HMS Students Participate in Roxbury Tenants of Harvard Health Fair
By Laurie Schleimer, Harvard Medical School Class of 2018

On a Saturday afternoon in September, a group of Harvard Medical Students volunteered alongside healthcare providers and community members at the Roxbury Tenants of Harvard Fall Kick-Off Health Fair. The fair was co-sponsored by the Brigham and Women's Hospital, and featured dozens of organizations providing health outreach and screening at the beautiful new Roxbury Tenants of Harvard Community Center.

For the students, it was a chance to venture beyond the walls of the Harvard-affiliated hospitals, practice clinical skills, and engage with a neighborhood that is physically so...
close and yet strangely removed from students' lives.

"I got to meet many of the wonderful people who live in the local community and use the HMS-affiliated hospitals for their care -- in other words, my future patients," said Ryan Din, MS2. "It was a wonderful way to educate patients and promote preventive medicine while seeing what their residential community looks like and what the resources at their disposal actually are."

In addition to health outreach, the Health Fair served as an avenue to conduct a needs assessment that will guide future outreach efforts. Medical students welcoming residents to the fair administered a health needs survey to over a hundred attendees in English, Spanish, Russian, and Mandarin.

Inside the fair, students took residents blood pressure and screened participants for on-the-spot Step SubMax Exercise testing. Those who underwent exercise testing were recruited for a longitudinal exercise program, one of multiple health and wellness programs being launched by the Brigham at the new RTH Community Center.

Students enjoyed the lively atmosphere of the fair and the chance to get to know their neighbors on a personal level. "I have not had a lot of time to meet folks who live in the area who aren't affiliated with HMS," said Andrew Foley, MS1, "I love feeling like I'm part of a neighborhood. This was a chance to participate in the community that I just moved into a few months ago."

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

Tuesday, October 27, 2015 11:00 AM ~ 5:30 PM
Harvard Medical School - Tosteson Medical Education Center

On August 3, 2015 the Pathways curriculum was unveiled for our new first year class at Harvard Medical School. Courses have been redesigned and faculty have been busy learning and practicing new interactive teaching formats, developing exciting visual resource materials, and pushing the boundaries of their skills as educators. But there is much to be done as students embark on early clinical experiences and we work to
ensure that the new emphasis on clinical reasoning/critical thinking and problem solving, along with seamless integration of empathy, science, and clinical medicine are successful and continue on to our GME programs. In the end, any curriculum is only as good as the faculty who teach it.

Come join us for Medical Education Day 2015 on Tuesday, October 27 as we work together to take the educational philosophy embedded in Pathways to the clinical realm and consider its implications for residency and fellowship training. In addition to a keynote address by Dr. Thomas Viggiano, Associate Dean for Faculty Affairs at Mayo Medical School, there will be two sets of concurrent workshops, which have been designed to provide you with key skills to enhance your work as a teacher in this changing education environment.

In addition to the plenary and workshop sessions, we will honor this year's Medical Education Day Abstract Award Recipients, listed below:

**Undergraduate Medical Education Research:**

*Assessing Item Quality in Open-Book Online Readiness Assessment Exercises Using Student Feedback and Item Response Time*
H.C. Besche, PhD; M.I. Stefan, PhD; Y. Liu, PhD; R.W. King, PhD; A.Sullivan, EdD

**Innovation for Undergraduate Medical Education:**

*Impact of the Resident-as-Teacher Video Series in Preparing Students to be Resident Teachers*
Bri Anne McKeon, MD; Celeste Royce, MD; L. Renata Vicari; Miriam Haviland MSPH; Lori Newman, MEd; Hope A. Ricciotti, MD

**Graduate Medical Education Research:**

*A Cadaveric Procedural Anatomy Course Enhances Operative Confidence and Competence*
G. Sharma, MD; Mario A. Aycart, MD; Peter A. Najjar, MD; Trudy van Houten, PhD; Douglas S. Smink, MD, MPH; Reza Askari, MD; Jonathan D. Gates, MD, MBA

**Honorable mentions for Graduate Medical Education Research:**

*Test-Enhanced Learning Applied to the Digital World*
Lisa A. DelSignore, MD; Traci Wolbrink, MD, MPH; Tanya Logveniko, PhD; Jeffrey P. Burns, MD, MPH

*Effective Mentorship During Residency Training: Needs Assessment and Perspectives of Residents*

**Innovation for Graduate Medical Education**

*A Compiling Analytic Software Program for the ACGME Milestones is an Efficient, Flexible and Timely Monitor of Resident Performance and Progress*
D.K. Urion, M.D., FAAN; Joseph Viscomi
Student Research:

Committed to Leadership: A Landscape Analysis of Leadership Training in the Medical School Curriculum
D. Wohler, B.S.

Honorable mention for Student Research:

Implementation and Assessment of a Near-Peer Teaching Program for Preclinical Medical Students
Samantha Epstein, B.A.; Zoë Gottlieb, M.D.; Holly Gooding, M.D. M.S.; Jeremy Richards, M.D. M.A.

Increased Resident Research in the Era of Work Hour Restriction
Jenny X. Chen, BA; Elliott D. Kozin, MD; MPH, Rosh K.V. Sethi, MD, MPH; Aaron K. Remenschneider, MD; Kevin S. Emerick, MD; Stacey T. Gray, MD

Continuing Medical Education Special Mention:

Impact of a Professional Education Program on Physician and Patient Metrics in Diabetes Care
Garcia-Dolagaray G, BS; Romero-Ibarguengoitia, ME, MD, MS; Okeke E, MD; Gautam S, PhD; Kuc K, MPH; Neighbours J MEd, Caballero AE MD

Special Mention:

Novel Analytics Inform Evidence-Based Improvement of Online Courses
Marshall Thomas, PhD; Alexis Estrella, BA; Michael Parker, MD

Physicians & Biomedical Research Careers: Findings From a Study of HMS Alumni
Ed Krupat, PhD; Gordon Strewler, MD; Carlos A. Camargo, Jr., MD, DrPH; Janice A. Espinola, MPH; Thomas Fleenor, MEd; Jules L. Dienstag, MD

For more details and to register for Medical Education Day 2015, visit our event page.

Exploring an Online Resource for Educators:

ABLConnect is a website that contains resources for educators interested in using active learning approaches.

By: Dara Brodsky
Founded in 2012 by Dustin Tingley, a Professor of Government at Harvard University, ABLConnect collaborates with other Harvard University groups, including the Institute of Quantitative Social Science and the Derek Bok Center for Teaching and Learning, to collect, categorize and organize active learning activities. ABLConnect is a cross-university effort. Based in and run out of Harvard's Bok Center, other partners include Yale, MIT, Cornell, & MassBay.

This online database contains the following:
* Description of different types of activities, including "do now" (getting students focused at the beginning of class with an activity), "peer instruction" (having students teach concepts to each other), "speed dating" (time-limited discussions between alternating pairs of students)
* Downloadable lessons and projects
* Video tutorials
* Interviews with instructors
* Links to valuable technology resources
* Research summaries about active learning approaches

In addition to exploring these activities, you can also submit your own exercises by completing a survey (https://harvard.az1.qualtrics.com/jfe/form/SV_b9qo6YTKq0ObSlf) and sending an email to ablconnectwebsite@gmail.com with a description and materials.

**Upcoming Academy Events**

**Medical Education Grand Rounds:**
**Operationalizing a Program of Assessment for Medical Learners**
*Wednesday November 4, 2015 from 4:00 PM to 5:30 PM - TMEC 250*
Richard W. & Sue P. Vilter Professor of Medicine Program Director,
Internal Medicine University of Cincinnati Academic Health Center

**RSVP**

Medical educators are in the assessment business. Nationally, across institutions, undergraduate medical educators struggle to find the best means to assess students. In graduate medical education, the struggle continues--we must choose the right applicants for our programs, and once chosen, we must assess their progress toward competence. Unfortunately, in each phase of the education continuum, assessment is often of poor quality and put to suboptimal use. This presentation will review the evidence behind these assertions, and detail several models from the literature designed to produce high quality assessment. Two novel programs of assessment will be presented in depth, with an analysis of the successes and failures of each. Participants will then discuss potential next steps in this work.

**Faculty Development Series:**
**A Fulbright Specialist Project in Rural Australia**
*Thursday November 12, 2015 from 4:00 PM to 5:30 PM - Location TBD*
Lisa Gruenberg, MD
Assistant Professor of Medicine, Harvard Medical School, Division of Global Health
Dr. Lisa Gruenberg recently completed a Fulbright Specialist Project through the University of Melbourne Medical School and their Rural Academic Center at Shepparton. She will discuss the details of her visit, with a primary focus on applying the concepts of current learning theory to improve didactics in the Murray to the Mountains Rural Internship Program. As a grant evaluator for the Fulbright Specialist program, she will also discuss application to the Fulbright Specialist Roster, and routes for developing a successful grant proposal.

The Hidden Curriculum Interest Group

Co Chairs: Sigall Bell, MD and Jennifer Kesselheim, MD EdM

The Hidden Curriculum Interest Group explores the various ways in which the culture of our learning environments supports or hinders the professional development of our students, trainees and faculty. We are particularly interested in disparities between what we at HMS say we do and what we actually do. There are five areas of focus with dedicated subcommittees:

1. Assessment of hidden curriculum/Developing metrics
2. Self-awareness and self-reflection
3. Hidden Curriculum and patient safety
4. Medical student mistreatment/respectful environments
5. Organizational culture change with a focus on the change strategies of Appreciative inquiry and Public narrative

The Interest Group explores the potential interactions between the new curriculum reform in progress at HMS and the hidden curriculum. Over several sessions and ongoing discussion, the interest group is considering ways to harness the new curriculum to reinforce principles of reflective practice, that emphasize positive aspects of the hidden curriculum and mitigate negative ones.

Members enjoy sharing with one another their own scholarship and activities relevant to the hidden curriculum, as well as humanism and professionalism education more broadly. Interest group meetings often include discussion of members’ individual work, providing opportunities for synergy and collaboration.

For more information regarding The Hidden Curriculum Interest Group Click Here

Who's Who in the Harvard Medical School Academy
Phoenix Chen, MS, PhD, is an instructor at Harvard Medical School and an Education Specialist of Department of Obstetrics and Gynecology and Department of Surgery at Brigham and Women's Hospital. She received her master degree from University of Nottingham (UK) and completed her PhD training at University of Illinois (US). Her scholarly activities primarily focus on designing and developing educational interventions which aim at improving clerkship curriculum, residency training, and faculty development at a department-wide level. Dr. Chen is also a fellow of the two-year Harvard Medical School Academy Fellowship in Medical Education Research. She is currently in the process of developing a practical approach to scaffold residents' in-training autonomy in the operating room as well as conducting research on effective methods to enhance Trainee-as-Teacher outcomes, improve clerkship learning efficiency, and optimize procedure-based teaching. Her recent work has been published in peer-reviewed journals.

After graduating from Jefferson Medical College, Dr. Goldhamer completed a residency in Internal Medicine and a Clinician Educator Medical Education Fellowship at the Hospital of the University of Pennsylvania, focusing on curriculum development and effective teaching strategies.

In 2005, Dr. Goldhamer came to MGH for the Harvard Faculty Development Fellowship Program in General Internal Medicine and completed a Masters in Public Health at the Harvard School of Public Health. Her research and thesis focused on a large-scale program evaluation of the HSPH Program in Clinical Effectiveness, a preeminent program for training physicians to conduct clinical research.

In 2010, Dr. Goldhamer joined the Partners Office of Graduate Medical Education, focusing on an initiative to improve trainee assessment and feedback across Partners training programs. Dr. Goldhamer has worked with the Evaluation and Feedback Subcommittee of the Partners Education Committee to develop multi-source assessment tools for evaluation of trainees, faculty, and programs. These evaluations are utilized by 50+ Partners training programs and several of these assessments have recently been published through the American Association of Medical Colleges (AAMC) MedEdPORTAL. Effective feedback and evaluation of faculty and trainees has been promoted through case-based, specialty-specific conferences which have been attended by over 800 Partners faculty, residents, and fellows. In her GME role, Dr. Goldhamer also guides the curriculum development process for new PHS residency and fellowship programs.
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.


