The Partnership for Health Advancement in Vietnam (HAIVN) is a collaborative program of Harvard Medical School, Brigham and Women’s Hospital and Beth Israel Deaconess Medical Center. For over a decade, we have worked with the Vietnam Ministry of Health (MOH), medical universities and hospitals to strengthen the country’s capacity for medical education, research and healthcare delivery.

Despite its difficult history, Vietnam has made significant economic progress over the last 20 years. However, Vietnam's health system is struggling to cope with the demands accompanying its rapid development. Medical Education in particular has not kept pace with the socioeconomic and health changes, and Vietnam faces a shortage of well-trained healthcare workers, particularly in rural and mountainous areas. This has led to increasing public mistrust at community level clinics, overcrowding of central hospitals, inequity in care, and an enormous stress on the health care system.

Reform of the medical education system is one of MOH priorities to improve the quality of health care in the country. With financial support from the United States Agency for International Development (USAID), the experience and expertise of HMS faculty, and innovation of private sector partner, HAIVN is partnering with the MOH to update curriculum and pedagogy. This work is part of a new 5-year USAID-funded project, the Improving Access, Curriculum and Teaching in Medical Education and Emerging Disease (IMPACT MED).

The current undergraduate medical education in Vietnam is based on traditional concept of didactic teaching and learning. With large group lectures and minimal incorporation of learner-focused techniques such as active, problem and team-based learning. Most clinical experiences are hospitals rather than community-based. Students are not trained for innovative thinking, scholarship, or to develop skills to work in fast-paced, multi-disciplinary teams.

Our initial efforts included a partnership with faculty of the Ho Chi Minh City (HCMC) University of Medicine and Pharmacy (UMP). With support from Johanna Gutlerner PhD, we conducted faculty development workshops on integrated curricular and instructional design, assessment, and feedback, strategies and continuous quality improvement. Faculty from HCMC UMP were paired with HMS first-year faculty counterparts to assist with UMP curriculum development and understand the curriculum reform process, and traveled to Boston to observe and gain an understanding of the HMS teaching methodology. In October 2016, HCMC UMP unveiled their new 1st year curriculum which incorporates elements of interactive teaching and case-based learning in the basic sciences.

Our Vietnamese colleagues have greatly benefited from the experience of HMS faculty who have just completed the development and implementation of the Pathways curriculum. Development of the 2nd and 3rd year integrated organ-system based modules at HCMC UMP is underway.
Kristen Goodell, MD at the HMS Center for Primary Care, collaborates with HAIVN to support the development of a longitudinal clinical experience similar to HMS’ Practice of Medicine. The Course, the first of its kind in Vietnam, will be taught at the village and district levels and aims to emphasize community-based, longitudinal patient care, teach professionalism and communication, and provide context to the pre-clinical concepts student learn in the classroom.

Throughout the project we have been working with Dr. Le Khac Bao, a member of the HCMC UMP faculty of medicine, currently in his first year of a Master of Medical Sciences in Medical Education program at HMS. Dr. Bao will lead HCMC UMP’s office for curriculum evaluation and improvement upon his return to Vietnam.

Based on the initial success in HCMC, we have expanded the program to assist five additional universities in Vietnam. Our in-country team, with technical support from David Duong MD (HMS ’15, BWH PGY2), is currently working with university leadership to assess their needs and to develop a vision and plan for reform. Through these efforts, over the next 5 years, we hope to develop the necessary technical expertise and create the momentum needed to drive reform throughout the country’s medical education community. With this work, faculty from HMS, BWH, and BIDMC have the opportunity to create real and lasting impact for the next generation of Vietnamese physicians and ultimately the health of the Vietnamese population.

Interested in getting involved? Contact Lisa Cosimi, MD lcosimi@partners.org for more information.

A note from the Academy Feedback and Evaluation Interest Group

The Feedback and Evaluation Interest Group has collaborated with residents from the MGH Internal Medicine program who made 5 short videos on feedback. These 5 videos demonstrate key element of feedback and are just a few clicks away on the Academy website (scroll down after clicking this link: https://hms.harvard.edu/departments/academy/interest-groups/feedback-and-evaluation) Each video is accompanied by a synopsis to inform the viewer of the main point. Please check these out and let us know how we might further meet your need as educators who are interested in feedback.
Upcoming Academy Events

Faculty Development Workshop sponsored by the Writing for Scholarship Academy Interest Group:
Choosing the Right Journal: A Key Step to Succeed in Academic Publishing
Thursday, May 11, 2017 // 3:30-5:00 PM // TMEC 106 - RSVP

Beatrice Hoffman, MD, PhD, RDMS
Associate Professor of Emergency Medicine, HMS

Subha Ramani, MBBS, MMed
Assistant Professor of Medicine, HMS

Gyorgy Bafy, MD PhD
Associate Professor of Medicine, HMS

Click here for more information

Medical Education Grand Rounds:
How we know what isn’t so: The hidden value of (and integration of) basic science education
Wednesday, May 17, 2017 // 4:00-5:30 PM // TMEC 227 - RSVP

Nicole N. Woods, PhD
Director, Centre for Ambulatory Care Education
Women's College Hospital
Education Scientist, The Wilson Centre
University Health Network
Associate Professor, Department of Family and Community Medicine University of Toronto

Click here for more information

For the complete calendar of Academy Faculty Development Programs click here

Who's who in the Harvard Medical School Academy

Justin Chen, MD, MPH is a psychiatrist specializing in the treatment of adult mood and anxiety disorders at the Massachusetts General Hospital Depression Clinical and Research Program, and Assistant Professor at Harvard Medical School. Since May 2015, he has served as Associate Director of the MGH Principle Clinical Experience in Psychiatry. His primary academic interests are in the areas of cross-cultural psychiatry, stigma, racial/ethnic disparities in mental health service utilization, and medical education. He is the Executive Director and Co-Founder of the MGH Center for Cross-Cultural Student Emotional Wellness, a consortium of clinicians, educators, and researchers who are passionate about understanding and promoting the mental health of diverse student populations. He also serves as a residency training mentor for the MGH/McLean Adult Psychiatry Training Program, and co-directs the residency's longitudinal Sociocultural Psychiatry curriculum. He is dedicated to promoting diversity and inclusion in medical education. Dr. Chen received his BS and MD degrees from Yale University and his MPH in clinical effectiveness from the Harvard School of Public Health. He completed his residency training in adult psychiatry at Massachusetts General Hospital and McLean Hospital in 2013.
Dr. Chatterjee hails from Raleigh, North Carolina, attended Harvard College, and was a high school teacher in Newark, New Jersey prior to starting medical school at the University of North Carolina at Chapel Hill. He completed residency training in internal medicine and pediatrics at Yale-New Haven Hospital, where he also completed a chief residency in Pediatrics. He then entered the Fellowship in General Medicine and Primary Care at Harvard Medical School, where he completed research on childhood obesity with the Obesity Prevention Program at the Department of Population Medicine at Harvard Medical School, and a Master's of Public Health at the T.H. Chan School of Public Health.

Dr. Avik Chatterjee is currently a physician at Boston Health Care for the Homeless Program, where he sees adult patients in the respite program and at the Southampton Street Shelter, and homeless families with the Family Team. He is also an Instructor at Harvard Medical School and affiliated with the Division of Global Health Equity at Brigham and Women's Hospital. Dr. Chatterjee's current research projects involve nutrition in homeless families, as well as substance use homeless adults. He teaches in the Introduction to Social Medicine class at HMS, and mentors pre-medical students at Harvard College.

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Upcoming Medical Education events
& announcements that might interest you
(Listed in order of occurrence or deadline)

**Medicine Grand Rounds**
Tosteson Visiting Professor Clarence H. Braddock III, MD, MPH, MACP:
"Big Ideas, Big Challenges in Medical Education"
Sponsored by the Department of Medicine and the Shapiro Institute for Education and Research at Beth Israel Deaconess Medical Center
Thursday, June 8, 2017 // 8:00-9:00 AM // Sherman Auditorium (BIDMC East Campus)

Dr. Braddock, a board certified internist, is Vice Dean for Education in the David Geffen School of Medicine at the University of California, Los Angeles and Chief Medical Education Officer in the UCLA Health System. He also hold the Maxine and Eugene Rosenfeld Chair in Medical Education since 2015. In these positions, he oversees all aspects of medical education, including undergraduate, graduate and postgraduate medical programs. This structure reflects Dr. Braddock's vision of the medical education continuum, with a seamless connection between competencies and ongoing professional development in different phases of training practice. Prior to this appointment, he served as Professor of Medicine and Associate Dean for Undergraduate and Graduate Medical Education at Stanford University School of Medicine. He was also Director of the Stanford Center for Medical Education Research and Innovation, where he directed the Rathmann Family Foundation Medical Education Research Fellowship.

Dr. Braddock has been a national leader in medical education, particularly in bioethics and doctor-patient communication. He launched the Bioethics Education Project at University of Washington, an initiative to expand ethics and professionalism education, and the Practice of Medicine program at Stanford, a new initiative to integrate ethics, professionalism, doctor-patient communication and population health into the pre-clerkship medical school curriculum. He also led the development of a model curriculum in bioethics and medical humanities with the American Society for Bioethics and Humanities, and is a founding member of the Academy for Professionalism in Health Care. He has received numerous teaching awards. Dr. Braddock's research has focused on shared decision-making and patient-physician communication, having developed a widely-used framework for teaching and for evaluation of the quality of shared decision making in practice.

Please contact Liz Langley with any questions: ealangle@bidmc.harvard.edu
Podcast of Past Academy Events: 
Medical Education Grand Rounds

Curriculum reform: Plus ça change?
Wednesday, September 14, 2016

Brian Hodges, MD, PhD, FRCPC
Executive Vice-President Education, University Health Network; Professor, Department of Psychiatry, University of Toronto; Scientist, Wilson Centre for Research in Education; Richard and Elizabeth Currie Chair in Health Professions Education

For the podcast of this event click here

The Use of Virtual Team-based Learning in Global Education
Friday, October 28, 2016

Ajay Singh, MBBS, FRCP, MBA
Senior Associate Dean for Global and Continuing Education
Director, Master in Medical Sciences in Clinical Investigation (MMSCI) program
Harvard Medical School

For the podcast of this event click here

Breaking Down the Barriers to Diversity and Inclusion
Friday, November 18, 2016

Joan Reede, MD
Dean for Diversity and Community Partnership, Professor of Medicine Harvard Medical School

For the podcast of this event click here

A system-based Vision for Medical Education in the 21st Century
Friday, December 16, 2016

Robert Englander, MD MPH
Associate Dean for Undergraduate Medical Education, University of Minnesota Medical School

For the podcast of this event click here

Addressing Student Learning Challenges in the Context of Case Based Collaborative Learning and Clerkship Environments
Monday, February 6, 2017

Richard Goldhammer, EdM
Learning Specialist and Educational Consultant, Harvard Medical School

For the podcast of this event click here
Teaching how to Teach: The Growing Expansion of “student-as-teacher” Programs
Wednesday, March 15, 2017
Taylor Freret, BA (HMS 2017)
Jasmine Rana, BA (HMS 2017)

For the podcast of this event click here

How can physician training be transformed to meet 21st century healthcare needs?
Monday, April 24, 2017 4:00-5:30 PM
Eric Holmboe, MD FACP FRCP
Senior Vice President, Milestone Development and Evaluation
Accreditation Council for Graduate Medical Education

For the podcast of this event click here

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>Title</th>
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<th>Year</th>
<th>DOI</th>
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<td>Guerrero AP, Beresin EV, Balon R, Brenner AM, Louie AK, Coverdale JH, Roberts LW</td>
<td>The Competency Movement in Psychiatric Education</td>
<td>Acad Psychiatry</td>
<td>2017</td>
<td>10.1007/s40596-017-0712-6</td>
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<td>Kenison TC, Madu A, Krupat E, Ticona L, Vargas IM, Green AR</td>
<td>Through the Veil of Language: Exploring the Hidden Curriculum for the Care of Patients With Limited English Proficiency</td>
<td>Acad Med.</td>
<td>2017</td>
<td>10.1097/ACM.0000000000001211</td>
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<td>Scarella TM, Nelligan J, Roberts J, Boland RJ</td>
<td>Effect of call organization on burnout and quality of life in psychiatry residents</td>
<td>Asian J Psychiatr.</td>
<td>2017</td>
<td>10.1016/j.ajp.2016.10.016</td>
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