

## OUR PROGRAMS

### Program for Educators in Health Professions

Gain the skills and insights required to become a leader in your institution, informed by deep reflection on the central questions and assumptions driving healthcare education today.

### A Systems Approach to Assessment in Health Professions Education

Prepare to develop and lead a data-driven assessment strategy that harnesses the right information to power decision-making and improvements to enhance your institution.

Our complete course catalog is available at:

[http://www.harvardmacy.org/images/documents/HMI\\_Course\\_Catalog.pdf](http://www.harvardmacy.org/images/documents/HMI_Course_Catalog.pdf)

### Leading Innovations in Health Care & Education

Collaborate with colleagues across disciplines to develop approaches and action plans to help you lead and manage change in your institution.

### Health Care Education 2.0 – Transforming Your Teaching for the Digital Age

Expand your use of new technologies to engage your students and create interactive learning environments inside and outside the classroom

### Program for Post-Graduate Trainees: Future Academic Clinician-Educators

Enhance both your teaching and learning skills and your scholarship as a future academic clinician-educator in this 3-day intensive program only for post-graduate residents and fellows.

*"If given the opportunity to take this course, don't hesitate for >30 seconds- it's absolutely that good! Complex concepts were made simple and applicable to my daily work in academic medicine. After 25 years in medicine, it is without a doubt the best course I have ever attended."*

**Deborah Ziring, MD**

Associate Dean, Sidney Kimmel Medical College at Thomas Jefferson University



## PROGRAM FOR LEADING INNOVATIONS IN HEALTH CARE & EDUCATION

June 11 – 16, 2017

*"This was a life-changing course! While teaching me skills of innovation, design, and leadership, I was provided fellowship with leaders and future leaders in medical education. Thank you for this amazing experience!"*

**Suzanne Strom, MD**

Assistant Dean, University of California, Irvine

## Harvard Macy Institute

[harvardmacy.org](http://www.harvardmacy.org)



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Boston, MA 02114

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**HARVARD  
MEDICAL SCHOOL**

Professional Development Programs  
for Academic Leaders in Health Care

# Program for LEADING INNOVATIONS IN HEALTH CARE & EDUCATION



### COURSE DIRECTORS

Elizabeth Armstrong, PhD  
Clayton M. Christensen, D.B.A.

**June 11 – 16, 2017**  
**Harvard Medical School**

Joseph B. Martin Conference Center, Boston, MA

## OVERVIEW

Forward progress in health care delivery is dependent on fundamental reform across the continuum of health care education, including graduate and post-graduate education, continuing professional development, and accreditation processes. Using the lens of disruptive innovation theory, system approaches and design thinking processes, participants gain the tools and knowledge to lead and manage positive change in their care delivery system and educational environment. Design thinking examines what the target population needs and wants in a particular process or service. The design process creates the product with the users' needs in mind.

In this course, participants and faculty collaborate to develop strategies and action plans for leading innovation within their own evolving health care delivery systems and institutions. Classic management studies and case studies of educational reform are used to conduct "deep dives" into the interlocking elements of change strategies. The goal is to develop an impactful leadership style to fulfill their institutions' educational and health care delivery missions.

*"I was a nurse amidst a bevy of physicians and other professionals, learning from renowned educators. Very soon, I found faculty that created comfortable learning environments that encouraged dialogue between colleagues. I left Harvard with a renewed confidence and a belief that I have, and will continue to bring, value to my university and to healthcare. Faculty encouragement to express and share insights allowed me to find my voice. I am so fortunate to have had this experience."*

**Annette Sues-Mitzel, DNP, CNS, RN**

Director,  
The Nursing Center for Community Health, The University of Akron



*"I left energized and enthusiastic about initiating positive changes, and feeling much better prepared and supported to do so."*

**Meredith McKague, MSc, MD, CCFP, FCFP**

Assistant Dean, University of Saskatchewan

**REGISTER AT <http://www.harvardmacy.org/index.php/hmi-courses/leaders>**

## LEARNING OBJECTIVES

Upon completion of this course, participants will be able to:

- Anticipate the disruptive innovations likely to impact health care delivery and intertwined educational programs, including disruptive technologies.
- Use design thinking and design processes to identify and meet needs of target populations.
- Identify local relevance of international trends in health care education and resources as well as accreditation.
- Assess an institution's structure, processes, culture, and readiness for change.
- Identify and develop leadership styles that foster systemic educational innovation.
- Negotiate and build coalitions.
- Design strategic and operational plans.
- Obtain and allocate resources.
- Manage conflict and resistance to change.

## TARGET AUDIENCE

- Healthcare professionals engaged in the design and implementation of innovations for the advancement of healthcare delivery systems and education across the continuum.

## ACCREDITATION

The Harvard Medical School is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The Harvard Medical School designates this live activity for a maximum of 39.50 *AMA PRA Category 1 Credits*<sup>™</sup>. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

The **Royal College of Physicians and Surgeons of Canada** recognizes conferences and workshops held outside of Canada that are developed by a university, academy, hospital, specialty society or college as accredited group learning activities.

Through an agreement between the American Medical Association and the European Union of Medical Specialists, physicians may convert *AMA PRA Category 1 Credit*<sup>™</sup> to an equivalent number of European CME Credits<sup>®</sup> (ECMECs<sup>®</sup>). Information on the process of converting *AMA PRA Category 1 Credits*<sup>™</sup> to ECMECs<sup>®</sup> can be found at: [www.eaccme.eu](http://www.eaccme.eu).

## ABMS/ACGME Competencies

The course is designed to meet the following Accreditation Council of Graduate Medical Educational competencies:

- Practice-based learning and improvement
- Professionalism
- Interpersonal and communication skills
- Systems-based practice

## IOM Competencies

- Work in Interdisciplinary Teams
- Employ Evidence-Based Practice
- Apply Quality Improvement
- Utilize Informatics

## INQUIRIES

By phone (617-535-6483), Monday to Friday, 9 am to 5 pm (ET) or by email at [harvard\\_macy@hms.harvard.edu](mailto:harvard_macy@hms.harvard.edu)



## REGISTRATION

Course tuition is **\$5,905 (\$5,900 course tuition plus a \$5 non-refundable service fee)**. Applications for this course are made through our website: <http://www.harvardmacy.org/index.php/hmi-courses/leaders>.

You will be notified of your acceptance into the course within two weeks of the Application deadline. Upon acceptance into the course you will receive an email with payment details.

Once you make your course payment, an email confirmation from the HMS-DCE office will be sent to you. Be sure to include an email address that you check frequently. Your email address is used for critical information including registration confirmation, evaluation and certificate.

\*All fees shown in USD as shown above

## DISCLOSURE POLICY

Harvard Medical School (HMS) adheres to all ACCME Essential Areas, Standards, and Policies. It is HMS's policy that those who have influenced the content of a CME activity (e.g. planners, faculty, authors, reviewers and others) disclose all relevant financial relationships with commercial entities so that HMS may identify and resolve any conflicts of interest prior to the activity.

These disclosures will be provided in the activity materials along with disclosure of any commercial support received for the activity. Additionally, faculty members have been instructed to disclose any limitations of data and unlabeled or investigational uses of products during their presentations.

## REFUND POLICY

Refunds, less an administrative fee of \$80 (\$75 fee plus a \$5 HMS-CME processing fee), will be issued for all cancellations received two weeks prior to the start of the course. Refund requests must be received by postal mail, email, or fax. No refund will be issued should cancellation occur less than two weeks prior. "No shows" are subject to the full course fee and no refunds will be issued once the conference has started.

## COURSE LOCATION

All sessions for this course will be held at Harvard Medical School, Joseph B. Martin Conference Center, 77 Avenue Louis Pasteur, Boston, MA.

## ACCOMMODATIONS/TRAVEL

Please do not purchase non-refundable airline ticket(s) until you have received an email from HMS office confirming your paid registration.



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