

Harvard Macy Institute

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HARVARD  
MEDICAL SCHOOL

Professional Development Programs for Academic Leaders in Health Care



## Course Catalog

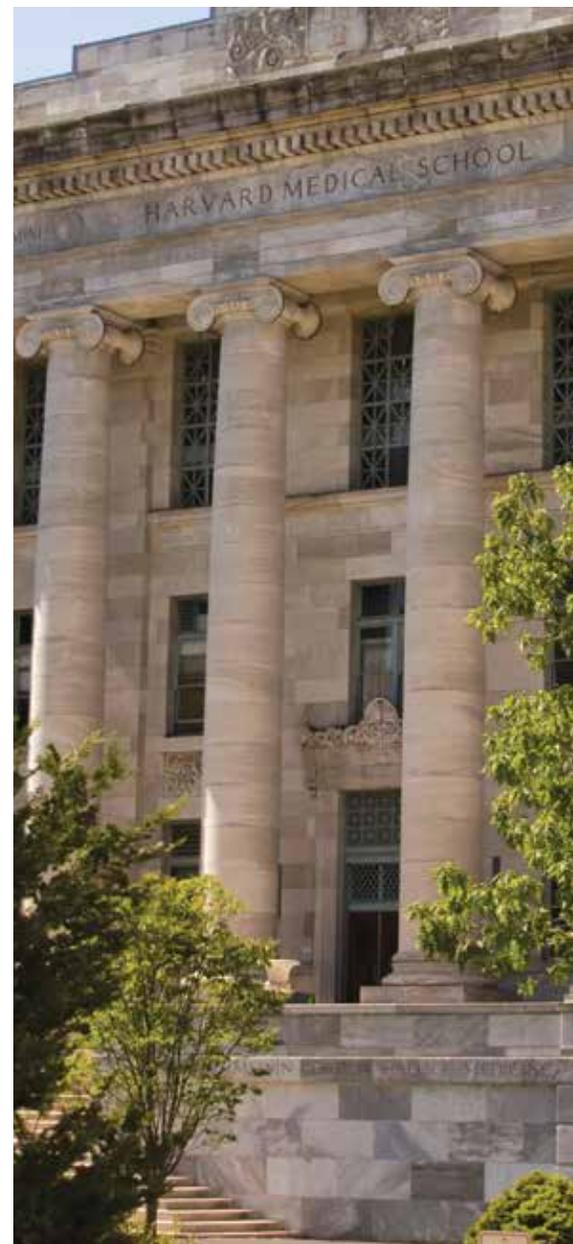
COMMITTED TO CREATING A GLOBAL COMMUNITY OF HEALTHCARE EDUCATORS AND LEADERS DEDICATED TO TRANSFORMING HEALTHCARE DELIVERY AND EDUCATION.



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## The Harvard Macy Institute

An inter-professional, international incubator for innovators in healthcare education since 1995, the Harvard Macy Institute takes a collegial “think tank” approach to continuing professional development, bringing together diverse perspectives in healthcare education. It inspires participants to examine their own assumptions and behaviors in a new light, leading to fresh approaches to their careers and their capacity as leaders of organizational change.

**There are five programs offered by the Harvard Macy Institute so participants can choose an initial focus, and continue to build their expertise and network of innovative colleagues worldwide.**

“THIS WAS BY FAR THE BEST PROFESSIONAL DEVELOPMENT COURSE OR CONFERENCE I HAVE EVER TAKEN. IT WAS CHALLENGING, ENGAGING, EXHILARATING, VERY PRACTICAL, YET APPROPRIATELY THEORETICAL AND ULTIMATELY LIFE-CHANGING.”



**John Wiecha, MD, MPH,** Associate Professor, Assistant Dean of Academic Affairs and Director of Academic Medicine, Boston University School of Medicine.

## CORE LEARNING PRINCIPLES

The Harvard Macy Institute’s programs encourage a warm, collegial atmosphere conducive to the exchange of ideas and the development of new knowledge, with a major focus on experiential learning and action planning. Each attendee becomes part of an inter-professional project team that collaborates on its members’ institutional projects.

Core learning principles are common to each of the Institute’s programs:

**Project-based with action planning.** *Each participant comes with a project and leaves with an action plan that has been guided by the course faculty and other participants, to maximize the potential for organizational change in one’s home institution.*

**Inter-professional and international perspectives.** *The Institute is committed to the cross-fertilization of ideas among all involved in healthcare education. Continuing education programs should reflect the environments in which their participants live and work. Participants frequently cite the importance of being introduced to the diversity of perspectives and experiences in healthcare, education, and institutions.*

**Evidence-based, updated annually.** *The core program structure, which benefits from the experience of returning scholars, is a major reason for the Institute’s enduring success. Each class day requires approximately two hours of prior reading or reflective preparation. For most, this is a rare opportunity to focus completely on what it means to be an educator and innovator in the healthcare professions.*

**Continuous and expanding community of scholars.** *In addition to the friendships and network developed while attending an Institute program, participants become part of a broader community of scholars worldwide, dedicated to collaboration and innovation in healthcare education. Over 150 institutions have sent five or more faculty to the Institute over the years to create a critical mass of faculty to challenge the status quo, champion significant change, and collectively create a long-lasting legacy within their own institution.*

## LEARNING STRATEGIES

Faculty model a diverse array of learning strategies:

- Case-method teaching
- Panel discussions
- Whole-group presentations
- Interactive exercises
- Observations and debriefs
- Feedback from faculty and colleagues, with use of videos
- Reflective use of journals
- Facilitated discussion in large and small groups
- Simulation exercise
- Academic poster design and reviews

Small groups are an essential component of the Institute's learning strategy, and are:

- held daily at the beginning of each morning to have in-depth discussions to review recent journal articles from a wide range of publications.
- used to model design thinking with a goal to produce innovations in health care delivery processes and education.
- designed to draw together scholars with common interests, and to further the development of each participant's back-home project for educational change.



“ATTENDING THE HARVARD MACY INSTITUTE AS PART OF A TEAM THAT INCLUDED THREE PHYSICIANS, A PHARMACIST AND A NURSE OPENED A JOURNEY INTO UNDERSTANDING HEALTHCARE EDUCATION FROM MULTIPLE PERSPECTIVES. VIEWING TEACHING AND LEARNING FROM THE PERSPECTIVE OF THE MULTIPLE RATHER THAN THE SINGLE PROFESSION OPENED A DOOR TO REVIEWING NEW WAYS OF TEACHING AND COLLABORATION. MOST ENLIGHTENING WAS THE EFFECT THAT INTER-PROFESSIONAL COMMUNICATION HAS ON PROFESSIONAL COMPETENCE AND PATIENT OUTCOMES.”



**Rosemary Plant, PhD**, Academic Coordinator and Associate Professor, School of Nursing, University of California – San Francisco

## Program for Educators in Health Professions

(January for 10 days, May for 5 days)

Advances in the sciences of learning and new demands on healthcare providers globally require healthcare educators to develop and practice new educational, assessment, and leadership strategies. Program participants observe the differences between the instructor and learner perspectives, and learn how to implement and model evidence-based pedagogy.

Participants gain the knowledge base and skills to: (1) enhance their expertise in curriculum design for programs and courses; (2) conduct an educational project of their own design at their home institution; and, (3) assume a leadership role in the educational activities at their institutions.

A key goal of this program is to help participants translate educational innovations into scholarly work that can be recognized in international, peer-reviewed literature. Academic posters and abstracts are prepared by each participant for the May session, and reviewed by colleagues and faculty. This critical review prepares them for future projects that contribute to their academic portfolios, and foster the dissemination of scholarly projects.



## PROGRAM OBJECTIVES

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

- Apply theories of learning, adult development, cognitive science, and neuroscience to inform their own teaching practices and curriculum design efforts.
- Develop curriculum for programs that is driven by careful articulation between education principles and organizational mission.
- Incorporate new teaching strategies, practiced multiple times using microteaching with videotaping and peer review, into re-designed curriculum.
- Examine the missions and assumptions of different healthcare curricula, potential barriers to change, and identify ways to make transformational change.
- Examine assumptions that cause an “immunity to change” and impede personal and organizational transformation; learn a way forward to create sustainable change.
- Implement a cycle of observation, practice, assessment, and reflection to improve teaching and learning.
- Design teaching practices and faculty development programs with feedback loops for continuous quality improvement.
- Become an active member of an international community of scholars in healthcare education research, seeking to foster active and deep learning.
- Explore opportunities for publishing scholarly work in healthcare education and innovation, and contribute to the body of literature and best practices.
- Re-envision educational practices, curriculum design, and assessment to enhance learning with pedagogically appropriate use of technology.
- Incorporate leadership styles that increase the likelihood of acceptance of change.



“COINCIDENT WITH REVISION AND CHANGE IN OUR MEDICAL SCHOOL CURRICULUM, PENN STATE COLLEGE OF MEDICINE HAS HAD THE PRIVILEGE OF SENDING FACULTY TO THE HARVARD MACY INSTITUTE’S PROGRAM FOR EDUCATORS IN THE HEALTH PROFESSIONS. DURING THEIR WEEKS OF IMMERSIVE LEARNING AND TRANSFORMATION, OUR FACULTY WERE GIVEN THE SPACE AND INSPIRATION TO FOCUS ON THE IMPORTANCE OF SCHOLARSHIP, INNOVATION, AND ADAPTIVE CHANGE IN EDUCATION. THEY ENTERED THE PROGRAM TO BETTER THEIR EDUCATIONAL WORK AND EMERGED AS CHANGE AGENTS AND SCHOLARS, INSPIRED TO ALIGN THE EDUCATION OF THE NEXT GENERATION OF HEALTHCARE PROFESSIONALS WITH CHANGING HEALTH SYSTEM NEEDS.”



**Terry Wolpaw, MD, MHPE**, Professor of Medicine and Vice Dean for Educational Affairs at Penn State Hershey College of Medicine, faculty member in the Division of Rheumatology

## COURSE DIRECTORS



**Elizabeth Armstrong, PhD**, Clinical Professor of Pediatrics at Harvard Medical School, Founder and Director of the Harvard Macy Institute (HMI). Recognized worldwide as an expert in healthcare education and innovation, Dr. Armstrong has customized the HMI model through collaborative efforts internationally with physicians, nurses, and a wide array of other professionals and leaders determined to improve healthcare education and innovation. Her in-depth understanding of adult learning theories, cognitive sciences, outcomes logic models, and assessment in systems is especially germane for this program.



**Robert Kegan, PhD**, William & Miriam Meehan Professor for Adult Learning & Professional Development, Educational Chair at the Harvard Graduate School of Education. Additionally, he is the Educational Chair for the Institute for Management and Leadership in Education, and the Co-director for the Change Leadership Group. Dr. Kegan is a developmental psychologist whose central interests are transformational learning and adult development in the context of the professions and organizational life. His work explores the possibility and necessity of ongoing psychological transformation in adulthood; the fit between adult capacities and the hidden demands of modern life; and the evolution of consciousness in adulthood and its implications for supporting adult learning, professional development, and adult education.

This program requires commitment to a 10-day winter session and a 5-day spring session, and an educational project plan approved by the home institution. When scholars leave the winter session, they are linked to program faculty who will follow the progress of projects between sessions. During the spring residence at Harvard, the scholars will report on the development of their projects, analyze their experiences, and formulate new strategies for their institutions.

## A Systems Approach to Assessment in Health Professions Education

*(March for 6 days)*

As institutions heed the clarion call to become “data-driven,” good intentions to collect and act upon assessment data can fall flat without a sound systems strategy. In this program participants learn the implications of viewing health profession education programs as a complex adaptive system as well as a subsystem within an overarching healthcare system.

“Systems thinking” has become a serious focus of attention for accreditation bodies worldwide. This is a valuable program for anyone charged with overseeing assessment at the student, program, or institutional level. It is a must for those preparing for accreditation or review.

“I LEARNED SO MUCH OVER THE PAST WEEK AND MET SOME AMAZING EDUCATORS FROM AROUND THE WORLD. I NOW HAVE A DIFFERENT PERSPECTIVE ON HOW TO ASSESS LEARNERS AND HOW TO FRAME EVERYTHING WITH SYSTEMS THINKING.”



**Hai Jung Helen Rhim, MD, MPH**, Attending Physician, Division of Pediatric Hospital Medicine, Assistant Professor of Pediatrics, Albert Einstein College of Medicine, Program Director, Pediatric Hospital Medicine Fellowship, The Children’s Hospital at Montefiore, The Pediatric Hospital for Albert Einstein College of Medicine.

### COURSE OBJECTIVES

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

- Design a dynamic and relevant assessment program that meets accreditation criteria while also providing timely information to promote continuous quality improvement.
- Apply systems thinking to identify critical interrelationships between system components to achieve specific goals, optimize process functions and add value to their graduates’ capabilities.
- Ensure that efficient communication pathways are in place to serve as feedback loops directing assessment information to individuals or groups best positioned to make needed adjustments or take necessary actions.
- Align assessment designs with curriculum goals and develop assessment strategies to gather data from disparate sources for analysis and interpretation in the context of desired measurable outcomes.
- Define relevant evaluation criteria for courses, programs, and institutions based on an understanding of the benefits and shortcomings of various methodologies.
- Apply appropriate conceptual frameworks for assessing competencies, milestones and entrustable professional activities.
- Utilize a toolbox of best practices for program and institutional accreditation.
- Use an outcomes logic model to guide assessment planning and clearly communicate program or learner outcomes.



**PROGRAM CO-DIRECTORS**



**Thomas Aretz, MD**, Associate Professor at Harvard Medical School, Vice President of Partners HealthCare International, where he also directs their academic alliances. Dr. Aretz’s scholarly focus is on curricular design and integration, including a systems approach to communication and learning, expertise shared at the Harvard Macy Institute and through international experiences in over 30 countries. Dr. Aretz has considerable experience in assessment of institutions and curriculum as well as healthcare policy development using sound systems assessment strategies.



**Elizabeth Armstrong, PhD**, Clinical Professor of Pediatrics at Harvard Medical School, Founder and Director of the Harvard Macy Institute (HMI). Recognized worldwide as an expert in healthcare education and innovation, she has customized the HMI model through collaborative efforts internationally with medical schools, countrywide health care systems, and hospitals and a wide array of professionals and leaders determined to improve healthcare education and innovation. Her work with learning theories, outcomes logic models and assessment in systems is especially germane for this program.



**Constance Bowe, MD**, Professor Clinical Neurology (Emeritus), UC Davis and Senior Consultant, Partners HealthCare International, where she collaborates with international colleagues to improve the training of physicians and health-care professionals. Dr. Bowe’s academic career focused on basic and clinical research in neurodevelopment. Her fascination with teaching and learning theories led to extensive work on curriculum reform, faculty development, and learning communities. Dr. Bowe’s expertise on assessment in systems is particularly valuable for this course.



**Dr. Louis N. Pangaro, M.D., MACP**, is Professor and Chairman of the Department of Medicine at the Uniformed Services University, the federally funded medical school, where Dr. Pangaro has been one of the faculty leaders of curricular redesign. He created a new framework for defining expectations of students and residents (the RIME scheme: Reporter, Interpreter, Manger, Educator) now used in half of American medical schools, a conceptual alternative to the traditional knowledge-skills-attitudes paradigm. Dr. Pangaro has worked with many schools to design reliable and valid evaluations.



## Leading Innovations in Healthcare and Education

(June for 6 days)

Forward progress in healthcare delivery is dependent on fundamental reform across the continuum of health care education, including graduate and postgraduate education, continuing professional development, and accreditation processes. Using a systems approach and design thinking processes, participants are equipped with the tools and knowledge to lead and manage change in their health 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.

### COURSE 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 healthcare 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.

"THIS PROGRAM WAS PACKED WITH CONTENT THAT WIDENED MY PERSPECTIVE EXPONENTIALLY AND PREPARED ME TO ADAPT TO CHANGES IN EDUCATION THAT ARE ON THE HORIZON. MEETING AND NETWORKING WITH OTHER EDUCATORS WAS AN INTEGRAL PART OF THE EXPERIENCE, ALLOWING ME TO CREATE POSITIVE RELATIONSHIPS THAT I WILL DRAW ON AS I HELP TO MOVE OUR INSTITUTION FORWARD."



**Michael P. Flanagan, M.D., FAAFP**, Professor and Vice-Chair, Family and Community Medicine, Assistant Dean for Curriculum and Student Affairs, The University Park Regional Campus at Penn State College of Medicine.



## PROGRAM CO-DIRECTORS



**Elizabeth Armstrong, PhD**, Clinical Professor of Pediatrics at Harvard Medical School, Founder and Director of the Harvard Macy Institute (HMI). Recognized worldwide as an expert in healthcare education and innovation, she has customized the HMI model through collaborative efforts internationally with physicians, nurses, and a wide array of other professionals and leaders determined to improve healthcare education and innovation. Dr. Armstrong has created innovation networks that have made lasting changes in institutions and medical systems, and has mentored hundreds of innovators in healthcare education.



**Clayton Christensen, DBA**, Kim B. Clark Professor of Business Administration at the Harvard Business School with a joint appointment in the Technology & Operations Management and General Management faculty groups. Dr. Christensen is internationally-renowned for his seminal work on “disruptive innovation,” teaching managers how to build and manage an enduring, successful organization or transform an existing organization. His best-selling books include *The Innovator’s Prescription: A disruptive solution for health care* and *Disrupting Class: How disruption will change the way the world learns*, used widely in governments and academic health centers around the world seeking to reform their health care and education systems.

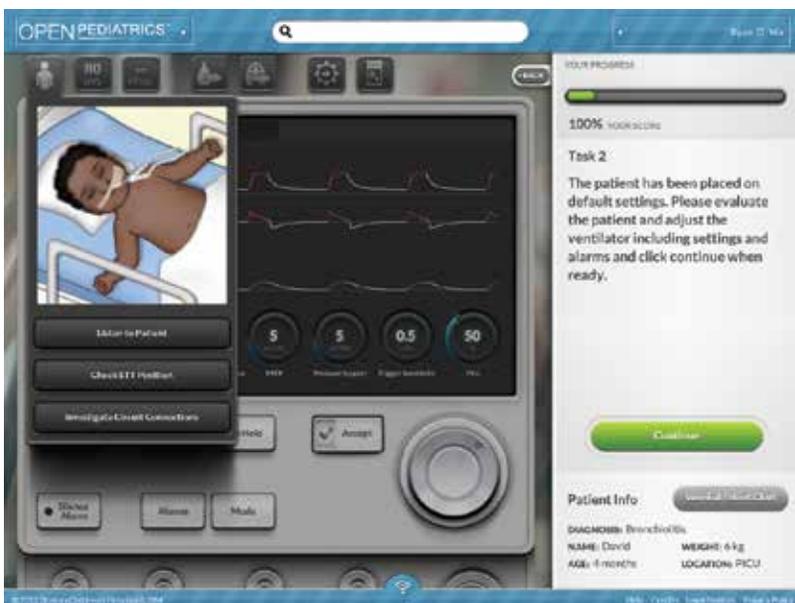


## Become a Digital Citizen – Technology in Health Care Education

(October for 5 days)

To meet the needs of all learners in today's workplace, educators have a compelling motivation - an imperative - to use digital tools to enhance learning activities inside and outside the classroom. Technology allows educators to engage students in a unique way - they can learn actively by creating and collaborating - something that is more difficult to do on a larger scale in non-digital media.

Scholars attending this course have direct experience in expanding their skills in five areas: (1) asynchronous and online learning; (2) classroom technology for interactive learning; (3) managing information and combating information overload; (4) mobile learning via tablet and smart-phone apps; and, (5) social media and online communities of inquiry.



## COURSE OBJECTIVES

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

- Transform their educational practice to enhance learning with pedagogically appropriate use of technology.
- Convert current traditional education material into online interactive activities by creating learning modules for healthcare professionals and students.
- Access a virtual toolbox of mobile and web-based applications.
- Design and produce online media to maximize learner creativity.
- Use social media to form communities of inquiry to promote ongoing exchange of ideas, collegial learning and new collaboration opportunities that are not possible with traditional non-digital didactic techniques.
- Create and assess online learning opportunities using a Virtual Learning Environment (VLE.)
- Develop time-compressed virtual experiences.
- Create a digital resource library for learners and faculty.
- Create filters to manage information overload.
- Create formative and summative online assessment strategies.

“THE DIGITAL CITIZENS COURSE WAS ONE OF THE BEST EDUCATIONAL EXPERIENCES I’VE EVER HAD. THE FACULTY WAS TOP TIER AND HMI PRACTICES WHAT THEY PREACH AS THIS COURSE WAS HIGHLY ENGAGING AND VERY ‘HANDS ON’. THANKS TO THIS COURSE I WAS SUBSEQUENTLY SUCCESSFUL IN LAUNCHING A NUMBER OF WELL RECEIVED ONLINE LEARNING INITIATIVES.”



Chris Stewart-Patterson MD, CCBOM, FACOEM, Clinical Instructor,  
University of British Columbia.



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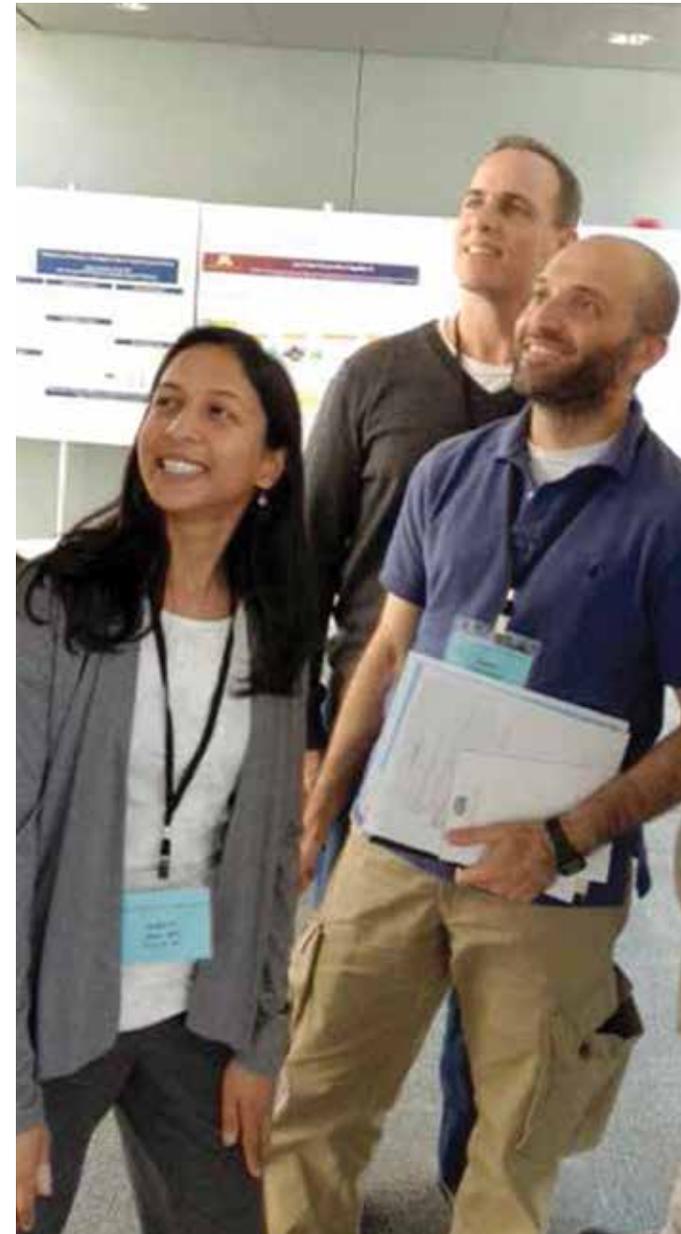
**Neil Mehta, MBBS, MS, FACP**, Associate Professor of Medicine and Director, Education Technology at the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University, and Director, Center for Online Medical Education and Training, and Staff Physician at the Medical Institute at the Cleveland Clinic Foundation. Dr. Mehta has significant experience in online learning and creating e-learning modules. He is also project lead for the Cleveland Clinic IBM collaboration on use of IBM Watson in healthcare.



**Roy Phitayakorn, MD, MHPE(MEd), FACS**, Assistant Professor of Surgery and Director of Surgical Education Research, Surgical Lead with the MGH Learning Laboratory, The Massachusetts General Hospital. Dr. Phitayakorn's scholarly interest is in the assessment of both technical and non-technical skills in surgery using high-fidelity simulation techniques.



**Curtis Whitehair, MD**, Associate Professor and Residency Director MedStar Health/Georgetown University. In addition to his longstanding and deep commitment to being an educator and mentor, the scholarly activities Dr. Whitehair is most interested in are Physician Resident Education and clinical research in Oncology Rehabilitation. His work with residents and mentoring informs his understanding of needs of digital learners.



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

(December for 3 days)

This 3-day intensive program is focused on post-graduate trainees from the health professions, working on health professions education projects, who seek to advance their skills in teaching, learning, and developing scholarship. ***This course is only open to residents, fellows and healthcare professionals in graduate programs.***

Each participant must apply with: a project that is of interest professionally and of benefit to the current or future training program; and, explicit support of a faculty mentor who will assist and oversee the scholar's project development at the home institution.

### OBJECTIVES

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

- Apply theories of learning to their own teaching practice
- Initiate a healthcare education project that has ongoing mentor oversight
- Design teaching practices to further the achievement of intended learning objectives
- Use feedback loops for both teaching and learning improvement
- Critically examine their own and others' work in healthcare education using a scholarly lens
- Use a research-based approach to educational project development
- Contribute to an expanding community of clinician-educators within healthcare education



### PROGRAM CO-DIRECTORS



**Elizabeth Armstrong, PhD**, Clinical Professor of Pediatrics at Harvard Medical School, Founder and Director of the Harvard Macy Institute (HMI). Recognized worldwide as an expert in medical education and innovation, Dr. Armstrong has created communities and networks of medical educators and infused each HMI program with empirically-based best practices in teaching, learning and assessment.



**Susan Farrell, MD, EdM**, Associate Professor, Emergency Medicine & Program Director, Partners HealthCare International, Harvard Medical School. Dr. Farrell's scholarly interests are in curriculum design, and the use of qualitative and quantitative assessment techniques in order to better understand and evaluate learning goals and individual competencies as well as program evaluation.



**Reena Karani, MD, MHPE**, Professor of Medical Education, Medicine and Geriatrics & Palliative Medicine, and Senior Associate Dean for Undergraduate Medical Education and Curricular Affairs, Icahn School of Medicine at Mount Sinai. Dr. Karani's scholarly interests lie in the areas of performance-based learner assessment, the psychometrics of various evaluation methods, and evaluation to advance clinical competence.



**Alan Leichtner, MD**, Associate Professor, Division/ Department Head/Chief at Harvard Medical School, and Medical Director, Continuing Medical Education, Boston Children's Hospital. Dr. Leichtner is interested in innovation in resident and fellow teaching (including the development of guidelines for fellowship training) as well as faculty development, uses of technology in education, and teaching humanism and professionalism.

*This course is conducted in collaboration with Partners HealthCare International, Boston Children's Hospital, and Icahn School of Medicine at Mount Sinai.*

## PARTICIPANTS

HMI courses have proved valuable to healthcare educators and leaders from a wide range of fields from across the world. Institutions often send teams of participants as part of their faculty development strategy, building local cadres of innovators and change agents.

- Many are physicians, nurse practitioners/nurses, healthcare administrators/executives, educators, and researchers/PhDs.
- Participants have also included psychologists/mental health professionals, social workers, dietitians, pharmacists, physician assistants, complementary/alternative medicine practitioners, and veterinarians.

## COLLABORATIONS

**Masters of Science in Health Professions Education:** (1) The Massachusetts General Hospital Institute of Health Professions offers an interprofessional *Master of Science in Health Professions Education* degree in collaboration with the Harvard Macy Institute. HMI courses listed in this catalog can be used to earn credit toward this degree, including several of their required courses; and, (2) Harvard Medical School offers a *Master of Medical Sciences (MMSc) in Medical Education* requiring one year of coursework, including a minimum of 2 Harvard Macy courses, and a second year of mentored research leading to a publishable master's thesis.

**International Programs:** HMI collaborates with alumni to develop customized programs for institutions worldwide including thus far Singapore, Taiwan, Australia, Germany, Japan, Portugal, Canada, Sweden and the United Kingdom.

## APPLICATION PROCESS

Each of the programs has a required application and admissions process. Please go to [harvardmacy.org](http://harvardmacy.org) for detailed information about admissions and an application form.

## ACCREDITATION

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

Nurses and other healthcare professionals may use their Harvard Macy Institute certificate of successful completion to apply for CME credits from their professional association.

\*The Harvard Medical School designates these live activities (courses) for PRA AMA PRA Category Credits™. One hour of approved course participation equals one AMA PRA Category 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. AMA PRA Category 1 Credits™ claimed by physicians attending live events certified and organized in the United States for AMA PRA Category 1 Credits™ can be claimed through the agreement on mutual recognition of credits between UEMS and AMA, considered as being equal to the European Continuous Medical Education Credits (EC-MEC(c)) granted by the UEMS. One AMA PRA Category 1 Credit™ is equivalent to one (1) hour of European EACCME Credit (ECMEC(c)). Each medical specialist should claim only those hours of credit that he/she actually spent in the educational activity.

## LOCATION

All sessions are held at the Harvard Medical School, Joseph Martin Conference Center, 77 Avenue Louis Pasteur, Boston, MA.

## INQUIRIES

Phone: 617-535-6483, Monday to Friday, 9 a.m. to 5 p.m. EST  
Email: [harvard\\_macy@hms.harvard.edu](mailto:harvard_macy@hms.harvard.edu)



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