



Highly Interactive Virtual Program for **LEADING INNOVATIONS IN HEALTH CARE & EDUCATION**



COURSE DIRECTORS

Elizabeth Armstrong, Director, Harvard Macy Institute, Harvard Medical School
Derek van Bever, Senior Lecturer of Business Administration, Harvard Business School
Josh Nagler, Associate Professor, Boston Children's Hospital, Harvard Medical School

June 13–18, 2021

Deadline to apply: February 1, 2021

OVERVIEW

The faculty of the Harvard Macy Institute are keenly aware of the innovations in teaching and telehealth currently being implemented around the world and are pleased to offer our Program for Leading Innovations in Health Care and Education as a virtual course for 2021. Implementing and sustaining the innovations we are all experiencing will be a challenge as we emerge from this global pandemic. Our course will be highly interactive, utilizing multiple discussion management strategies to enhance the learning environment so as to be consistent with the Harvard Macy teaching culture. The course will be synchronous according to the Boston time zone, and all large group sessions will be saved for asynchronous viewing. Given the value of small group cohesion and the engaging discussions throughout this fully immersive program, we ask that scholars commit to attending all sessions throughout the week of June 13-18, 2021.

Forward progress in healthcare delivery is dependent on fundamental reform across the continuum of healthcare 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 healthcare delivery system and educational environment. Design thinking examines what the target population needs and wants in a particular process or service. In this course, participants and faculty collaborate to develop strategies and action plans for leading innovation within their own evolving healthcare delivery systems and institutions. Relevant management studies and case-based learning focused on educational and clinical reform are used to conduct "deep dives" into the interlocking elements of change strategies. The goal is to help participants develop an impactful leadership style to fulfill their institutions' educational and healthcare delivery missions.

"As someone working in clinical care administration, this course was incredibly valuable. It brought scholarly concepts from the diverse fields of education, business, health care, behavioral economics and design, and meshed them all together harmoniously to show us different ways of thinking about the same problems – all in a highly engaging environment with like-minded change agents from across the country and the globe."

Fiona Linn, LL.M.

Strategic Advisor to the
Chief Medical Officer
Michigan Medicine,
University of Michigan



"The Harvard Macy Program for Leading Innovations in Health Care & Education is truly a 'game-changing' experience. Beyond the invaluable time spent learning with global thought leaders, the curriculum promotes a safe and dynamic learning environment to challenge assumptions and co-develop innovations. You will leave with new frameworks that are immediately applicable to everyday leadership challenges, as well as an expanded, worldwide professional network."

Tanya Horsley, PhD, MBA

Associate Director, Research Unit
Royal College of Physicians and
Surgeons of Canada

REGISTER AT <https://harvardmacy.org/index.php/hmi-courses/leaders>

Sample of Distinguished Faculty



Paul LeBlanc, PhD

President, Southern New Hampshire University



H. Thomas Aretz, MD

Vice President, Mass General Brigham



John Halamka, MD

President, Mayo Clinic Platform; Mayo Clinic



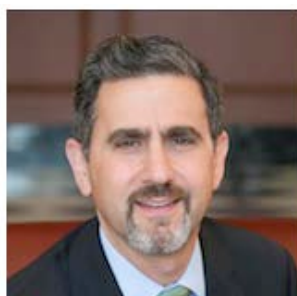
Barry Dornfeld, PhD

Principal, CFAR



Ann Somers Hogg, BS

Assistant Vice President, Atrium Health



Rob Huckman, DBA

Professor, Harvard Business School



Rob Martello, PhD

Professor, Olin College of Engineering

LEARNING OBJECTIVES

After the course, participants should be able to:

- Recognize the impact external forces (eg. the COVID-19 pandemic) can have on health care delivery and education and harness these forces as opportunities for innovation.
- Anticipate the disruptive innovations likely to impact health care delivery and intertwined educational programs in the future, 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.

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 (ACCME) to provide continuing medical education for physicians.

The Harvard Medical School designates this live activity for a maximum of 32.75 *AMA PRA Category 1 Credits*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

*Note: *AMA PRA Category 1 Credit*[™] is calculated based on submission of a preliminary agenda and may be subject to change.

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 Credits*[™] to ECMECs[®] can be found at: www.eaccme.eu.

ABMS/ACGME Competencies

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

- Patient Care and Procedural Skills
- Professionalism
- Interpersonal and Communication Skills



IOM Competencies

The course is designed to meet the following Institute of Medicine Competencies:

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

INQUIRIES

Please email us at: harvard_macy@hms.harvard.edu

REGISTRATION

Virtual course tuition is **\$4,510** (\$4,500 course tuition plus a \$10 non-refundable service fee). Applications for this course are made through our website: <https://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-CME 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 Accreditation Criteria 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 \$85 (\$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.

THIS COURSE IS LIVESTREAM ONLY

This course will be held during Eastern Daylight Time. Large group sessions will be recorded and have the ability to be viewed synchronously.

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OUR PROGRAMS



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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.

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.

Transforming your Teaching for the Virtual Environment

Expand your use of new technologies to engage your students and create interactive learning environments. This is a livestream modular course offered in two hour blocks over several weeks. Bring your traditional live course design and re-configure it for dynamic on-line teaching.

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.



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"The virtual course was a rich, immersive learning environment enhanced by experienced faculty and other learners who brought diverse perspectives from all over the world. The course served as a catalyst to advance innovative projects in our undergraduate medical education track. I was able to immediately apply the concepts to move from the idea stage to implementation."

Sarah Perez McAdoo, MD, MPH

Population Health Capstone Director
Co-Leader Capstone Scholarship and Discovery Course
Brightwood House Affiliate
Population-based Urban and Rural Community Health (PURCH)
University of Massachusetts Medical School - Baystate