? JONES

I 'm M? M

M&M? JONES

M for Melinda. M

Interactive W/ Dr. Jones

JONES

You don't scrub before the surgeon.

M

I'm sorry.

JONES

Have you ever been in surgery before?

M

No.

Interactive W/ Dr. Jones

JONES

Do you know what we're doing today?

M

A rotator cuff.

JONES

What are the typical steps for repairing a rotator cuff?

Interactive W/ Dr. Jones

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?

Interactive W/ Dr. Jones

M

You saw 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.

Interactive W/ Dr. Jones

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

e.g. Training Actors

Terms/Language/Jargon

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>

Training Actors

e.g. **A Brief Guide to Academic Vocabulary**
(4 page document)

- **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.

Training Actors

Source Work

- EXERCISE

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

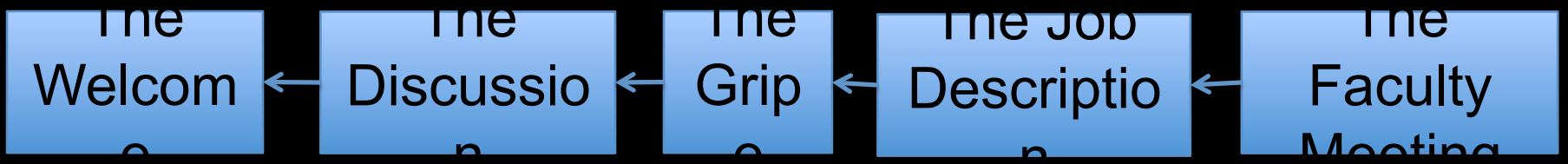



Shoulders of Giants - sample



“THE SEARCH”
University of New Hampshire

THE SEARCH



The Performance 

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

- University of Florida School of Medicine

- USMLE STEP 1: 215

- SPECIALTY CHOICE:
Ob/Gyn

MEDICINE: HIGH PASS

SURGERY: PASS

OB/GYN: HONORS

- Meharry Medical College

- USMLE STEP 1: 235

- SPECIALTY CHOICE:
Internal Medicine

MEDICINE: HIGH PASS

SURGERY: PASS

OB/GYN: HIGH PASS

- Saint Louis University School of Medicine

- USMLE STEP 1: 195

- SPECIALTY CHOICE:
Surgery

MEDICINE: PASS

SURGERY: PASS

OB/GYN: PASS

SWITCH ONE

- University of Florida School of Medicine

- Meharry Medical College

- Saint Louis University School of Medicine

- **Stanford**

- **West Virginia
University**

- University of
California, SF**

- **Stanford**

- USMLE STEP 1: 215
- SPECIALTY CHOICE:
Ob/Gyn
- MEDICINE: HIGH PASS
- SURGERY: PASS
- OB/GYN: HONORS
- Identifies as Catholic during the interview
- President of AMSA
- Ran free clinic for underserved

- **West Virginia University**

- USMLE STEP 1: 235
- SPECIALTY CHOICE:
Internal Medicine
- MEDICINE: HIGH PASS
- SURGERY: PASS
- OB/GYN: HIGH PASS
- Took leave of absence to care for family member
- Class president
- Won research award for best poster presentation
- Runs a controversial blog exposing injustices in healthcare

- **University of California, SF**

- USMLE STEP 1: 195
- SPECIALTY CHOICE:
Surgery
- MEDICINE: PASS
- SURGERY: PASS
- OB/GYN: PASS
- President of GLBT club
- Worked in stem-cell lab with 2 posters and 1 publication
- 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.

What changed and what stayed the same with your assessment?

SWITCH TWO

- University of Florida School of Medicine
- USMLE STEP 1: 215
- SPECIALTY CHOICE: Ob/Gyn

MEDICINE: HIGH PASS
 SURGERY: PASS
 OB/GYN: HONORS

- Identifies as Catholic during the interview
- President of AMSA
- Ran free clinic for underserved

- Meharry Medical College
- USMLE STEP 1: 235
- SPECIALTY CHOICE: Internal Medicine

MEDICINE: HIGH PASS
 SURGERY: PASS
 OB/GYN: HIGH PASS

- Took leave of absence to care for family member
- Class president
- Won research award for best poster presentation
- Runs a controversial blog exposing injustices in healthcare

- Saint Louis University School of Medicine
- USMLE STEP 1: 195
- SPECIALTY CHOICE: Surgery

MEDICINE: PASS
 SURGERY: PASS
 OB/GYN: PASS

- President of GLBT club
 - Worked in stem-cell lab with 2 posters and 1 publication
 - 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.

Dr. Jenny Donovan

Dr. Kashi-Tara Barrett

Dr. Dan Kavanaugh

- Identifies as Catholic during the interview

- Took leave of absence to care for family member

- President of GLBT club

Dr. Jenny Donovan

Dr. Kashi-Tara Barrett

Dr. Dan Kavanaugh

- **Identifies as Jewish during the interview**

- **Failed Biochemistry & had to retake over the Summer**

- **Conservative Republican/ Against Obamacare**

- University of Florida School of Medicine
- USMLE STEP 1: 215
- SPECIALTY CHOICE: Ob/Gyn

MEDICINE: HIGH PASS
 SURGERY: PASS
 OB/GYN: HONORS

- **Identifies as Jewish during the interview**
- President of AMSA
- Ran free clinic for underserved

- Meharry Medical College
- USMLE STEP 1: 235
- SPECIALTY CHOICE: Internal Medicine

MEDICINE: HIGH PASS
 SURGERY: PASS
 OB/GYN: HIGH PASS

- **Failed Biochemistry & had to retake over the Summer**
- Class president
- Won research award for best poster presentation
- Runs a controversial blog exposing injustices in healthcare

- Saint Louis University School of Medicine
- USMLE STEP 1: 195
- SPECIALTY CHOICE: Surgery

MEDICINE: PASS
 SURGERY: PASS
 OB/GYN: PASS

- **Conservative Republican/Against Obamacare**
 - Worked in stem-cell lab with 2 posters and 1 publication
 - 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.

What changed and what stayed the same with your assessment?

CRLT Theatre

The Beginning	Year 1-3	Year 3	Year 4 - 12
<p>WISE Cinda-Sue Davis, Ph.D, Debbie Taylor, Asst. Director WISE – grant</p> <p><i>Sketch:</i> CLIMATE THEATER PROJECT</p>	<p>Full-Time Position – 3 year Pilot</p>	<p>ADVANCE collaboration</p> <ul style="list-style-type: none"> - 3 sketches - Internal support 	<ul style="list-style-type: none"> • Requests – from attendees of performances (Travel begets more travel) • Financial commitment from schools at U-M for regular & by-request performances • Growing array of sketches, plays, and approaches

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	Year 1-2
4-mnth Visiting Scholar	<p data-bbox="548 646 789 695">Dementia</p> <ul data-bbox="1251 646 1528 699" style="list-style-type: none">• Requests <p data-bbox="548 789 1073 842">Diversity Admissions</p> <ul data-bbox="1251 789 1860 919" style="list-style-type: none">• Financial commitment pending <p data-bbox="548 935 825 989">Workshops</p> <ul data-bbox="1251 935 1793 1138" style="list-style-type: none">• Growing array of sketches, plays, and approaches

Sketch:

MILESTONES

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

Evaluating THE FACULTY MEETING

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

The issues raised in the performance reflected my personal experiences	51	3.92	118	3.28	169	3.47	***
The issues raised in the performance reflected experiences of my colleagues	48	4.06	110	3.52	158	3.68	***
The issues raised in the performance reflected behaviors/issues I have observed at UM	49	3.98	114	3.58	163	3.70	*
The audience/actor interactive discussion enhanced my understanding of the issues	50	4.12	117	3.90	167	3.96	ns
The balance between giving information and encouraging discussion in the presentation was appropriate	50	4.54	117	4.20	167	4.30	*

Tenure: The Fence

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. * $p = .05$; ** $p = .01$; *** $p = .001$

Evaluating THE FACULTY MEETING

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.

Evaluating THE FACULTY MEETING *

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.

