Medical Education Summer Bookshelf

Academy members have written and edited a number of new medical education books and textbooks. If you have published a book recently, please let us know so that we can share the link.

The **Textbook of Simulation: Skills & Team Training** is the first comprehensive contemporary resource on this topic for educators. The textbook reviews the history and literature on the use of box trainers, virtual reality, and simulation to teach medical students, residents, and physicians in practice. Modern concepts of psychomotor skill acquisition, adult learning, group behavior, and human performance theory enrich many of the chapters. The book is edited by Dr. Dan Jones, MD. It’s a must read for every HMS Academy doc.

**Seeing Patients: Unconscious bias in Health Care** was published in 2011 by Dr. Augustus (Gus) White. This book spans not only Dr. White's remarkable life story, but a thoughtful discussion of culturally competent care and important insights regarding clinical medicine.

The third book in the Integrated Physiology Series by editors/authors Drs. Rich Schwartzstein and Michael Parker entitled "**Renal Physiology: A Clinical Approach**" was published in 2012. Co-written with Drs. Mark Zeidel and John Danziger from BIDMC, the textbook builds on the success of the earlier Respiratory (2005) and Cardiovascular (2010) books in this innovative series which incorporates interactive animations with a mechanism- and hypothesis-driven approach to clinically-based physiology. The series is also notable for a conversational writing style and “editor’s integrations” that link physiological principles across organ systems.

News from the HMS Center for Education Technology

**MyCourses Redesign and New Search Capability**

An effort to redesign MyCourses is currently underway. In a recent HMS Educational Technology Survey, which received 745 responses, HMS teaching faculty expressed a rich array of ideas for improving MyCourses. Top requests were a significant change in user interface design, easier navigation to frequently used resources, and improved search. The Center for Educational Technology, which leads the project in collaboration with the Program in Medical Education, faculty, and student focus groups, has partnered with a well-known design firm to provide a fresh, modern interface that simplifies delivery and discovery of educational resources.

In parallel, a project to integrate Google search technology has been underway since last fall; this Google-powered search is expected to greatly enhance faculty and students' ability to find what they need in MyCourses. Pending financial approval, it is expected that the redesign and new search tool will be rolled out by January 2013.

[See the draft redesign](#)
HMS Adopts New Course Collaborative Tools

A new online collaborative forum, called Piazza, has been successfully used for the first time in the Integrated Human Physiology course, directed by Richard M. Schwartzstein, MD. This year's physiology course saw students asking a broad range of questions via Piazza, with answers collaboratively crafted by their colleagues and by the instructors in the course. Among the unique affordances of the tool are wiki-like creation of answers, a timeline view that allows faculty and students in the course to play out the time course of the construction of any answer, integration of media, and powerful notifications that allow interested observers to track questions/answers. The Center for Educational Technology, in cooperation with the Program in Medical Education, plans to implement Piazza on a broader basis for courses in the coming Fall semester.

To learn more about Piazza and how to get started, please email MyCourses_Support@hms.harvard.edu

Submitted by Jason Alvarez & Michael Parker, MD

Who's Who in the Harvard Medical School Academy

Susan Burgin, MD

I am an Assistant Professor of Dermatology at Harvard Medical School and a general dermatologist at Beth Israel Deaconess Medical Center. I teach an annual course in the approach to differential diagnosis for our residents and recently developed and instituted a comprehensive resident-as-teacher program. I co-direct the dermatology Patient-Doctor II afternoon for medical students and enjoy clinical teaching with residents and medical students. I serve as Director of Resident Education for the Harvard Combined Dermatology Residency Program and Director of Medical Education in our Department.

Zeina Chemali, MD MPH

I am an Assistant Professor of Psychiatry and I direct Neuropsychiatry Clinics in the departments of Psychiatry and Neurology, and I founded the Neuropsychiatry-Behavioral Neurology Fellowship in the Department of Psychiatry and Neurology at Massachusetts General Hospital including clinics bridging with Adult Down Syndrome group and Tinnitus Clinic at MEEI. I served as the neuropsychiatry training director at BWH from 2000-2010 before moving to MGH and mentored more than 30 MD or PhD. I combine my clinical and teaching in the US with extensive work internationally in building curricula in education and clinical programs, for example in Ethiopia, South Africa, Lebanon, Saudi Arabia, Guatemala and Norway. My interests, in addition to my teaching in US, are to promote education and gender empowerment in the fight against structural violence and poverty, and to strive for Happiness as a fundamental human right. My kids have been my most valued and cherished life teachers. They are the reason behind my smile.
Christiana Russ, MD

I am an Instructor in Pediatrics at Harvard Medical School, Assistant Medical Director of the Intermediate Care Program at Boston Children's Hospital, and the Director of Global Health Rotations for the Boston Combined Residency Program. I work alongside colleagues in the American Pediatric Program Directors to improve curriculum for a global view of child health and provide successful overseas rotations for those interested. My research focuses on expansion of pediatric training opportunities in low and middle income countries, and how partnerships best provide them with support.

Priscilla Slanetz, MD MPH FACR

I am an Associate Professor of Radiology at Harvard Medical School, Program Director of the Radiology Residency at Beth Israel Deaconess Medical Center, and Director of Breast MRI and Breast Imaging Research at Beth Israel Deaconess Medical Center. I currently teach in the human functional anatomy course in the Division of Health Sciences and Technology at the medical school. In addition, I teach evidence-based imaging to students in the principal clinical experience at BIDMC. As Program Director, my educational interests focus on curricular innovation and development. Over a year ago, we introduced iPad technology into our residency program and we have multiple ongoing projects attempting to assess the educational value of iPads in residency education. Two other current projects include the development of a professionalism curriculum for radiology residents using case-based reflective exercises and the creation and implementation of a peer observation teaching program to enhance resident teaching skills, both of which have received grant funding. I am also interested in the hidden curriculum as it pertains to residency education and recently created a BIDMC Radiology Humanism Award as a means to recognize one of our graduating residents for humanistic qualities.

Katharine Treadway, MD

I am a general internist at MGH where I have practiced for 33 years. I still have a very active clinical practice which remains the bedrock of my professional life. I am the Gerald S. Foster Academy Associate Professor of Medicine and the Mark and Susan Laurence Director of Professionalism. I am involved in teaching at a variety of levels. I direct Introduction to the Profession which is a course for all incoming medical and dental students for the first 2 weeks of medical school. I am a co-director of the MGH site for PD 2 and I have just finished creating a capstone course for graduating seniors. The pilot took
In all these endeavors I try to communicate the importance of personal as well as intellectual development and to foster the notion that caring and compassion are an immensely important part of competent medical care. Lastly, I am an associate master of the Walter B. Cannon Society at HMS.

Kamen Vlassakov, MD

I am an Assistant Professor of Anesthesiology at Harvard Medical School and Director of the Division of Regional and Orthopedic Anesthesia at the Brigham and Women's Hospital (BWH). I am also the Director of our Regional Anesthesia Fellowship program. My daily teaching role is mostly in the clinical field of anesthesia, instructing and supervising medical students, anesthesia residents and fellows, with an emphasis on regional anesthesia, relevant anatomy, physiology and pharmacology, their implications in the operating room and the entire perioperative period, including intensive care. Our research is mainly focused on improving clinical outcomes such as pain control, neural blockade effectiveness, duration, safety and related teaching and learning. Innovation in the field by adding and improving ultrasound image-guidance has been central in our work for the last five years, allowing us to develop new and modify/improve traditional regional anesthesia techniques.

Why I Teach

I teach for the joy that I find in watching things grow. The joy of seeing new understanding in the eyes of the learners, of engendering confidence, of watching them discover the privilege of our work as healers. I am a family physician, and I teach my patients, students and residents. Last night I was on labor and delivery, laboring with one of my own patients, while sharing her care with a family medicine resident and a medical student. The richness of teaching was an orchestra. Teaching my patient about her labor process. Teaching the resident through not only example and conversation, but also through shared management discussions which included the nurse and the patient. Encouraging the resident and the student to fearlessly evaluate themselves, both things to repeat and things to change. Empowering the resident to share her skills and knowledge with the student. Watching this exchange of medical knowledge across the disciplines and educational levels, the enthusiasm that was engendered and the delight in being able to make a real difference for a patient, reminded me again of why I teach.

Katherine Miller is a family physician working in a community health center in Cambridge. She is the family medicine advisor for Harvard, and she also teaches in PD2 and the PCC, as well as for the Tufts family medicine clerkship. She provides outpatient care as well as intrapartum and newborn nursery care at the Cambridge Hospital.

Contact Us
(617) 432-5401
academy@hms.harvard.edu