Welcome to the new academic year! The HMS Academy is off to a great start with the first session of Medical Education Grand Rounds (see article by David Roberts in this edition of Insights.) There is much to do as we support the first year of the Pathways curriculum and prepare for new teaching approaches throughout undergraduate and graduate medical education. The Academy has a number of different faculty development opportunities, which are open to all HMS faculties. Descriptions and links are listed below.

**Medical Education Day** will take place on Tuesday October 27th. With a plenary session, workshops and a poster session, Medical Education Day addresses a different theme each year, and is the Academy's largest event. This year's event, "Taking Pathways into the Clinical Realm" will feature plenary speaker Dr. Thomas R Viggiano, MD Associate Dean for Faculty Affairs, Mayo Medical School. The program will explore strategies to support a learning orientation and promote active learning, professionalism, and resiliency in students and residents as they evolve from primarily classroom learners to physicians learning in the clinical arena.

**Medical Education Grand Rounds** are a series of one-hour and a half monthly sessions held monthly throughout the year addressing different issues relevant to medical education both at the undergraduate and graduate levels. Please see the [Academy website](#) for dates.

**Annual Symposium** on the Science of Learning takes place in the spring and features two invited speakers. This year the program will focus on identifying and fostering resilience in learners of all levels. Details to follow!

**Inter-hospital Medical Education Collaborative** symposia take place on Wednesday afternoons in the spring. Each session is sponsored by a different Harvard hospital Medical Education group. The aim is to share a selection of educational initiatives from the affiliated hospitals so that we all are informed about the education work ongoing at our hospitals, learn about education research, and explore opportunities for collaboration across the HMS system.

**Academy Interest Groups** Finally, if you are not already a member, please join one of the Academy Interest Groups! Information on each group is provided on the [Academy website](#). Membership and participation in an interest group is an important way for Academy members to connect with colleagues and to make a difference in education at HMS and affiliated hospitals. For example, Interest Groups provide ideas for medical education grand rounds, proposals for special faculty development sessions of the Academy, outreach to junior faculty in the hospital-based academies and centers for education, and hold journal clubs focused on their topic.

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**AAMC's MedEdPORTAL Awards Special Distinction to HMS Faculty Publication**
HMS faculty members, Lori Newman, EdM; Hope Ricciotti, MD; Carrie Tibbles, MD; K. Meredith Atkins, MD; Susan Burgin, MD; Lauren Fisher, MD; Tara Kent, MD; Christopher Smith, MD; and HMS medical student, Ashley Aluko, were honored to receive MedEdPORTAL's Editor's Choice Award for their submission Resident-as-Teacher DVD, Guides, and Resources. The "Editor's Choice" special distinction is awarded to a small percentage of accepted publications as an exemplary scholarly educational resource. The authors developed the DVD series and accompanying guides to help program directors, interested clinician-educators, and residents themselves take the first step in implementing a resident-as-teacher training program in their own clinical departments. The publication provides a platform that allows for efficient, but comprehensive training of 5 essential topics: Clinical Teaching Skills, Effective Clinical Supervision, Providing Effective Feedback, Leading a Small Group Discussion, and Teaching Procedural Skills. To emphasize universal application of the series' topics, five of the authors (KMA, SB, LF, TK, CS), each representing a major clinical department at BIDMC, Obstetrics and Gynecology, Dermatology, Anesthesiology, Surgery, and Internal Medicine, contributed his or her personal experiences and clinical teaching knowledge to the DVD's production and written materials. The BIDMC's Director of the Office of Professional Development (LN), Chair of the Department of Obstetrics and Gynecology (HR), and Director of Graduate Medical Education (CT) introduce the series and discuss the application of adult learning theories to clinical teaching. The authors collaborated to write both a Resident-as-Teacher series facilitator’s and self-study guide, which offer educational principles, key teaching strategies, take-away points, and thought questions for readers to consider. The MedEdPORTAL editors congratulated the authors on "taking this resource to a new level of excellence that truly builds on prior work and provides unique, high quality materials that most assuredly will advance practice in the preparation of residents as teachers. The Residents-as-Teachers materials are truly outstanding and will be a wonderful asset to interested medical educators." The publication is available for downloaded from: Newman L, Tibbles C, Atkins K, Burgin S, Fisher L, Kent T, Smith C, Aluko A, Ricciotti H. Resident-as-Teacher DVD Series. MedEdPORTAL Publications; 2015 https://www.mededportal.org/publication/10152 http://dx.doi.org/10.15766/mep_2374-8265.10152
The 2015-2016 HMS Academy Medical Education Grand Rounds series kicked off on September 11, 2015 with a talk entitled **Innovation in External Education: Teaching New Learners in New Ways** by Dr. David Roberts, Dean for External Education. The talk highlighted the new HMX online learning platform with content spanning basic science and clinical medicine in the areas of immunology and physiology. As mentioned during the talk, the HMX team encourages HMS faculty interested in potentially being involved in the clinical applications filming to fill out the Qualtrics form here. Look for more news and information about the HMX platform and content in future editions of the HMS Academy Insights.

David H. Roberts, MD  
Dean for External Education  
Harvard Medical School

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**Save the Date**

**Medical Education Day 2015: Taking the New Curriculum to the Clinical Realm**

Medical Education Day 2015  
Tuesday, October 27, 2015  
11:00-5:30 pm  
11:00 am - 11:30 pm Registration and lunch  
Tosteson Medical Education Center - Amphitheater and Atrium
The Academy at Harvard Medical School and the Program in Medical Education are sponsoring the annual Harvard Medical Education Day on Tuesday, October 27, 2015 in the Tosteson Medical Education Center, 11-6:00pm. All HMS faculty are invited to attend and are eligible to participate. The day will feature poster and technology presentations of both completed projects and works-in-progress related to the education of medical students, house staff, or faculty in the areas of curriculum development, assessment, faculty development, education research, or use of technology to enhance education. The afternoon will also feature workshops/seminars, a plenary session and a keynote address.

Who's Who in the Harvard Medical School Academy

Christy L. Cummings, MD, is an Instructor in Pediatrics at Harvard Medical School and an attending neonatologist in the Division of Newborn Medicine at Boston Children's Hospital and St. Elizabeth's Medical Center. She is a member of the Ethics Advisory Committee at Boston Children's Hospital, and is the Medical Director of the Compassionate Care Committee at St. Elizabeth's Medical Center. She is also Director of Medical Ethics & Humanities for the Division of Newborn Medicine at Boston Children's Hospital. She participated in Yale's Interdisciplinary Center for Bioethics Program in Bioethics (2011) and completed the Fellowship Program in Medical Ethics through the Division of Medical Ethics at Harvard Medical School (2012-2013). A graduate of Colby College, Dr. Cummings received her medical degree from the University of Rochester, and training in pediatrics, neonatology and ethics at Yale. Her research and scholarly activities focus broadly on medical ethics and humanism and their intersection with education, as well as counseling and communication. Dr. Cummings is currently interested in ethics and humanism in medicine and the acquisition of ethical principles and knowledge, including interpersonal competence and professionalism, via simulation and enacted role-play during training. She is conducting research on the state of ethics education for neonatal-perinatal fellows, and is in the process of developing an innovative ethics curriculum for this group of trainees, as well as assessment tools. She is also interested in fellow training practices surrounding antenatal counseling at the margin of viability. Recent work has appeared in Pediatrics, Hastings Center Report, J Perinatology, and Journal of Medical Ethics.
Dr Saira A Samani, is an Academic Hospitalist at Mount Auburn Hospital, and Instructor in Medicine at Harvard Medical School. She graduated from the Aga Khan University and completed her Internal Medicine Residency at Mount Auburn Hospital. She was appointed Chief Medical Resident, during which time she also completed her Fellowship in Medical Education. Dr Samani currently works as an Academic Hospitalist at Mount Auburn Hospital, serves on the residency training program’s Program Evaluation Committee, and is an instructor for Harvard Medical School's Patient Doctor II course. In addition Dr Samani’s research interests include patient care handoff among residents in training programs.

Saira A Samani, MD

Cross Cultural Care Interest Group

The Cross Cultural Care Interest Group consists of a diverse, enthusiastic and experienced group of educators who share a passion for cross cultural care, some have international backgrounds and others work with underserved communities in some professional or volunteer capacity.

The specific goals of the interest group include: (1) Integrating educational experiences and teaching on cross-cultural care into all core courses in the existing HMS curriculum where it is reasonable to do so; (2) Ensuring that students are taught by faculty members who are well versed in the concepts, principles, and skills of cross-cultural care; (3) Monitoring the quality of cross-cultural care education provided by HMS to medical students through feedback from students and formal evaluation; (3) Developing educational opportunities for medical students, faculty members, and others in the Harvard medical community to learn about cross-cultural care; (4) Undertaking, presenting and publishing scholarly work on the topic of cross-cultural medical education that fosters Harvard Medical School's leadership role on these issues nationally.

Our interest group is currently preparing to lead focused faculty development sessions for the core faculty of the new Practice of Medicine course on cross-cultural care. The idea is to integrate this skills-based teaching throughout the course as well as in specific sessions on topics ranging from exploring explanatory models to language barriers and patient safety to mistrust and trust-building across cultures. We are also planning to lead specific courses on teaching cross-cultural care in the organ-systems courses, and to offer more general courses on cross-cultural care for a broader audience.

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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<th>Volume</th>
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<td>Chang BS, Molnár Z.</td>
<td><strong>Practical neuroanatomy teaching in the 21st century.</strong></td>
<td>Ann Neurol.</td>
<td>77</td>
<td>(6)</td>
<td>911-6.</td>
<td>2015 Jun</td>
<td>10.1002/ana.24405</td>
<td>Epub 2015 May 11</td>
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