

Parker J. Palmer Courage to Teach Award



The Parker J. Palmer Courage to Teach Award honors program directors who find innovative ways to teach residents and fellows, 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*; his promotion of the concept of “living divided no more” has proven relevant to teaching in academic health centers.



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Nominators Had This to Say:

"To choose the Moon," a phrase that was coined by John F. Kennedy, has been adopted by Dr. Broder as a vision for the residency program. He encourages each resident to do things "not because they are easy, but because they are hard." As our leader, he embodies this vision by constantly adapting and working to make our Duke emergency medicine community stronger, never settling for the status quo. He consistently seeks feedback, which he thoughtfully acts on, and encourages us to take ownership of our program and do the same. This openness and persistent drive for betterment is inspiring and creates resolve within us, as trainees, based on Dr. Broder's excellent example."

"As chief residents, we have become intimately aware of the many variables that exist in managing a residency program - including the unique difficulties in managing residents on the frontlines of a pandemic. Dr. Broder consistently demonstrated his willingness to make himself available 24/7 to provide support, including covering resident shifts to ensure that residents are not reaching levels of burn-out in the face of coverage gaps due to resident illness. He continues to be a fierce advocate for resident resilience and wellness, while also motivating us to reach deep within ourselves to explore the extent of our abilities to care for not only our patients, but for one another."

"Dr. Broder is an exceptional teacher. While an innovator with patents to his name for 3D ultrasound technology, he similarly innovates resident education. He has engineered a shoulder dislocation model from pipes and wires to teach reduction methods, and created realistic models from home supplies to teach hands-on peritonsillar abscess drainage, joint aspiration, pericardiocentesis, and the list continues. Impressively, despite his incredibly busy schedule between clinical duties, research, education, mentorship, and being a husband & father, Dr. Broder has not missed a weekly resident learning

conference in years, consistently injecting both his wide swath of knowledge as well as his trademark puns.”

“During Dr. Broder's time as residency program director, he has transformed our residency from purely clinical to a more comprehensive training program, with opportunities for expanded training in research, innovation, education, and administrative pursuits. In addition to being an educational innovator and disseminator of new educational approaches, he is also an outstanding bedside and didactic teacher.”