In Pathways, the HMS curriculum newly launched in the Fall of 2015, most courses are using a novel teaching method, Case-Based Collaborative Learning (CBCL). How was this approach developed? With the support of a grant from the Harvard Initiative for Learning and Teaching (HILT), a group of HMS educators (Ed Krupat, Rich Schwartzstein, Jeremy Richards, Amy Sullivan, and Tom Fleenor) developed and tested this novel group method. CBCL attempts to combine the best aspects of Problem Based learning, Team Based Learning, and the Case-Based Learning. The new approach was first tested in the context of Dr. Schwartzstein’s Physiology course with a group of 64 first year students who volunteered to participate in this educational experiment. As part of a randomized controlled trial, thirty-two students were randomly assigned to one of four 8-person sections who used the traditional PBL approach; and the other 32 were assigned to one of two 16-person CBCL sections.

Each week of the course, students in both the CBCL and PBL groups were presented with a new case. In order to assure readiness for the small group sessions, the CBCL students received a set of challenging multiple choice questions the day before the sections met, and were asked to work individually to
provide answers to their group facilitator before the CBCL session began. In class, they were divided into 4 groups of 4, and presented with a thought-provoking analytic question about the case in an open-ended format. Each student generated a written answer to the question and then all students at a given table shared their answers with one another. The students were then given time for discussion in order to come up with a consensus answer from their table. Each of the four tables then compared their consensus answers and, with guidance as required by the small group facilitator, all 16 students engaged in further discussion in order to come up with a full-group consensus answer. Each case session included two rounds of this process.

Outcome measures included exam performance, a post-course survey, and behavioral coding of group behavior. No overall CBCL-PBL differences were found on the final exam. However, further analysis indicated that CBCL students whose performance in prior courses had been below the median outperformed equivalent PBL students, indicating that CBCL may have its greatest impact among students who were experiencing greater learning challenges. In the post-course survey, students in each group supplied adjectives to describe their small group experience. The three most commonly used descriptors for CBCL were "engaging," "fun," and "thought-provoking." Having introduced CBCL to HMS and collected systematic data to determine its effectiveness, the faculty steering committee charged with designing the Pathways Curriculum adopted CBCL as the small group method of choice.

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**Upcoming Medical Education Events & Announcements that Might Interest You**

*(Listed in order of occurrence or deadline)*

**The VA Boston Healthcare would like to highlight:**

Their recently launched new education/faculty development website where you can find videos of previous faculty development presentation along with additional resources.

[Click here](#) to visit the new webpage

They have also launched their VA Boston Academic Education Newsletter

[Click here](#) to see the October 2017 Newsletter

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**University of Pittsburgh-Master of Science of Certificate in Medical Education**

**Application Deadline is October 31, 2017**

[Read more here](#)
The primary goal of the HMS Fellowship in Patient Safety and Quality is to train a cadre of physician-scholars who are prepared to lead quality, safety and operational improvement efforts. This 2 year postgraduate program is for physicians who are in or have completed a residency or fellowship program.

**Exceptional Mentor Award**  
Nomination Deadline is October 31, 2017  
Nominate here

Nominate a AMWA colleague or advisor to recognize their contribution to developing your education and career goals.

**Anne C. Carter Student Leadership Award**  
Nomination Deadline is October 31, 2017  
Nominate here

AMWA honors the memory of Anne C. Carter, MD, with an annual award for outstanding student leadership.

**The Eleanor and Miles Shore 50th Anniversary Fellowship Program for Scholars in Medicine**  
Application Deadline is November 15, 2017  
12:00 PM (noon)  
Read more here

The Eleanor and Miles Shore 50th Anniversary Fellowship Program seeks to support the academic success of physician-scholars who are prepared to lead junior faculty, women and men, at the most vulnerable point in their careers, when young physicians and scientists must teach, do research, compete for grants, publish, and practice (if a clinical faculty member) at the same time they may be assuming increased family or other responsibilities.

**Partners Health Care & Partner Health Care Innovation**  
Application Deadline is November 2017  
Read more here

The primary goal of the HMS Fellowship in Patient Safety and Quality is to train a cadre of physician-scholars who are prepared to lead quality, safety and operational improvement efforts. This 2 year postgraduate program is for physicians who are in or have completed a residency or fellowship program.

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**Student Curriculum Development Consultants**

With exposure to various forms of flipped classrooms, preparatory videos, readiness assessments, and other new teaching methods, current students are well suited to provide consultation to faculty as they design Pathways curricula. To help facilitate this type of communication, the HMS Medical Education Student Interest Group, in conjunction with the HMS Academy and the Foundations course director Randy King, has developed the following, Curriculum Development Consultant opportunity for students to partner with faculty to provide feedback on course development. To allow for student flexibility and varying levels of
engagement, students may serve as consultants in one or more capacities (see below).

**Session Review:** Faculty will post the lesson plan for a single class session, including pre-session materials, readiness assessments, and in-class work. Students will sign-up to review all materials and provide comments regarding the content, quality, and appropriateness of materials from the learner's perspective. It is anticipated that each session review will require a single time commitment of 3-4 hours. These may be completed remotely/electronically. Commitment to review multiple sessions from a given course is preferred.

**In-person Consultation:** Students will meet, either individually or in a group, with faculty to provide the learner's perspective on a given aspect of a course. This may take the form of a discussion for sharing of general ideas or a mock teaching session with debrief and feedback. It is anticipated that these consultations will occur on an ad hoc basis and require a time commitment of 1-2 hours per consult.

**Session Development:** Students will work closely with individual faculty to develop new course sessions. This may include reviewing learning objectives, discussing materials to include in preparatory work and in-class exercises, and/or consider the timing/sequence of material. It is anticipated that students serving in this capacity will spend 10 or more hours over weeks to months in creative collaboration with an individual faculty member. Interest/expertise in the content area of the course preferred.

Please click below for:

[Faculty sign-up sheet for consultancy](#)

Student Lead: Jordan Anderson
Student Co-Leaders: Eileen Brandes, Christopher Calahan
Faculty Advisor: Holly Gooding, MD

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**Congratulations to Doctor Celeste Royce!**

in her recent appointment to the Association of Professors of Gynecology and Obstetrics (APGO) Undergraduate Medical Education Committee (UMEC)

Celeste Royce, M.D., has been selected to serve on the Association of Professors of Gynecology and Obstetrics (APGO) Undergraduate Medical Education Committee (UMEC) following a competitive selection process.

The APGO Undergraduate Medical Education Committee (UMEC) was established in 1965 and is a twelve-member committee that addresses issues of medical student education and faculty development in a changing health care environment.

The committee's many accomplishments are visible throughout the country as medical educators utilize the resources it develops and attend the meetings it plans. The UMEC produces teaching tools, organizes faculty development seminars and promotes innovative teaching methods for continued excellence in undergraduate medical education.
Who's who in the Harvard Medical School Academy

Dr. Grimes is a child psychiatrist and children's health services researcher, and the Director of the Children's Health Initiative at Cambridge Health Alliance. Previously the PI for the long-running study of an innovative "Mental Health Services Program for Youth" system-of-care, launched by the RWJ Foundation, Dr. Grimes has an MPH from the Harvard T.H. Chan School of Public Health and is a former Faculty Research Fellow at the Kennedy School of Government. In 2016, the American Academy of Child and Adolescent Psychiatry honored her with "Distinguished Fellow" status for her contributions on behalf of children with mental health needs. Her experience with integrated care in the public sector has led to her health policy focus on improving mental health treatment access and quality for children and adolescents, as well as on expanding workforce capacity. Dr. Grimes' work as PI on studies funded by the BCBS Foundation featured shared training by pediatric residents and child psychiatry fellows, fueling her new undergraduate medical education initiative in integrated care for children, via the HMS-Academy. Dr. Grimes' brings a public health approach, promoting cost-effectiveness by recognizing those with childhood trauma, or other social determinants of health, who may be at increased risk for mental health disparities. She is currently the PI for a multi-year SAMHSA grant working alongside Massachusetts' child-serving agencies to enhance systems-of-care for vulnerable children and families. Dr. Grimes serves as a preceptor for students from both the Harvard and Tufts Schools of Public Health and is a Child Psychiatry faculty member.

Katherine Grimes, MD

New Medical Education Pubmed Citations from Academy Members

Please note that we use an automated search system to identify new pubmed-cited medical education literature. If we have missed a medical education paper you have published, please let us know. Also, please let us know if you have published medical education materials on MedEdPortal or other sites.

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<td>Effects of a Short Video-Based Resident-as-Teacher Training Toolkit on Resident Teaching</td>
<td>Obstet Gynecol.</td>
<td>2017 Oct</td>
<td>130 Suppl 1</td>
<td>36S-41S</td>
<td>10.1097/AOG.0000000000002203</td>
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<td>Survey Development to Assess College Students' Perceptions of the Campus Environment</td>
<td>Am J Health Behav.</td>
<td>2017 Nov</td>
<td>41(6)</td>
<td>701-709</td>
<td>10.5993/AJHB.41.6.4.</td>
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