Medical Education Fellows Selected for 2014-2015

Twenty HMS faculty members and educators have been awarded fellowships in medical education for academic year 2014-2015. They were selected on a competitive basis by four fellowship programs: the HMS Academy Fellowships in Medical Education and Fellowship in Medical Education Research, the Rabkin Fellowship at Beth Israel Deaconess Medical Center, and the Mount Auburn Hospital Fellowship. Participants in all three fellowships have the opportunity to enhance their skills as educators, nurture educational research interests, and participate in a community dedicated to teaching excellence. In regular seminars, fellows explore a broad spectrum of historical and contemporary issues in medical education, as well as adult learning theories, curriculum development, assessment, and feedback.

The Academy Fellowship in Medical Education, sponsored by the HMS Academy, focuses on the medical student education level. It is funded through endowed funds which support Curtis Prout Fellows, Morgan-Zinsser Fellows, and others each year to provide educators with dedicated time for a mentored project and to prepare themselves for advancement as clinician-educators. The Academy Fellowship in Medical Education Research, also sponsored by the HMS Academy, prepares fellows to apply social science research methods to educational issues in medicine and health care. The Rabkin Fellowship in Medical Education is sponsored by Beth Israel Deaconess Medical Center and the Shapiro Institute for Education and Research and provides faculty the opportunity to develop the expertise and skills needed to launch or advance academic careers in medical education and/or academic leadership. The Mount Auburn Hospital Fellowship in Medical Education is devoted to developing faculty leaders and educators across the educational continuum in multiple health professions. Over the academic year, the three fellowships gather to share ideas, consider the history of medical education, and partake in intensive medical education research seminars that cover research design, quantitative and qualitative research methods, and project evaluation.

Congratulations to the following winners of these fellowships for the 2014-2015 academic year:

**HMS Academy Fellows in Medical Education for 2014-2015**

- **Curtis Prout Fellow of the Academy**
  Holly Gooding, M.D., M.Sc.
  Division of Adolescent and Young Adult Medicine
  Boston Children's Hospital

- **Eisenberg Family Fellow of the Academy**
  Monica DeMasi, M.D.
  Department of Ambulatory Medicine, Division of Family Medicine
  Cambridge Health Alliance

- **HSDM Fellow of the Academy**
  Romesh Nalliah, B.D.S.
  Department of Restorative Dentistry and Biomaterials Sciences
  Harvard School of Dental Medicine

**HMS Academy Fellows in Medical Education Research for 2014-2016**

- **Henrike Besche, Ph.D.**
  Department of Cell Biology
  Harvard Medical School

- **Melanie Stefan, Ph.D., M.Sc., M.Sc.**
  Department of Neurobiology
  Harvard Medical School

- **Jeffrey William, M.D.**
  Department of Medicine
  Beth Israel Deaconess Medical Center
Is Aging Associated with Cognitive Decline or Delayed Processing Because of a Fuller Mind?
Submitted by Dara Brodsky, M.D.

The authors of a recent study published in *Topics in Cognitive Science* and reported in the *New York Times* attempt to answer this question.

Previously, cognitive decline has been reported to be responsible for dimming memories, slowing thoughts, delayed reaction times, and diminishing problem-solving abilities that occur with aging. However, this simulation study provides evidence that refutes this dogma.

Using advanced learning models, the authors found that the lower performance patterns in seniors "reflect the information-processing costs that must inevitably be incurred as knowledge is acquired." Thus, choosing between answers or recalling items becomes more difficult as the amount of information contained in that person's brain increases. The authors report that "except in the case of neurological diseases where there is evidence of pathology, there is no neurobiological evidence for any declines in the processing capacities of healthy older adults."

Instead of having cognitive decline, aging adults might just have a fuller database.
New Books on Medical Education at Countway
Submitted by Julia Whelan

Practical Professionalism in Medicine: A Global Case-Based Workbook

Written by an international group of medical educators, this accessible title launches with a discussion of what constitutes medical professionalism, how it can be taught and assessed, interactions between ethics, law, public policy and professionalism, and international trends. The second half of the book presents 29 real case studies, involving medical students or residents. Each case identifies key questions and discussion points; excellent starting points for class discussion.

Remediation in Medical Education: A Mid-Course Correction

Are there evidence-based, respectful strategies you can use to help the struggling medical student or resident? This book discusses a wide range of issues including learning disabilities, professional identity formation and difficulties presented by our systems of medical education.

Understanding Medical Education: Evidence, Theory, and Practice
Edited by Professor Tim Swanwick. Chichester, West Sussex: John Wiley & Sons Inc., 2014 - Online

This comprehensive overview of theory and practice in medical education is an excellent starting point for any inquiry related to the field. From assessment and curriculum design to research methods and program evaluation, you'll find a recent review of the topic in this online text.
Seeking Trainee-as-Teacher Submissions!

We are interested in highlighting medical education projects, research, and innovations being designed, developed and implemented by trainees at all levels, including medical students, residents and fellows. In addition, we welcome reflection pieces about teaching and learning as a trainee.

Submitted work should be reviewed with faculty mentors prior to submission, and should range from 250 to 750 words. The submission may be accompanied by an image or linked resources as appropriate. Please send submissions to academy@hms.harvard.edu and put "Trainee as Teacher" in the subject line.

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.


