

To the HMS Community

Academic year 2011 was another exciting and productive period for the Harvard Medical School Academy. Our members were extremely active in our interest groups as many of them played key roles in the planning and implementation of Medical Education Day and several symposia. The Harvard Inter-Hospital Medical Education Collaborative was also strengthened as the Academy tried to expand upon its outreach initiatives to the clinical affiliates, many of which which have seen significant growth in their own local professional development offerings.

The work of the Academy continued to support the Program in Medical Education and the development of our students. In particular, efforts were directed toward the Fundamentals of Medicine curriculum committees as course directors began work on implementation of recommendations of the task force on classroom learning. A series of distinguished educators stimulated faculty through our Medical Education Grand Rounds.

This past year was also a time of transition for the Academy. Dr. Charles Hatem stepped down after many years of distinguished service as the Director of the Center for Teaching and Learning and the Academy Fellowship in Medical Education. Charlie's influence has been profound at HMS and is felt on a daily basis through the work of over 100 graduates of his medical education fellowships at the HMS Academy, the Rabkin Fellowship at Beth Israel Deaconess Medical Center (BIDMC) and the Mt. Auburn Hospital Medical Education Fellowship. The impact of these "change agents" will be felt for years to come.

Dr. Beth Lown, the co-director of the Academy Fellowship in Medical Education has also departed for an exciting role in the Schwartz Center where her expertise and interest in enhancing communication skills of healthcare providers will be put to good use. We thank Beth for her commitment, her energy, and her insights.

We welcome Dr. Ed Hundert as the new Director of the Center for Teaching and Learning. Ed has had a distinguished career (detailed below) at HMS and several other institutions of higher learning. He brings a wealth of experience to his new position. Dr. David Roberts, one of the most active teachers and educators at HMS, will be joining our team as Associate Director of the Academy. David, who also serves as Director of the BIDMC Academy, will focus his time on the work of our interest groups and furthering the linkages between the HMS Academy and the clinical affiliates.

The HMS Academy remains committed to supporting the work of all of our teachers, whether they are educating students, residents, fellows, or colleagues, and to enhancing the quality of the curriculum and the learning experience of our students in the Program in Medical Education. I thank our Academy staff - Lisa Frontado, Crystal Chang, and Suzanna Shorey – along with all my colleagues in the Academy leadership for their support and hard work in AY'11.



Richard M. Schwartzstein, MD Director of the Academy Ellen and Melvin Gordon Professor of Medicine and Medical Education Harvard Medical School

New Appointments

We are delighted to inform you that we have made two important faculty appointments in the Academy at Harvard Medical School (HMS) and the Academy Center for Teaching and Learning (CTL). Dr. Edward M. Hundert will serve as Director of the Academy Center for Teaching and Learning, where he will oversee faculty development programs for core HMS MD program courses and Medical Education Grand Rounds, and will lead the Academy Fellowship in Medical Education. Dr. David Roberts will serve as Associate Director of the HMS Academy. In this capacity, he will focus his efforts on outreach to hospital-based academies/centers for education, on development of Mini Symposia and Interhospital Collaborative sessions, and on a program of peer observation of teaching; in addition, he will assist Dr. Hundert on the Academy Fellowship in Medical Education. Both Dr. Hundert and Dr. Roberts will also be working with Academy interest groups.

Edward M. Hundert, M.D., Director of the Academy Center for Teaching and Learning

Dr. Hundert is Senior Lecturer in Medical Ethics at Harvard Medical School, where he directs the first-year HMS course, Medical Ethics and Professionalism. He has served as President of Case Western Reserve University, Dean of the University of Rochester School of Medicine and Dentistry, and, from 1990-97, Associate Dean for Student Affairs at Harvard Medical School. As Senior Associate Dean for Medical Education at University of Rochester, he led the school's creation of the "Double Helix Curriculum," a sweeping integration of the basic and clinical sciences across the four-year medical school experience. His work on the "informal curriculum" has helped frame the national discussion of professionalism in medicine.

Dr. Hundert earned a B.S. in mathematics and the history of science and medicine, summa cum laude, from Yale University. He attended Oxford University as a Marshall Scholar, receiving the Batterby Prize from Hertford College for "highest first class honours in philosophy, politics and economics." He graduated from Harvard Medical School in 1984 and completed his psychiatric residency at McLean Hospital, where he served as chief resident. He has received numerous teaching, mentoring, and diversity awards, and for six consecutive years he was voted the "faculty member who did the most for the class" by the HMS graduating class.

Dr. Hundert's leadership roles in medical education and higher education make him an exceptional choice to lead the Academy Center for Teaching and Learning. Through all stages of his career, he has had an abiding interest in faculty development of teaching skills. His experience and dedication to advising and mentoring students, his creative approaches to curriculum development and reform, and his enthusiasm and passion for teaching will further enhance the Academy CTL programs that have been so ably led by his predecessor, Charlie Hatem, and he will be a wonderful and inspiring role model for the faculty who lead our courses and clerkships and teach and mentor our students.



Edward J. Hundert, MD Director of the Academy Center for Teaching and Learning Senior Lecturer in Medical Ethics

David H. Roberts, M.D., Associate Director of the Academy



David H. Roberts, MD Associate Director of the Academy Assistant Professor of Medicine

Dr. Roberts is Assistant Professor of Medicine at Beth Israel Deaconess Medical Center (BIDMC), where he serves as an attending on the pulmonary consult and critical care services and in the pulmonary ambulatory clinic. At the Shapiro Institute for Medical Education and Research at BIDMC, where he is Associate Director, Dr. Roberts leads the BIDMC Academy for Medical Educators. At Harvard Medical School, Dr. Roberts is Director of the Respiratory Pathophysiology section of the second-year Human Systems course and Director of the third-year Principal Clinical Experience at BIDMC.

Dr. Roberts received a B.A. in biochemistry, summa cum laude, from Cornell University in 1991, where he was also a College Scholar, and graduated from Harvard Medical School in 1995. He completed a residency in internal medicine at Massachusetts General Hospital and a fellowship in pulmonary and critical care in the Combined Harvard Program. He was a Rabkin Fellow in Medical Education at BIDMC in 2003-04 and a Scholar in the Harvard Macy Program in 2008.

Dr. Roberts' interests in medical education scholarship include studying the motivating factors for students' learning, such as curiosity, and designing new curricula to enhance students' critical thinking skills. His excellent teaching has been recognized with numerous awards, including a HMS Faculty Prize for Excellence in Teaching (Years 1 & 2) in 2006; a Class of 2010 Best Clinical Instructor at BIDMC Award; Teacher of the Year in the Combined Pulmonary and Critical Care Fellowship in 2005; and the S. Robert Stone Award for Excellence in Teaching at Beth Israel Deaconess Medical Center in 2007.

We are very excited to have two such talented and accomplished medical educators in these important medical education leadership roles at Harvard Medical School. Please join us in welcoming Drs. Hundert and Roberts as they assume their leadership positions in the HMS Academy.

New Initiatives

Academic Year 2011 was another exciting year of growth and innovation for the HMS Academy. Our members, who have committed to ongoing professional development for themselves and their colleagues, took on new roles as part of the Academy Interest Groups. Three of our Interest Groups (The Hidden Curriculum, Feedback and Evaluation, and Peer Observation) joined with Academy Staff to plan and implement three symposia; in most cases the interest group members played key roles as workshop leaders and participants in the program. Based on the success of this initiative, three of the Academy Interest Groups will plan and present symposia each year in the future. In addition, at the urging of the Academy membership, a new interest group focusing on mentoring was created.

The work of the interest groups is consistent with our goal to have an active membership that plays an important role in the development of our programming for the entire faculty at HMS. Being a member of the Academy is not only an honor but carries significant responsibility to continue to develop personally as an educator and to commit to assisting others to achieve their goals as teachers.

Our Office of Educational Research was launched in October 2010 with the arrival of Amy Sullivan, PhD, who serves as our Associate Director for Education Research. Along with Toni Peters, PhD, Associate Director for the Center for Teaching and Learning, Dr. Sullivan created a fellowship in education research. Our first two fellows are immersed in an 18 month program of seminars, hands-on research, data analysis and manuscript preparation as they learn the intricacies of study design, survey development, and qualitative and quantitative analysis. Dr. Sullivan is also working to create an education research interest group and has been instrumental in preparing a mentoring program for students who will select education topics for their Scholarly Projects at HMS. Interactions with the medical school's human subjects committee have also been clarified by Dr. Sullivan this year, and the process for obtaining IRB approval for educational studies has been simplified.

Given the new energy brought to education research, it was not a surprise that the Inter-hospital Education Collaborative refocused its efforts. Using a new format that brought together presenters from two of the major HMS clinical affiliates each session, the programming provided opportunities for junior and senior faculty members to present work in progress and solicit feedback from their colleagues. In many cases, the discussion led to ideas for new collaborations. We anticipate that the number of successfully completed projects and multi-institutional studies will increase in the years to come and will be reflected in greater representation by HMS faculty members in the scholarship of medical education.

Recognizing the important role our residents play in the clinical education of HMS students, our inaugural program in "resident-as-teacher" education was presented. Key faculty members from each of HMS' major clinical affiliates participated in a year-long seminar program to elucidate the key elements of a successful resident-as-teacher program. We count on the graduates of this program to work with their colleagues at their respective institutions to enhance the teaching skills of our residents throughout the HMS system.

I hope that this outline of some of our new programs will provide you with a sense of the energy, enthusiasm, and commitment of the Academy staff and members. Together, we share a passion for education and for the learning and development of our students.

Major Academy Events

Medical Education Day

The Hidden Curriculum at Harvard Medical School October 26, 2010 Faculty Chairs: Elizabeth Gaufberg, MD MPH & Sigall Bell, MD

This year's Medical Education Day focused on the hidden curriculum at Harvard Medical School. How do we better understand medical culture and how does it affect students, trainees, and faculty? What role do we each play in the hidden curriculum? How can we build solutions to both humanize medical education and celebrate our best teachers and moments in medicine?

Keynote: Frederic W. Hafferty Ph.D. Professor and Associate Director, Program in Professionalism & Ethics, Mayo Clinic *The Hidden Curriculum, Professionalism, Social Networks, and Organizational Change: A*

The Hidden Curriculum, Professionalism, Social Networks, and Organizational Change: A Challenge and Road Map

Workshops:

Sigall Bell, MD & David Browning, MSW - Patient Safety and the Hidden Curriculum

Michael Kahn, MD & Jennifer Kesselheim, MD, EdM - What is Professionalism? From Etiquette to Action

Katharine Treadway, MD, Frederic W. Hafferty PhD & Elizabeth Gaufberg, MD, MPH - Physician Identity Formation and Medical Culture

Toni Peters, PhD, Ed Krupat, PhD & Alex McAdam, MD, PhD - *The Pre-clinical Hidden Curriculum: Assumptions, Expectations, and Messages*

Richard Schwartzstein, MD & Jo Shapiro, MD - Organizational Change and Accountability in the Hidden Curriculum

Alan Woolf, MD, MPH & Lisa Breen, MD - Power and Hierarchy in Medical Culture: Effect on trainees

Plenary: Next Steps Forward: A Roadmap for Institutional Commitment and Change at HMS







Symposium on the Science of Learning:

Implications for Medical Education from the Neurosciences and Social Sciences

Resiliency and Learning: Implications for Teaching Medical Students and Residents George S Everly Jr, PhD & Bruce S. McEwen, PhD April 1, 2011

The 2011 Symposium on the Science of Learning: Implications for Medical Education from the Neurosciences and Social Sciences posed the question, "How do we maintain resiliency during stressful experiences?" Recent studies document high rates of depression and burn-out among medical students, residents in a broad spectrum of specialties, and physicians in practice. Drs. George Everly (Johns Hopkins School of Public Health) and Bruce McEwen (Rockefeller University), both distinguished scholars, presented research on the impact of stress on the brain, factors contributing to resiliency, and evidence that resiliency can be taught. They described interventions that change brain function and foster resiliency.



Bruce S. McEwen, PhD Alfred E. Mirsky Professor Head, Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology The Rockefeller University

Protective and Damaging Effects of the Mediators of Stress and Adaptation: Central Role of the Brain



George S. Everly, Jr, PhD Department of International Health Bloomberg School of Public Health Johns Hopkins University

The Core Elements of Psychological Resilience: From Children to Navy SEALs

Feedback and Evaluation Mini Symposium:

Identifying Barriers, Developing Best Practices

Planned in association with the Feedback and Evaluation Academy Interest Group Co Chairs: Jonathan Alpert, MD PhD and Eugene Beresin, MD

February 17, 2011

All medical school faculty agree that timely, relevant verbal feedback and accurate written evaluation are essential components of medical education. Nevertheless, medical students and residents frequently consider the feedback they receive to be limited, arbitrary or overly general while faculty responsible for feedback and evaluation often observe they have insufficient time, data and training to carry out this important task. The aim of this mini-symposium planned by the Academy Feedback and Evaluation Interest Group was to examine the obstacles to giving and receiving useful feedback, consider strategies for gathering relevant observational data, and generate positive practices for providing meaningful feedback on the spot, giving delayed feedback and formulating summative feedback.

The symposium opened with a Harvard Business School case presented by Thomas DeLong Ph.D., the Philip J. Professor of Management Practice at HBS. Before joining the Harvard faculty, Professor DeLong was Chief Development Officer and Managing Director of Morgan Stanley Group Inc., where he was responsible for the firm's human capital and focused on issues of organizational strategy and organizational change. Professor DeLong interacted and role played with attendees around the business case thereby exemplifying core principles of feedback which was reinforced and extended in four workshops relevant to different dimensions of feedback and evaluation in medical education settings. Participants reconvened for a discussion of challenges and best practices for improving the quality of feedback and evaluation at HMS.

Feedback and Evaluation Workshops:

Graham McMahon, MB BCH, Keith Baker, MD PhD, & David Topor, PhD *Gathering Data for Feedback*

Toni Peters, PhD, Lisa Breen, MD, & Chris Smith, MD *Giving Feedback in the Moment*

Stephanie Jones, MD, Jennifer Kesselheim, MD, & Terry Bard, DD *Giving Feedback Post-Hoc*

Susan Farrell, MD MEd & Ed Krupat, PhD *Providing Summative Feedback*



Thomas Delong, PhD Philip J. Stomberg Professor of Management Practice Harvard Business School

Feedback and Evaluation: An Interactive Case Study

Professor DeLong teaches MBA and executive courses focused on managing human capital, organizational behavior, leadership and career management. DeLong serves as course head for the required course on Leadership and Organizational Behavior. He has designed MBA courses focusing on managing human capital in high performance organizations and strategic issues in professional service firms.

Peer Observation of Teaching Mini Symposium

Planned in association with the Peer Observation Academy Interest Group Co Chairs: Lori Newman, MEd, and Susan Frankl, MD

June 2, 2011

The goals of this session were to provide a forum for HMS faculty to discuss and learn how to initiate a "Peer Observation of Teaching" program as a mechanism for faculty development and educational collaboration. At the end of this session, attendees are be able to:

- Describe current peer observation of teaching programs at HMS
- Describe current faculty attitudes towards peer review (Results of Faculty Survey)
- Outline the elements needed to introduce peer observation of teaching in courses, clerkships, and residency programs
- Identify barriers to implementation of peer observation programs and propose solutions
- Participate in a community of HMS faculty interested in peer observation of teaching and create opportunities for collaboration

Peer Observation of Teaching Workshops:

Steps to Introducing a Successful Observation of Teaching Program

Lori Newman, MEd & Richard Schwartzstein, MD *Large Group Teaching*

Laurie Fishman, MD, Graham McMahon, MB BCH, Daniel Hunt, PhD, & Toni Peters, PhD Small Group Teaching/Inpatient Case-based Teaching

Lisa Breen, MD & Susan Burgin, MD Ambulatory Teaching

Panel Discussion/Question and Answer Session

Moderator: Richard Schwartzstein, M.D.

Panelists:

Kathleen Finn, MD -- MGH Collaborative Peer Observation Program for the Inpatient Ward Service Susan Frankl, MD -- Primary Care Clerkship Thomas Kane, PhD -- Measures of Effective Teaching Project Randy King, MD -- Molecular and Cellular Basis of Medicine Course David Roberts, MD -- Harvard Pulmonary & Critical Care ICU Didactic Sessions



Thomas Kane, PhD Professor of Education and Economics Harvard Graduate School of Education

Using Observation to Identify Effective Teaching Strategies

Professor Kane reflected on lessons learned and insights gained from the Bill and Melinda Gates Foundation's national Measures of Effective Teaching Project. He addressed how observation of teaching allows better understanding of the connection between teacher effectiveness and student achievement, and discussed how the MET project was able to attain buy-in and acceptance of its nation-wide, videotaped observations of 3000 teachers.

Academy Center for Teaching and Learning

Programs

The Academy Center for Teaching and Learning (ACTL) at the Harvard Medical School was established in 2006, to create, implement and evaluate educational faculty development programs, assess faculty teaching and support faculty members' educational endeavors as a recognized element in academic achievement. The Academy Center for Teaching and Learning is committed to implementing educational programs for teaching faculty that enhance student learning and ultimately provide for the best care of patients. The Center is committed to the educational development of HMS quad-based faculty as well as faculty and residents at HMS affiliated institutions who are involved in core and elective courses that are part of the HMS curriculum. All individuals within the HMS community who teach in classroom or clinical settings are invited to participate in Center activities.

We believe that the central moral responsibility of medical education is the improvement of the health of the society. Toward that end, the Academy Center for Teaching and Learning is committed to implementing educational programs for teaching faculty that enhance student learning and ultimately provide for the best care of patients.



Medical Education Grand Rounds

Medical Education Grand Rounds comprise a series of one-hour monthly sessions, open to all HMS faculty, that are held throughout the year.

Characteristics of Effective Teachers in Medical Education

September 17, 2010

Charles Hatem MD - Harold Amos Academy Professor of Medicine, Harvard Medical School

A discussion of the capabilities of teachers that ought to be required in medical education.

A Taxonomy of Listening and its Clinical Symptoms

October 8, 2010

Abraham Fuks MD - Professor in the Department of Medicine, Pathology and Oncology, McGill University

Patients continually indicate that a "doctor who listens" is at or near the top of their lists of desired attributes in describing their ideal physician. At the same time, the complaints that "doctors do not listen" is ubiquitous. This seminar explored this apparent paradox by dissecting the following questions:

- 1. What is listening and how can it be understood?
- 2. What work does listening perform in the clinical encounter?
- 3. Why is it the armature upon which the clinical method is anchored?
- 4. What are the syndromes of deafness found amongst clinicians and what is their pathogenesis?
- 5. Can listening skills be taught and if so, how?

Learning from Failure in Health Care: Frequent Opportunities, Pervasive Barriers

November 12, 2010

Amy Edmondson PhD - Novartis Professor of Leadership and Management, Harvard Business School

The notion that hospitals and medical practices should learn from failures, both their own and others, has obvious appeal. Yet, healthcare organizations that systematically and effectively learn from the failures that occur in the care delivery process, especially from small mistakes and problems rather than from consequential adverse events, are rare. This talk explored pervasive barriers embedded in health-care's organizational systems that make organizational learning from failure difficult and recommends strategies for overcoming these barriers to learning from failure, emphasizing the critical role of leadership.

Learning from Teaching Evaluations: the Harvard Business School Experience

December 10, 2010

Willis Emmons PhD – Senior Lecturer and Director of the Christensen Center for Teaching and Learning, Harvard Business School

This session explored how student evaluations of teaching (SETs) be used for faculty development. SETs are commonly can used for other purposes, such as performance appraisal of faculty, promotion and tenure decisions, teaching awards, and course selection by students. The literature on those more common uses is both extensive and growing. In contrast, research on the use of SETs for faculty development is considerably more limited, perhaps reflecting the fact that such developmental perspective is also relatively rare in practice. In this session we: a) offered participants a forum to discuss their individual and institutional experiences with SETs; b) shared the quantitative, qualitative and procedural approaches we use at HBS's Christensen Center for Teaching and Learning to help faculty draw on SETs for their own development as teachers in different stages of their academic careers; and c) engaged participants in an active exercise of analyzing evaluation puzzles, drawing on data from actual SETs (disguised to protect confidentiality), and worked together to tease out their underlying meanings, identify developmental opportunities, and outline processes for pursuing those opportunities.

Using Multimedia & Education Technology to Enhance Teaching

February 11, 2011

David Roberts MD – Assistant Professor of Medicine, Harvard Medical School

Do you already use podcasts, wiki's, webinars in your teaching?

Or do you get hives even thinking about using a Blackberry? An extensive range of multimedia and education technology tools are available to medical educators today. This session provided an introduction to some of these new tools and highlight ways for both the tech novice and the early adopter to enhance their teaching.

The Scientific Approach to Teaching: Research as a Basis for Course Design

April 8, 2011

Eric Mazur, PhD

Discussions of teaching -- even some publications -- abound with anecdotal evidence. Our intuition often supplants a systematic, scientific approach to finding out what works and what doesn't work. Yet, research is increasingly demonstrating that our gut feelings about teaching are often wrong. In this talk, Mazur discussed some research his group has done on gender issues in science courses and on the effectiveness of classroom demonstrations.

Reflections of a Clinical Teacher

May 6, 2011 Elizabeth Breen, MD, Susan Frankl, MD, Alberto Puig, MD, Richard M. Schwartzstein, MD, Charles Hatem, MD

Tutor Development

Introduction to Tutorial Facilitation

September 16, 2010 & January 13, 2011 Samuel Kennedy, PhD This session explored:

- Aspects of tutorial learning and facilitation
- Expectations of the tutorial process
- Strategies to promote the highest likelihood of success
- Best practices for required feedback and evaluation
- Communication style and the fostering of collaboration through communication

Inter-Hospital Medical Education Collaborative

The aim of these sessions is to share a selection of affiliated hospitals' educational initiatives so that we may report and answer questions on the development and implementation of these projects and identify inter-hospital educational research opportunities.

Brigham & Women's Hospital / Massachusetts General Hospital

February 16, 2011 Deborah Levy and Graham McMahon, MB BCH Medical Residents' Attitudes to Goals of Care Discussion Ariel Frey, MD A Resident as Educator Curriculum for Pediatric Morning Report Graham McMahon, MB BCH and Jo Shapiro, MD Interns Experiences of Unprofessional Behavior in the Hospital

IHC - Children's Hospital / Beth Israel Deaconess Medical Center

March 16, 2011 Teaching Effective Patient Communication Skills Laura Rock, MD Delivering Difficult News to Family Members: The BIDMC Family Meeting Project Stephen D. Brown, MD & David M. Browning, MSW Program to Enhance Relational and Communication Skills (PERCS): Difficult Prenatal Conversations

IHC - Massachusetts General Hospital / Brigham and Women's Hospital

April 27, 2011 MGH Inpatient Clinician Educator Service *Peer Observation of Inpatient Teaching Faculty in Medicine* Lisa Breen, MD and Sarah Peyre, PhD *Peer Observation of Surgery Faculty Teaching in the Outpatient Setting* Helen Riess, MD *Improving Empathy and Relationship Skills In Resident Physicians: Results of a Randomized Trial* **IHC - Mt Auburn Hospital / Children's Hospital** May 18, 2011 Beth Lown, MD & Matt Carmody, MD *Effect of an Intervention to Improve House-Staff Performance of Targeted Communication Skills* Christopher Landrigan, MD *I-PASS: A Multicenter Handoff Improvement Study*



Photo by the Department of Microbiology

Academy Fellowships in Medical Education

Fellowships provide physician educators with dedicated time time over the course of one academic year to increase their knowledge of educational principles, to improve their skills as teachers, and to pursue a scholarly project in medical education. In addition to receiving support provided from Academy resources, fellows benefit from funding provided by grants provided by several benefactors:

The Fellows met monthly with Dr. Charles Hatem and Dr. Beth Lown to review the Fellowship Curriculum. The Academy Fellows also convened with their colleagues in the Rabkin and Mt. Auburn Fellowships for a course in the basic elements of research in medical education under the guidance of Dr. Nicholas Christakis, Professor of Medical Sociology in the Department of Health Care Policy, at Harvard University. **The Jackson Academy Fellowship** (interest: teaching and mentoring) is named for Dr. James H. "Jimmy" Jackson, MD, HMS '43, through the generous gift of his wife of 57 years, Mrs. Susan M. Jackson.

The Curtis Prout Academy Fellowship (interest: primary care) is named for Dr. Curtis Prout, HMS '41, through the generous gifts of his past and present patients, colleagues, family and friends.

The Morgan-Zinsser Fellowship (interest: early career development of junior faculty) is named for Dr. Herbert Morgan, HMS '42, and his mentor, Dr. Hans Zinsser, through the generous gift of Dr. Herbert Morgan.

Photo by Jaime Lyons



Academy Fellows 2010-2011

CURTIS PROUT FELLOWS OF THE ACADEMY

MORGAN-ZINSSER FELLOW OF THE ACADEMY



Katharine Treadway, MD *Capstone Course* Massachusetts General Hospital - Medicine



Lara Kothari, MD Simulation as a Tool for the Assessment of Critical Thinking Children's Hospital Boston - Pediatrics



Eva Chittenden, MD Palliative Care Education in Medicine Residency: A Competency-based Approach Massachusetts General Hospital - Medicine

CO-DIRECTORS OF THE ACADEMY FELLOWSHIPS

Charles Hatem, MD Harold Amos Academy Professor of Medicine Director of the Center for Teaching and Learning Harvard Medical School



W. Scott Butsch, MD Incorporating Clinical Nutrition into HMS curriculum Massachusetts General Hospital - Medicine

Beth Lown, MD Associate Professor of Medicine Harvard Medical School

Academy Office of Education Research

The mission of the Office of Education Research is to:

- Foster faculty development in research related to medical education
- Carry out funded research to advance the field of medical education
- Serve as a resource for students pursuing scholarly research projects in medical education, and
- Act as a coordinating and networking center for medical education throughout the Harvard Medical community.

Associate Director: Amy M. Sullivan, Ed.D.

Dr. Sullivan, a research psychologist with expertise in medical education research, joined the Academy staff in October 2010. She has conducted national surveys of medical education in end-of-life care and primary care, and in-depth interview studies with patients, family caregivers and clinicians. She has led seminars and classes in quantitative and qualitative research methods at the Dana-Farber/Harvard Cancer Center, Boston University, and the Virginia Comonwealth University School of Medicine. Dr. Sullivan has also served as Co-Chair of the Dana-Farber/Harvard Cancer Center IRB for psychosocial and behavioral research. Her research interests are in education in patient/ family/clinician communication, and using mindful practice to improve communication and clinical care at the end of life.

Fellowship in Medical Education Research

The Office of Education Research was launched in October 2010, with Amy Sullivan, Ed.D., joining the Academy as the Associate Director.

To date, the office has accomplished the following:

(1) Developed a new Fellowship Program in Medical Education Research.

Program Directors: Amy Sullivan and Toni Peters.

The Academy fellowship in medical education research is a two year program available to Harvard affiliated faculty or fellows who hold an MD or PhD. Fellows meet twice monthly for two hour sessions with the Program Directors. The focus of this program is to develop core skills in social science research methods as applied to undergraduate, graduate and continuing education in the health professions. Both clinicians and non-clinicians are welcome to participate. This program prepares fellows to apply social science research methods to educational issues in medicine and health care. Through lectures, discussion, in-class practice, and projects, fellows will gain familiarity with a range of social and behavioral approaches to studying medical education and evaluating psychoeducational and behavioral interventions, with an emphasis on interview and survey research methods.

2011 - 2012 Academy Research Fellows



Luise Pernar, MD



Jeremy Richards, MD

(2) Streamlined the review process for medical education research applications.

The Office of Research has worked closely with the Harvard Medical School Committee on Human Subjects to streamline the approval process for studies involving Harvard Medical School students (and/or the faculty who teach students). The system has been converted from a paper-based to an electronic system, and step-by-step instructions are now posted on the Academy website at: http://www.hms.harvard.edu/Academy/research/irb.html.

(3) Provided consultation and mentoring to a broad range of faculty, fellows, residents and students.

The Office of Research has provided consultation to faculty, fellows and residents from MGH, BWH, BIDMC and Mt. Auburn hospitals. This has included work to develop surveys on end-of-life training, development of oral exams for clerkships, evaluation of the impact of feedback for students, and advising on conducting focus groups and analyzing interview data. The office has also provided mentoring to a Harvard Medical student conducting multi-method research on critical thinking in medical school, and to current fellows from the Academy Medical Education and Rabkin Fellowships.

(4) Recruited mentors for the HMS Scholars in Medicine Program.

The 2011-2012 academic year at Harvard Medical School marks the start of a requirement for all students to conduct a mentored scholarly project. Anticipating that some students will choose medical education as their area of focus, and the HMS Academy has prepared to support this effort by providing rich opportunities for students to conduct rigorous medical education research and perhaps consider this as a future academic pursuit. To date, we have recruited mentors who are pursuing a wide range of research related to medical education, and we will match interested students with mentors who are conducting research in their area of interest. In addition, Dr. Sullivan serves as a member of the Advisory Committee for the Scholars in Medicine program, and she will be available to mentor and

advise students interested in scholarly projects in medical education.

Plans for 2011-2012 Academic Year include a 2 half-day workshop of medical education research, initiation of a new interest group in Medical Education Research (co-directed by Amy Sullivan and Ed Krupat), seminars on qualitative research methods and survey research for Academy, Rabkin, and Mt Auburn fellows, hospital-based sessions on preparing applications for IRB review, and continued outreach and consultation to affiliated hospitals. Plans are also underway for further development of the website to include additional research-related resources and networking opportunities for medical education researchers.

Academy Interest Groups

At the Academy membership meeting in March 2010, we discussed the importance of the role of an Academy member in making our efforts success- ful. Members were selected for the Academy because of their leadership roles and commitment to medical education at the UME and GME levels. One of the mechanisms by which they can make a difference in education at HMS is through their participation in one of the Academy "interest groups." Among the responsibilities of the interest groups is to assist in the planning and implementation of a major symposium once every three years for the benefit of the faculty at-large. Based on comments from the spring Academy meeting and feedback on Academy membership applications, we have identified common themes that have emerged for the organization of interest groups. In addition to the symposia, interest groups pursue a range of activities including:

- Generating ideas for medical education grand rounds
- Creating proposals for special faculty development sessions of the Academy
- Developing proposals for changes in or development of new curricula or assessment procedures.
- Pursuing outreach to junior faculty in the hospital-based academies and centers for education.
- Sponsoring journal clubs focused on their topic.

The Interest Groups and chairs are as follows:

Critical Thinking Co Chair - Ed Krupat PhD Co Chair - Richard Schwartzstein MD

Education Technology Co Chair - Michael Parker MD Co Chair - Debra Weiner MD PhD

Feedback and Evaluation Co Chair - Jonathan Alpert MD PhD Co Chair - Eugene Beresin MA MD

Hidden Curriculum Co Chair - Sigall Bell MD Co Chair - Elizabeth Gaufberg MD MPH **Peer Review** Co Chair - Lori Newman EdM Co Chair - Susan Frankl MD

Resident as Teacher Co Chair - Tracey Cho MA MD Co Chair - Hope Ricciotti MD

Simulation Chair - James Gordon MD MPA

Writing for Scholarship Co Chair - Jonathan Borus MD Co Chair - Susan Pories MD FACS



Photo by Leonard Rubenstein

Critical Thinking

Co Chair - Ed Krupat PhD *Co Chair* - Richard Schwartzstein MD

Members:

Ayse Atasoylu, MD MPH Keith Baker, MD PhD Jonathan Borus, MD Lisa Breen, MD Thomas Byrne, MD Vincent Chiang, MD Marc de Moya, MD Anne Fabiny, MD Jon Fox, MD Lisa Frontado, MS EdM Joseph Garfield, MD Arundhati Ghosh, MBBS FRCS FACS Leo Ginns, MD Stuart Goldman, MD Barbara Gottlieb, MD MPH Lisa Gruenberg, MD Richard Haspel, MD PhD

Grace Huang, MD Bernard Kinane, MD BCh BAO Sylvia McKean, MD Eliza Menninger, MD Barbara Ogur, MD Toni Peters, PhD Joseph Rhatigan, MD Elizabeth Rider, MD MSW David Roberts, MD Amelie Rorty, PhD Leon Sanchez, MD MPH Lidia Schapira, MD Douglas Smink, MD MPH Robert Stanton, MD Carrie Tibbles, MD Augustus White III, MD Alan Woolf, MD MPH

Accomplishments and Future Goals:

The Critical Thinking Interest Group focused most of its efforts this year on discussions of the components of critical thinking and analytical reasoning as applied to both the pre-clinical and clinical curricula. Distinctions were made between critical thinking and clinical reasoning, acknowledging considerable overlap between the two constructs. The group began to build a bibliography of relevant references from the cognitive science as well as the medical education literature, and reviewed some novel efforts to assess thinking abilities. The final meetings of the year were devoted to planning for Medical Education Day 2011, which will be centered on the theme of critical thinking.

> Ed Krupat, PhD Richard Schwartzstein, MD



Photo by Leonard Rubenstein

Education Technology

Co Chair - Michael Parker MD *Co Chair* - Debra Weiner MD PhD

Members:

Katherine Andriole, PhD Ayse Atasoylu, MD MPH Kamran Badizadegan, MD Matthew Carty, MD Lisa Frontado, MS EdM Joel Katz, MD MA B. Price Kerfoot, MD EdM Bernard Kinane, MD BCh BAO Randall King, MD PhD Leonard Lilly, MD Laurie Raymond, MD David Roberts, MD Priscilla Slanetz, MD MPH Zaldy Tan, MD MPH



Photo by Leonard Rubenstein

Accomplishments and Future Goals:

The focus of the Technology Interest Group is to identify medical education technology priorities, options and opportunities, and to facilitate use of technology by HMS students and faculty.

Specific goals are to assess and increase faculty awareness and expertise in use of available educational technology resources; and to identify approaches and best practices (and create policies when appropriate) regarding dissemination and use of hardware and software educational technologies. Accomplishments to date include establishing priorities for the interest group; reviewing the recent HMS student and faculty Educational Technology survey results; identifying, reviewing and electronically cataloguing technology resources including those avail- able through MyCourses, as well as SpacedEd, electronic white- boards, and WebEx conferencing; and initiating development of online collaborative spaces such as a wiki for dissemination of technology information.

Future plans include continuation and expansion of these endeavors; further assessment of technology needs and resources for the HMS community, including other Academy Interest Groups; and training in use of educational technologies including giving a mini-symposium, which we are in the early phases of planning, for Academy members during AY 11-12.

Michael Parker, MD Debra Weiner, MD PhD

Feedback and Evaluation

Co Chair - Jonathan Alpert MD PhD *Co Chair* - Eugene Beresin MA MD

Members:

Christian Arbelaez, MD MPH Keith Baker, MD PhD Terry Bard, DD Jonathan Borus, MD Vincent Chiang, MD Jon Fox, MD Lisa Frontado, MS EdM Joseph Garfield, MD Melanie Hoenig, MD Vicki Jackson, MD Kate Johnston, MD MA MSc Stephanie Jones, MD Jennifer Kesselheim, EdM MD Ed Krupat, PhD Graham McMahon, MD MMSc Russel Nauta, MD Sarah Peyre, EdD Toni Peters, PhD David Topor, PhD Beverly Woo, MD



Accomplishments and Future Goals:

The focus of this Interest Group, which held the first of a series of meetings on July 23, 2010, is on challenges, controversies, and identification of areas for improvement as well as, best practices and evolving literature relevant to feedback and evaluation in medical education. The group has begun to assemble an annotated bibliography on the Academy website consisting of articles, books and instruments that members will annotate for use by the wider HMS community. In addition, the group planned a well-attended and well-received Academy Mini-Symposium for February 17, 2011 on Feedback and Evaluation: Identifying Barriers, Developing Best Practices. The mini-symposium featured Professor Thomas Delong, the Philip J. Stromberg Professor of Management Practice in the Organizational Behavioral area of HBS who presented a business school case highlighting dilemmas in providing timely and accurate feedback. This was followed by four workshops: Gathering Data for Feedback, Giving Feedback in the Moment, Giving Feedback Post-Hoc, and Providing Summative Feedback.

In addition to continuing to build a valuable bibliography of resources on the Academy website, future goals of this lively Interest Group are to identify and elaborate innovative methods for education and training about feedback and evaluation including simulation, online modules and peer observation of feedback, to collaborate with other relevant Academy Interest Groups such as the group on Peer Observation, to work with and/or consult to undergraduate and graduate medical education programs in HMS teaching hospitals, and to create a white paper with recommendations on feedback and evaluation.

> Jonathan Alpert, MD PhD Eugene Beresin, MD MA

Photo by Leonard Rubenstein

Hidden Curriculum

Accomplishments and Future Goals:

Co Chair - Sigall Bell MD *Co Chair* - Elizabeth Gaufberg MD MPH

Members:

Zeina Chemali, MD MPH Lisa Frontado, MS EdM Edward Hundert, MD Jennifer Kesselheim, MD EdM Ed Krupat, PhD Toni Peters, PhD Laurie Raymond, MD Hope Ricciotti, MD Elizabeth Rider, MD MSW Amy Ship, MD Priscilla Slanetz, MD MPH Alan Woolf, MD MPH The Medical Culture and Hidden Curriculum interest group comprises a diverse group of HMS faculty from multiple disciplines and institutions. Our primary focus is to gain a deeper understanding of the effects of medical culture on physician identity formation, inter-professional dynamics, humanism, and patient safety. We then seek to create strategies to challenge the implicit values and assumptions propagated within our educa- tional and healthcare communities, to accentuate the positive and mitigate the negative aspects of medical culture, and to encourage the formation of trust- worthy and effective relationships within medical education and healthcare.

Our interest group has identified the following priority areas of interest:

- 1. Assessing Medical Culture and the Hidden Curriculum:
 - Developing an instrument to assess the pre-clinical hidden curriculum
 - Q Stream as a educational intervention and research modality to examine microethical challenges in daily practice and education
 - Understanding polarities/tensions within the hidden curriculum (collaboration/competition; hierarchy/egalitarianism etc)
- 2. Self-Reflection and Self-assessment
- 3. The effect of Medical Culture and the Hidden Curriculum on patient safety
- 4. Medical Student Mistreatment, scope and solutions

Our interest group has planned and co-chaired the 2010 HMS Medical Education Day. Future goals include promoting subcommittee work in the above priority areas, and ultimately link efforts across institutions and disciplines.

Sigall Bell MD Elizabeth Gaufberg MD MPH

Peer Review

Co Chair - Susan Frankl, MD *Co Chair* - Lori Newman, EdM

Members:

Stanley Ashley, MD Maren Batalden, MD Susan Block, MD Lisa Breen, MD Susan Burgin, MD Anne Fabiny, MD Laurie Fishman, MD Stuart Goldman, MD Barbara Gottlieb, MD Graham McMahon, MD MMSc Toni Peters, PhD Sarah Peyre, EdD Kamen Vlassakov, MD

Accomplishments and Future Goals:

The primary goals of the HMS Academy's Interest Group in Peer Observation of Teaching are to develop a culture of teaching improvement across HMS; individualize faculty development for those involved in teaching at the UME, GME, and CME levels; and generate a community-wide conversation about best teaching practices.

During our inaugural year, we focused our efforts on cataloguing current HMS peer observation programs; surveying the faculty to determine their level of interest in and attitudes towards a peer observation of teaching program; and presenting an HMS Academy mini-symposium on peer observation. Despite the interest group's small size, we were able to accomplish the goals set forth for this year. After obtaining IRB approval, we designed a peer observation of teaching survey that was distributed to the HMS Academy membership and the pre-clinical faculty and course directors. Results of the survey indicate that the majority of respondents (n=159) are interested in a participating in a peer observation program and receiving training as a peer observer. Moreover, respondents believe that such a program would provide insight into their teaching and enhance their teaching skills.

The goals of the symposium, presented in early June, were to determine the elements needed to introduce peer observation of teaching in courses, clerkships, and residency programs as well as identify barriers and viable solutions to implementation of peer observation of teaching programs. Through a keynote address, small and large group discussions, a panel Q&A, and a summary of the day's findings, participants reached consensus that a peer observation of teaching program would help make teaching explicit, objectify best teaching practices, and benefit both those being observed and those conducting observations. However, participants determined that the success of such a program would depend on institutional support, training faculty observers, and using the criteria of effective teaching to develop reliable and valid observation instruments.

In the coming year we would like to increase the interest group's membership, support the development of existing and new peer observation of teaching programs, and continue work on creating HMS peer observation forms that are anchored in behavioral descriptors of effective teaching. Finally, we would like to assist in developing training programs for faculty interested in becoming peer observers.

> Susan Frankl, MD Lori Newman, EdM

Resident as Teacher

Co Chair - Tracey Cho, MD MA *Co Chair* - Hope Ricciotti, MD

Members:

Kamran Badizadegan, MD Angela Botts, MD Vincent Chiang, MD Ariel Frey, MD Lisa Frontado, MS EdM Nini Ghosh, MD Amanda Growdon, MD Colleen Monaghan, MD Toni Peters, PhD Alberto Puig, MD PhD Thomas Sandora, MD MPH Priscilla Slanetz, MD MPH Christopher Smith, MD James Takayesu, MD MS Ann-Marie Thomas, MD Carrie Tibbles, MD

Accomplishments and Future Goals:

The goals of the Resident as Teacher interest group are to stimulate interest and share ideas about resident-as-teacher programs, and to help develop programs that build leaders and promote resident development in medical education careers. We encourage development and share ideas on resident-as-teacher evaluative or scholarly elements so that these programs can be assessed and shared with the larger medical education community, and resident-as-teacher program leaders can progress as clinician educators at Harvard Medical School. To date, we have had our constituents present and hear about programs from the Department of Neurology, Obstetrics & Gynecology, Emergency Medicine, Rehabilitative Medicine, and Geriatrics. We have also examined the role that simulation has in resdent-as-teacher programs. We have served as a think tank for the various programs, so that members of the interest group can share ideas and enhancements for their various programs or new start up programs. We have also considered some interdisciplinary projects that incorporate various aspects of resident-as-teacher programs. We are building a web-based library of publications on resident-as-teacher programs.

Tracey Cho, MD MA Hope Ricciotti, MD

Simulation

Chair - James Gordon, MD MPA

Members:

Christian Arbelaez, MD MPH
Stanley Ashley, MD
Debra Boyer, MD
Calvin Brown, MD
Jeffrey Cooper, PhD
Steve Dawson, MD
Marc de Moya, MD
Alice Flaherty, MD PhD
Emily Hayden, MD
Daniel Jones, MD MS

Carolyn Kloek, MD Brian Labow, MD Joshua Nagler, MD Sarah Peyre, EdD May Pian-Smith, MD MS Charles Pozner, MD Helen Riess, MD Amelie Rorty, PhD Douglas Smink, MD MPH Peter Weinstock, MD PhD



Accomplishments and Future Goals:

With simulation centers at each of its major teaching hospitals, working together with the quad-based Gilbert Program in Medical Simulation, the Center for Medical Simulation (Cambridge), the Center for Integration of Medicine and Innovative Technology (CIMIT), and the Risk Management Foundation of the Harvard Medical Institutions (CRICO/RMF), the Harvard medical community is a global hub for of advanced simulation-based medical education and research.

The major focus of Simulation Interest Group activity over AY11 was enhanced integration and consolidation of simulation resources across HMS and its hospital affiliates. To that end, Simulation Interest Group members helped lead the Biannual HMS Clerkship Directors Meeting in the fall of 2010, which focused on Simulation in Clerkship Education. Later in the spring of 2011, a Simulation Casebook, containing 22 core cases tested and deployed in the laboratories of the Gilbert Program simulation labs (with accompanying learning objectives, debriefing points, and multimedia links), was consolidated and posted on MyCourses, & presented at a national Innovations in Medical Education forum.

In addition to clerkship activity, the Academy and Gilbert Program joined in formalizing a collaboration between preclinical course directors/ managers and hospital simulation centers, expanding and organizing the varied simulation resources available to students across the HMS system. This expanded capacity was successfully piloted and tested as part of Integrated Human Physiology, Human Systems, and Integration Week course modules.

The Academy/Interest Group was also the HMS host for a community-wide simulation consortium meeting organized by CIM-IT, bringing together representatives from local simulation programs, academic institutions, and hospitals to discuss shared teaching and research opportunities. This unified community will now meet regularly in a common forum to share experience and foster collaboration across institutions.

James Gordon, MD MPA

Photo by Leonard Rubenstein

Writing for Scholarship

Accomplishments and Future Goals:

Co Chair - Jonathan Borus, MD *Co Chair* - Susan Pories, MD FACS

Members:

Terry Bard, DD Carol Bates, MD Sigall Bell, MD Lisa Breen, MD Dara Brodsky, MD Michele Burns-Ewald, MD Sara Fazio, MD Jonathan Fisher, MD MPH Joseph Garfield, MD Robert Holzman, MD Vicki Jackson, MD MPH Toni Peters, PhD May Pian-Smith, MD MS Stuart Quan, MD Hope Ricciotti, MD Steven Schwaitzberg, MD Priscilla Slanetz, MD MPH S The Writing for Scholarship group has the goal of developing a toolkit to guide junior faculty with academic writing that will facilitate promotion. While we would like our toolkit to be helpful to all junior faculty with scholarly writing, our focus is on the Harvard Academy goal of improving medical education and we would like to provide additional information for medical educators. To this end we have been working on defining the process of designing a writing project and breaking the process down into steps. Each member of the group has taken on the task of developing a narrative about one of the steps. While this is still in draft form, we are making steady progress.

At the same time we are starting to plan a minisymposium for next spring. Jon Borus has already arranged for Jeff Drazen and Jerry Groopman both from the New England Journal of Medicine ,to speak at our symposium. We are discussing possible workshops and plan to firm these up at our next meeting. We will continue with the work on both the toolkit and the symposium preparations over the next year.

Jonathan Borus, MD

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Richard Schwartzstein, MD Director of the Academy

Dr. Richard Schwartzstein is the Ellen and Melvin Gordon Professor of Medicine and Medical Education. Since joining the HMS faculty in 1986, Dr. Schwartzstein has been a member of the division of pulmonary and critical care medicine at Beth Israel Hospital and now, Beth Israel Deaconess Medical Center (BIDMC). In addition to his clinical work and research on the physiology of dyspnea, Dr. Schwartzstein has devoted a substantial portion of his career to medical education. He is course director for Integrated Human Physiology, one of the core courses in the first year curriculum and has served on multiple committees with oversight of the HMS program of studies. In 2004, he was named the vice president for education at BIDMC, where he created the first hospital-based Center for Education in the Harvard system. Dr. Schwartzstein is also the executive director of the Carl J. Shapiro Institute for Education and Research at Harvard Medical School and Beth Israel Deaconess Medical Center. The Institute supports the Rabkin Fellowship in Medical Education, sponsors national conferences on key educational topics biannually, provides a range of professional development activities for physicians, and oversees the Shapiro Simulation and Skills Center. Dr. Schwartzstein has a particular interest in the cognitive processes underlying analytical reasoning and the strategies for teaching and assessing critical thinking. Dr. Schwartzstein serves on the MR 5 Task Force of the Association of American Medical Colleges, which is developing recommendations for revisions of the Medical College Admissions Test (MCAT).



Charles Hatem, MD Director of the Center for Teaching and Learning

Charles Hatem, M.D., is the Harold Amos Professor of Medicine at Harvard Medical School, and Director of Medical Education at Mount Auburn Hospital. Since 1971, Dr. Hatem's work at Mt. Auburn centered on the practice of adult primary care and the development of new medical education programs with teaching responsibilities aimed at students, house staff, fellows and faculty. He initiated the Rab-kin Fellowship in Medical Education in 1998, which is devoted to providing fac- ulty skills needed in the world of the clinician-teacher. He co-directs, with Dr. Beth Lown, the Mount Auburn and Academy Fellowships in Medical Education, and is the former co-director of the Rabkin Fellowship.



Ambulatory Care & Prevention. Her expertise lies in curriculum development, faculty development, and program evaluation in medical education. She is particularly interested in small groupteaching and learning, and the relationship between instructional design and learning outcomes.

Toni Peters, Ph.D., is an educational psychologist and associate professor of

Toni Peters, PhD Associate Director of the Center for Teaching and Learning



Amy Sullivan, EdD Associate Director of Education Research

Amy M. Sullivan, Ed.D., is Associate Director for the Office of Education Research at the Academy. Dr. Sullivan is a research psychologist with expertise in research in medical education and psychosocial oncology and palliative care. She joined the Academy in October 2010 from the Virginia Commonwealth University School of Medicine Department of Social and Behavioral Health, where she taught qualitative and quantitative research methods and conducted research in patient-clinician communication related to care at the end of life. Before she joined the VCU faculty, Dr. Sullivan was Assistant Professor of Psychiatry at the Dana-Farber Cancer Institute and Brigham and Women's Hospital Department of Psychiatry, and has served as Co-Chair of the Dana-Farber/Harvard Cancer Center IRB panel for social and behavioral studies. She obtained her doctorate in Human Development and Psychology from the Harvard Graduate School of Education.



Sam Kennedy, PhD



Beth Lown, MD

Dr. Sam Kennedy, Lecturer on Cell Biology at Harvard Medical School, has taught as a lecturer and served as a tutor in the HMS Human Body course for more than 20 years and over that time has served as lecturer in several other HMS anatomy and pharmacology courses. As a faculty member in the New Pathway curriculum, Dr. Kennedy has led sessions as a new tutor trainer for over 15 years and, more recently, has served as a follow-up observer of faculty in tutorials.

Beth Lown, a general internist, graduated the Tufts University School of Medicine, and completed her post-graduate training at the Beth Israel Hospital. She is Co-Director of the Harvard Academy Fellowships in Medical Education and Director of Faculty Development and Faculty Fellowships in Medical Education at Mount Auburn Hospital. Dr. Lown is Medical Director of the Kenneth B. Schwartz Center.

Dr. Lown has a strong interest in interpersonal and communication skills, and teaches a relationship-centered approach to the psychosocial and emotional aspects of healthcare to learners across the continuum of medical education. She served on the National Board of Medical Examiners' Task Force on Communication Skills, Committee for Standard Setting, and currently serves on the Case Materials Development for Clinical Skills Step 2 of the \United States Medical Licensing Examination. Dr. Lown collaborates with national and international partners in teaching and research in healthcare communication and medical education. She has used mixed methods of research including qualitative and emergent research methods to inform education including curricular design, assessment instruments, and learner and program evaluation.



Lisa Frontado, MS EdM Manager of Academy Programs



Crystal Chang, MPH *Program Coordinator*



Suzanna Shorey *Program Assistant*

Lisa Frontado is the Manager of Academy Programs. She manages the development, implementation and evaluation of Academy Faculty Development Programs, Interest Groups, and Membership. She joined the Academy after having spent nine years at Harvard Graduate School of Education's Project Zero, a think tank focusing on the enhancement of learning and thinking skills in the humanistic and scientific disciplines. While at HGSE, Lisa was also part of the Learning Innovation Laboratory, a consortium of researchers and practitioners who considered the challenges of human learning and innovation in organizations focused on scientific development, engineering, national defense, and aviation. Lisa's interests lie in the development of thinking skills, rea¬soning attitudes, problem solving and decision-making in complex environments. Lisa is bilingual in English and Spanish. She holds a BA in International Relations from Mount Holyoke College, an MS in Mass Communications from Boston University's College of Communication and an EdM from Harvard Graduate School of Education.

Crystal Chang coordinates all programs of the Academy and the Academy Center for Teaching and Learning, bringing skills in database management, writing, editing, materials design and production to the tasks at hand. She manages and processes all the IRB submissions through the Academy Office for Education Research as well as the Academy Fellowships and Excellence in Tutor Awards. She also manages the Continuing Medical Education (CME) reporting process. She has an MPH from Tufts University.

Suzanna Shorey is a graduate of UMass Amherst with a degree in history. She is currently studying for an MS in Higher Education Administration. Suzanna is responsible for the design and production of the Academy publications, namely the Academy Annual Report and brochure. She has also designed and currently maintains the Academy website. She manages the logistics for the implementation of all Academy programs. She is also responsible for the coordination of the Academy Center for Teaching and Learning's Orientation Program for New Tutors in the Pre-clinical Courses at Harvard Medical School.



Susan Farrell, MD EdM

Dr. Farrell graduated from Syracuse University and Tufts School of Medicine and trained in emergency medicine and medical toxicology at Medical College of Pennsylvania. She is Director of Student Programs and the Emergency Medicine Clerkship at BWH, and Course Co-Director, Emergency Medical Care, at HMS. Dr. Farrell created and writes "TOX TALKS," a case-based toxicology newsletter. She teaches in numerous courses at HMS, including an emergency medicine elective for 1st-year students, "Beyond Shadowing." She participates in the Mentor/ Mentee Program, Harvard Affiliated Emergency Medicine Residency, and has been a Macy Scholar and Rabkin Fellow in Medical Education.

During the academic year 2010 - 2011, Dr. Farrell focused and enhancing faculty member's ability to perform student/resident evaluations and to provide feedback on their performance.

1/11: A faculty development workshop was planned for BIDMC on aligning assessment methods with educational objectives. Enrollment was insufficient to proceed with the workshop. A faculty needs assessment is planned for September 2011 in oder to plan future workshops related to assessment at BIDMC.

2/11: Academy Feedback and Evaluation Interest Group Workshop: I collaborated with Ed Krupat to design and run a small group session on summative evaluation, in which participants used a case scenario to discuss the objectives, challenges, and best practices related to summative assessments.

3/11: Academy CTL: "Exams that Work: Knowing What Students Know": Small group pre-clinical faculty session, using a case to discuss the benefits and limitations of various examination techniques and how to apply a variety of assessment methods to reliably determine students' acquisition and application of knowledge, as well as to provide feedback on the educational process.

3/11: Academy CTL: "Learning to Look: Using Focused Observation to Improve Feedback and Evaluation": This evening session was attended by approximately 60 primary care clerkship preceptors. A videotape case of a student-standardized patient encounter was used to prompt discussion related to the challenges of workplace-based observation of students' clinical skills. The work of the session involved small group focused observation of the videotape as a practical experience to discuss how observation of students' can be integrated into daily patient care in a primary care office.

4/11: Academy CHB: "The OSCE: Using Outcomes Data to Improve Education": Two small group sessions were developed and run with CHB Academy members and faculty. A case was used to discuss the various stakeholders who have an interest in OSCE outcome data, and how each group of stakeholders would answer the same questions:

- What outcomes information do I need?
- How will I use that information to improve the educational process, from my point of view?
- How will I know that I have been successful in using this information to improve education?

Dr. Frankl focused her efforts on building new peer observation programs in several departments and courses across the Harvard system. Ultimately, the Academy hopes to develop a cadre of faculty with expertise as peer observers.

Primary Care Clerkship: During the 2010-2011 academic year, I designed and piloted a new peer observation of teaching program as a means for faculty development. I designed the study, developed the instruments, and wrote the protocol, which received IRB approval. A survey to measure baseline level of interest and attitudes of the faculty at large was designed and distributed to 140 preceptors in the course. A novel observer-training workshop was designed and implemented for the PCC steering committee who then performed 90-minute observation of teaching sessions for 12 PCC preceptors in their clinical offices. Feedback observation checklists were completed and furnished to the preceptors and all participants completed post-observation surveys. The data analysis will be used to design a follow-up program to be instituted in the fall when the new course begins. I also organized the fall and spring centralized faculty development meetings for the PCC preceptors.

BWH Surgical Peer Review of Teaching Program: This year, we fully implemented the surgical peer observation of teaching program and to date we have completed the first round observation of teaching sessions for 19 surgical faculty in clinic, trained 4 additional observers and completed a second round of observations for 11 faculty preceptors. We have collected and analyzed the data collected from the initial round of observations, we have submitted 3 abstracts, 2 have so far been accepted. We have and written one paper which has been accepted for publication.

OBGYN Resource materials: This year, I developed several new video recorded vignettes of teaching in the OBGYN clerkship at BIDMC filming 3 outpatient sessions and one day in the OR which have subsequently been used in faculty development sessions.

Local presentations: BWH OBGYN Grand Rounds: Effective Clinical Teaching: Engaging Students as Active Learners in Women's Health MGH Faculty Retreat: Ambulatory Precepting: Giving Feedback to Learners in a Busy Ambulatory Clinic CTL Medical Education Grand Rounds: Reflections of a Clinical Teacher, co-presenter

Co-Chair of Academy Interest Group on Peer Review of Teaching: In collaboration with the Peer Review interest group co-chair, I have developed and distributed a survey to Academy members and pre-clinical faculty on their attitudes and interest in observation of teaching for faculty development. I organized Academy mini-symposium on Peer Review of Teaching scheduled for June 2011.



Susan Frankl, MD

Frankl, a community-based Dr. general internist, graduated from SUNY, Binghamton, and Stanford Medical School, and trained in internal medicine at University of Washington and Brigham & Women's Hospital. Dr. Frankl is Deputy Director, Primary Care Clerkship, and a member of the Generalist Education and Faculty Development Leadership Group of the Association of Professors of Medicine and the Teaching for Tomorrow Initiative at U Mass Medical School. She is also involved in faculty development initiatives for ambulatory preceptors, and precepts medical students in her primary care practice. She has been a Harvard-Macy Scholar and a Rabkin Fellow in Medical Education



James Gordon, MD MPA

Dr. James Gordon graduated from Princeton, University of Virginia Medical School, and University of Michigan School of Public Policy and trained in emergency medicine at the University of Michigan Medical Center. As Director of the MEC Program Medical Simulation for medical in students, he precepts simulation exercises for numerous HMS courses, including IHP, Human Systems, Pt/Dr II and III, Transition to the Wards, and the surgery and emergency medicine clerkships. He has completed the Harvard Macy Physician Educator and Leadership Programs. In 2001, he was awarded a Morgan-Zinsser Fellowship in the Academy at HMS.

The major Academy focus for Simulation effort over AY11 was the continued integration and consolidation of simulation activity across HMS and the affiliated hospital community. This process was accelerated by the formation of the Simulation Interest Group within the Academy, whose members reinforced the importance of consolidating a diverse calendar of local simulation meetings, and sharing curricular materials and experience across sites.

To that end, Simulation Interest Group members helped lead the Biannual HMS Clerkship Directors Meeting in the September, which focused on Simulation in Clerkship Education. A Simulation Casebook, containing 22 core cases tested and deployed in the laboratories of the Gilbert Program in Medical Simulation (with accompanying learning objectives, debriefing points, and multimedia links), was consolidated and posted on MyCourses, and presented at a national Innovations in Medical Education forum.

In addition to clerkship activity, the Academy and Gilbert Program joined in formalizing a collaboration between preclinical course directors/managers and hospital simulation centers, expanding and organizing the varied simulation resources available to students across the HMS system. This expanded capacity was successfully piloted and tested as part of Integrated Human Physiology, Human Systems, and Integration Week course modules.

The Academy was also the HMS host for a community-wide simulation consortium meeting organized by CIMIT (the Harvard-affiliated Center for the Integration of Medicine and Innovative Technology) that brought together representatives from local simulation programs, academic institutions, and hospitals to discuss shared teaching and research opportunities. This unified community will now meet quarterly, consolidating medical school and hospital efforts with other simulation stakeholders like CIMIT, CRICO/RMF (Risk Management Foundation of the Harvard Medical Institutions) and the Center for Medical Simulation (CMS) in Cambridge.



Alexander Green, MD MPH

Dr. Green is Associate Director at the Disparities Solutions Center at Massachusetts General Hospital and lecturer at Harvard Medical School. He has authored articles, and widely presented his work, on topics including cross-cultural education, culturally competent health care systems, and language barriers and interpreters. Dr. Green has been involved in a variety of research projects on racial/ethnic disparities in health and cultural competence and his research has been funded by RWJF, The Commonwealth Fund, NIH, and HCFA (now CMS). He helped produce a documentary film and education project, "Worlds Apart," designed to teach health professionals to better care for patients across cultural divides. Over the past academic year, we have focused on the overarching goal of improving the teaching of cross-cultural care and communication skills. To achieve this we have addressed four related issues, each of which intersects with the others and aims to improve the overall educational experience for both faculty and students in this important area.

1) In order to gain a deeper understanding of students' perspectives on the teaching of cross-cultural care at HMS and their level of cultural competency across the fouryear continuum, we developed and conducted a longitudinal, yearly survey for HMS students at each class level. We now have two years of data with a response rate of over 60%. Our findings, which have led to one publication and another in process, have been extremely helpful as we move to redesign the teaching of cross-cultural care in the Patient-Doctor sequence.

2) As a member of the HMS Clinical Skills Taskforce in 2010, which has been tasked to restructure how HMS teaches and evaluate clinical skills, I co-lead the "communication skills and cross-cultural care" working group, which developed a plan to integrate 8 core cross-cultural skills into a revamped Patient-Doctor I and II curriculum. This will require an extensive faculty development program for the new combined PD1/PD2 faculty, which I will lead.

3) The cross-cultural care committee at HMS, comprising 25 faculty members who are skilled in cross-cultural education, now lead sessions in ITP, PD1, PD2, the PD2 OSCE, and the 4th year OSCE. I plan to call on this group to help train the faculty of the new PD1/PD2 integrated course in order to improve their ability to teach about cross-cultural care.

4) We have recently revised and resubmitted a grant to the Macy Foundation to create web-based and facilitated interdisciplinary group sessions for medical and nursing students dealing with the prevention of medical errors for patients with limited English proficiency.



Michael Parker, MD

Dr. Parker is a Senior Interactive Media Architect in the Center for Educational Technology at Harvard Medical School and Assistant Professor of Medicine in the Division of Pulmonary and Critical Care Medicine at Beth Israel Deaconess Medical Center. Dr. Parker received Bachelor's and Master's degrees in Electrical Engineering and Computer Science from MIT. He went to medical school at University of Colorado and returned to Boston for internal medicine residency at Brigham and Women's Hospital. He now combines his computer and medical knowledge to create interactive Web-based animations and simulations to enhance medical education. He also has multiple teaching roles at HMS, including lecturer and tutor in the Human Systems course. The interactive diagrams Dr. Parker created as co-author of a respiratory physiology textbook were recently honored with the 2006 Frank Netter Award.

As part of his work with the Academy, Michael Parker collaborates closely with staff in the Center for Educational Technology, including Director of Educational Applications Jason Alvarez, to assess new educational technologies for faculty and student use. This includes electronic whiteboard technology, web conferencing software/hardware solutions, and mobile learning tools. As part of this work, Dr. Parker has helped evaluate and guide incorporation of medical mobile applications, including offering feedback during the internal development of the recently released PCE (Principal Clinical Experience) logs mobile app.

As co-chair of the Academy's Educational Technology Special Interest Group, Dr. Parker looks for ways to raise faculty and student awareness of existing resources (for example, through recent initiation of an educational technology wiki) and to further faculty outreach and development with respect to best practices in leveraging technology for education. Activities planned for AY12 include development of an educational technology mini-symposium for faculty and further expansion of the educational technology wiki in order to connect faculty with the appropriate tools to enhance their teaching.

Academy Members

Erik Alexander, MD Jonathan Alpert, MD PhD Katherine Andriole, PhD Christian Arbelaez, MD MPH Stanley Ashley, MD Ayse Atasoylu, MD MPH Kamran Badizadegan, MD Keith Baker, MD PhD Terry Bard, DD Carol Bates, MD Sigall Bell, MD Eugene Beresin, MD MA Kriti Bhatia, MD Peter Biggs, MD Susan Block, MD Jonathan Borus, MD Angela Botts, MD Debra Bover, MD Elizabeth Breen, MD Dara Brodsky, MD Calvin Brown, MD David Brown, MD Susan Burgin, MD Michele Burns-Ewald, MD Thomas Byrne, MD Michael Cahalane, MD Stephen Calderwood, MD Matthew Carty, MD Zeina Chemali, MD MPH Clark Chen, MD Vincent Chiang, MD Eva Chittenden, MD Tracey Cho, MD Peter Clardy, MD Charles Day, MD MBA Marc de Moya, MD Frank Drislane, MD S. Jean Emans, MD Anne Fabiny, MD Susan Farrell, MD MPH Sara Fazio, MD FACP

Leonor Fernandez, MD Diane Fingold, MD Jonathan Fisher, MD MPH Laurie Fishman, MD Alice Flaherty, MD PhD John Fox, MD Susan Frankl, MD Joseph Garfield, MD Elizabeth Gaufberg, MD MPH Arundhati Ghosh, MBBS FACS FRCS Leo Ginns, MD Lior Givon, MD PhD David Golan, MD PhD Stuart Goldman, MD James Gordon, MD MPA Barbara Gottlieb, MD MPH Alexander Green, MD MPH Lisa Gruenberg, MD Richard Haspel, MD PhD Charles Hatem, MD Emily Hayden, MD Harley Haynes, MD David Hirsh. MD Melanie Hoenig, MD Robert Holzman, MD Grace Huang, MD Edward Hundert, MD Vicki Jackson, MD MPH Natasha Johnson, MD Katherine Johnston, MD MA MSc Daniel Jones, MD MS Stephanie Jones, MD Joel Katz, MD MA Sean Kelly, MD B. Price Kerfoot, MD EdM Jennifer Kesselheim, MD MEd Mbioethics Thomas Kinane, MB BCh BAO Randall King, MD PhD Carolyn Kloek, MD Edward Krupat, PhD

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