Medical Education Literature

We are in the process of automating a search of the medical literature to highlight Academy members' new medical education publications. This search process is going to take a little time to perfect, so please continue to let us know via email about your recent publications!

Two articles in this month’s Academic Medicine by HMS faculty are particularly interesting for the same reason: close, on-going relationships among faculty and students engaged in real work create a positive and productive learning environment. In the first article, David Hirsh and his colleagues at Cambridge Health Alliance describe the HMS-Cambridge Integrated Clerkship. Their students reported high satisfaction with their third-year experience, and their patient-centeredness actually increased by year’s end. Rebecca Berman and her colleagues described the Crimson Care Collaborative at MGH in the second article. There, students not only provide much needed care for uninsured patients – as they learn medicine – but also produce educational materials and develop clinical research tools. Among the 70 2011 HMS graduates who chose primary care residencies (an increase over recent years), half had been Crimson Care volunteers.

(Please note: In order to view the resource below, you must be logged into eCommons in a separate tab in the same browser window in order to view).

Instructions to view password protected resources
Press CTRL+T to open a new tab
Log into eCommons in that new tab
Click on the resource you wish to view

If you are logged in as instructed, the article will pop up. If you are not logged in as instructed, you will receive an error message.


Submitted by Toni Peters, PhD

Opportunity for Medical Education Research Funding

In support of innovation in medical education assessment, the Edward J. Stemmler, MD Medical Education Research Fund of the National Board of Medical Examiners is pleased to announce the 2012-2013 Call for Letters of Intent.
Application Due Date: July 2, 2012

Click here for application instructions and to read the 2012-2013 Call for Letters of Intent (CFLOI) in its entirety.

PURPOSE and GOALS: The purpose of the Stemmler Fund is to provide support for research and development in innovative evaluation methodologies or techniques, with the potential to advance assessment in medical education or practice. Expected outcomes include advances in the theory, knowledge, or practice of assessment at any point along the continuum of medical education, from undergraduate and graduate education and training through practice. Both pilots and more comprehensive projects are of interest. Collaborative investigations within or among institutions are eligible and encouraged, particularly as they strengthen the likelihood of the project's contribution and success.

ELIGIBILITY: Eligible applicants for Stemmler Fund grant awards are medical schools accredited by the LCME or the AOA. The number of Letters of Intent submitted by any eligible school is not limited.

BUDGET INFORMATION: In the 2012-2013 funding cycle, applicants may request up to $150,000 of NBME funding support for a project period of up to two years.

For more information:
Web: http://www.nbme.org/research/applicationcenter.html
E-mail: stemmlerfund@nbme.org
Prior Stemmler Award Winners and their Projects

Submitted by Graham McMahon, MD MSc

Who's Who in the Harvard Medical School Academy

Erik Alexander, MD
I am an Associate Medical Student Hospital. In that Experience, and am (Core I) Internal II) Subinternship in am an Internist with thyroid cancer. I currently focused distributions U.S. LCME second focused on molecular diagnostic tests for thyroid nodules and cancer. I am a member of the HMS Faculty Council, the HMS Curriculum Committee, and the BWH Medical Staff Executive Committee. I live in Newton with my wife and 2 children, ages 11 and 12.
Keith Baker, MD PhD

I currently serve as the Program Director for the Anesthesia Residency at the MGH and as our departmental Vice-Chair for Education. I am especially interested in the development of expertise and in evaluation and feedback for helping residents improve their performance. I also lead an 'Expert Pathway' seminar series for our residents, fellows and faculty. This series uses selected papers from the experimental literature that demonstrate principles which can help us in improving our individual performance in the domain of medicine.

Anne Fabiny, MD

I am an assistant professor in medicine, co-director of the Cambridge Integrated Clerkship and associate director of the 4th Year Comprehensive OSCE. I am interested in assessment. I am leading a national project on assessment of geriatrics skills and am working at Cambridge Health Alliance to develop new longitudinal, developmental assessment tools in geriatrics for primary care residents. I am also involved at a national level at making the transition from competencies to milestones to Entrustable Professional Activities as a way to determine trainees' abilities to practice independently.

Stephanie Jones, MD

I am an Associate Vice Chair for Anesthesia, Critical Care and Pain Medicine at Beth Israel Deaconess. I am continually seeking to implement novel educational strategies and outcome measures into the training of our residents and fellows, and welcome mentor faculty colleagues on the path. Within the HMS Academy, I actively participate in the Feedback and Assessment interest group and enjoy the challenge of applying our ideas across the various specialties. I am also a member of the Board of Directors of the Society for Education in Anesthesia.
Graham McMahon, MD MSc

I am an Associate Professor of Medicine at Harvard Medical School, an editor for Medical Education at the New England Journal of Medicine, and an endocrinologist at the Brigham and Women's Hospital. I serve on the board of the National Board of Medical Examiners and oversee test development for the USMLE clinical skills examination. I direct the endocrinology and reproductive pathophysiology course and co-direct the introduction to the profession course for HMS students. I chair the education committee for the Endocrine Society. I enjoy designing and studying innovative live and online educational programs.

Lidia Schapira, MD

I am a medical oncologist at the Massachusetts General Hospital with a clinical practice dedicated to breast cancer. My research has addressed the psychosocial needs of cancer patients, the importance of good communication between patients and physicians and health disparities. I have been active within my professional society in bringing attention to the need to provide training in communication skills for oncologists and other cancer clinicians. We've created films and designed workshops and courses to keep colleagues interested and engaged in refining their skills and be better prepared to handle difficult conversations. My experience at the Academy has been very stimulating in helping me reflect on how doctors think and perform.

Why I Teach

Congratulations to this year's recipients of the annual HMS Teaching Awards. A full list of the winners is available here, and all of this year's winners were invited to submit responses to "Why I Teach" for this and subsequent editions of the Academy Insights.

Teaching provides the opportunity to share what you have been given in earnest and out of love with others. It is a gift that enables you to come closer in mind and spirit to your fellow human.

When I teach I strive to impart the knowledge that the student needs to acquire for the work at hand, but I also try to provide a lesson that bestows wisdom about the sanctity of human life and our true mission.
My eyes had been opened by my life's path and in a moment where humility became my strength the teacher imbued wisdom into my patterned thoughts and what emerged was peace of mind and a passion to share this path with others.

This is why I teach.

*Anthony D’Amico is the Eleanor Theresa Walters Distinguished Professor and Chief of Genitourinary Radiation Oncology at the Dana-Farber Cancer Institute and Brigham and Women’s Hospital, as well as being the Master of the Oliver Wendell Holmes Society at HMS. Dr. D’Amico is the 2012 HMS Nominee for the Arnold P. Gold Award for Humanism in Medicine.*

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