APPLICATION DEADLINE NOV. 16, 2018

A SYSTEMS APPROACH to Assessment in Health Professions Education

March 17-22, 2019

Harvard Macy Institute
harvardmacy.org

Harvard Macy Institute
100 Cambridge Street | Suite 2002
Boston, MA 02114

One of the best decisions made was to take the ‘Systems Approach to Assessment in Health Professions Education’ program at the Macy Institute. The strategies and support throughout the course encouraged a ‘systems analysis’ lens for all of our work.

William Dafoe, MD, FRCP, FACC
Professor of Medicine, Associate Chair, Faculty Development
Department of Medicine, University of Alberta

I received the essential skills needed to develop a comprehensive assessment program to envision and establish our Office for Interprofessional Education and Practice at the University of North Carolina at Chapel Hill. The world-renowned faculty make the content rich and engaging, and the opportunity for networking and collaboration was a catalyst for my professional and personal growth.

Meg Zamorodi PhD, RN, CNL
Assistant Provost and Director Office of Interprofessional Education and Practice
Associate Professor, UNC School of Nursing
Director, Rural Interprofessional Health Initiatives, UNC at Chapel Hill

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 for post-graduate residents and fellows.

COURSE DIRECTORS
Elizabeth Armstrong, PhD
Louis Pangaro, MD MACP
Constance Bowe, MD
Thomas Aretz, MD

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ADOPT A SYSTEMS APPROACH TO ASSESSMENT IN HEALTH PROFESSIONS EDUCATION
March 17-22, 2019

TO ADVANCE Organizational Learning and Program OI

ASSESSMENT AND EVALUATION

INTEGRATED DATA
Analysed and Interpreted

Individual Component
TO INFORM Adjustment/Improvement

EDUCATION PLANNING GOALS & DESIRED OUTCOMES
Capabilities of Graduates
Assessment/Evaluation Design
Aligned to track program progress/success

OUTCOMES DATA
Reviewed in Context

Individual Component
TO ADVANCE Organizational Learning and Program OI

Visit harvardmacy.org for more information.

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OVERVIEW
The Harvard Macy Institute’s A Systems Approach to Assessment in Health Professions Education is designed to encourage participants to apply systems thinking in designing assessment programs to support the continuous quality improvement of students/trainees, faculty, and curricula at their academic health science institutions. The program incorporates multiple pedagogical methods, including interactive presentations, case discussions, small group journal clubs, institutional planning groups, selective mini-sessions/workshops on assessment tools and approaches, and consultations with faculty experts.

My week at Harvard Macy was the most rewarding experience I’ve had yet as a professional. In addition to the content being extremely informative and relevant, I found the time I spent connecting with and learning from the faculty and other scholars to be invaluable. HMS marked a turning point in my career and I will be forever grateful for its influence on me and my trajectory.

Marjorie Westervelt, MPH
Longitudinal Curriculum Manager
Office of Medical Education
UC Davis School of Medicine

REGISTER AT http://www.harvardmacy.org/index.php/hmi-courses/assessment

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

- Assess the educational components of participants’ home institution from a systems perspective
- Identify the primary functions of individual educational components of their (sub) system
- Identify the essential processes that need to occur at the interfaces between/among components within the educational system to add value to the quality of graduates
- Outline the communication pathways that currently exist within the educational (sub) system
- Examine the quality of their institution’s communication pathways, specifically for 1] the flow of multiple sources of performance data to individuals/groups (hubs) best positioned to interpret the information in context and 2] the existence of direct feedback pathways to individuals/groups empowered to make corrections and adjustments
- Design and implement a comprehensive systems-based assessment program to evaluate learner institution’s performance in promoting a primary educational goal

TARGET AUDIENCE
The target audience for the “Systems to Assessment” includes all health care professions faculty and educators, program planners and administrators, and individuals involved in designing curriculum assessment and evaluation to inform continuous quality improvement. All disciplines and professions are welcome.

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

The Harvard Medical School designates this live activity for a maximum of 38.25 AMA PRA Category 1 Credit™. 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™ to an equivalent number of European CME Credits (ECMECs™). Information on the process of converting AMA PRA Category 1 Credit™ to ECMECs™ can be found at: www.eaccme.eu.

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

ASSOCIATION DATA

ASSESSMENT DATA — VIDEOTAPES POSTER SESSIONS PROFESSIONAL PUBLICATIONS TEACHING EVALUATIONS PUBLICATIONS PERFORMANCE RANKINGS — ENR TEAM PROJECTS — IDEAS COURSE EVALUATIONS — DISC DISCOURSE EVALUATIONS — FERKB

ISSUES

MEDICAL EDUCATION ASSESSMENT METHODS VALIDITY FEEDBACK PROVISION RELIABILITY PROCESSES

CONCEPTUALIZING SYMPHONIES ANALYZE INTEGRATE

ACTIONABLE INFORMATION FOR IDP SYSTEMS FUNCTION TEACHING FORMATIVE PROCESSES INSTITUTIONAL LEARNING

Component Synergy Interpersonal Cause and Effects

DISCLOSURE POLICY
HMS cultivates a one-of-a-kind community of scholars and practitioners motivated to solve meaningful problems in healthcare professions education. It’s an immersive experience. When you arrive, inspire and equipped to manage complex change when you leave, and supported by a network of thoughtful colleagues for the rest of your career.

Mark Grichanik, PhD
Director of Assessment and Evaluation
Rush Medical College

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

- Systems-based Practice

IOM COMPETENCIES
This course is designed to meet the following Institute of Medicine competencies:

- Work in Interdisciplinary Teams
- Employ Evidence Based Practice

REGISTRATION
Course tuition is $4,410 ($4,400 course tuition plus a $10 non-refundable service fee). All fees are in USD. Applications for this course are made through our website: http://www.harvardmacy.org/index.php/hmi-courses/assessment. 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-GCE 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 link, and certificate.

RFUND POLICY
Refunds, less an administrative fee of 185 ($75 fee plus a $10 non-refundable service fee), will be issued for all cancellations received two weeks prior to the start of the course. Refund requests must be received by email. 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, 02115.

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