

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.



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 for post-graduate residents and fellows.

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 personal and engaging; and the opportunity for networking and collaboration was a catalyst for my professional and personal growth.

Meg Zomorodi 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

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, FRCPC, FACC

Professor of Medicine, Associate Chair, Faculty Development
Department of Medicine, University of Alberta



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

Non Profit Org.
US Postage
PAID
Permit No. 1325
Boston, MA

**APPLICATION
DEADLINE
NOV. 16, 2018**



HARVARD
MEDICAL SCHOOL

A SYSTEMS APPROACH to Assessment in Health Professions Education

MARCH 17-22, 2019

Harvard Macy Institute

harvardmacy.org



HARVARD
MEDICAL SCHOOL

Professional Development Programs
for Academic Leaders in Health Care

A SYSTEMS APPROACH

to Assessment in Health Professions Education

March 17-22, 2019

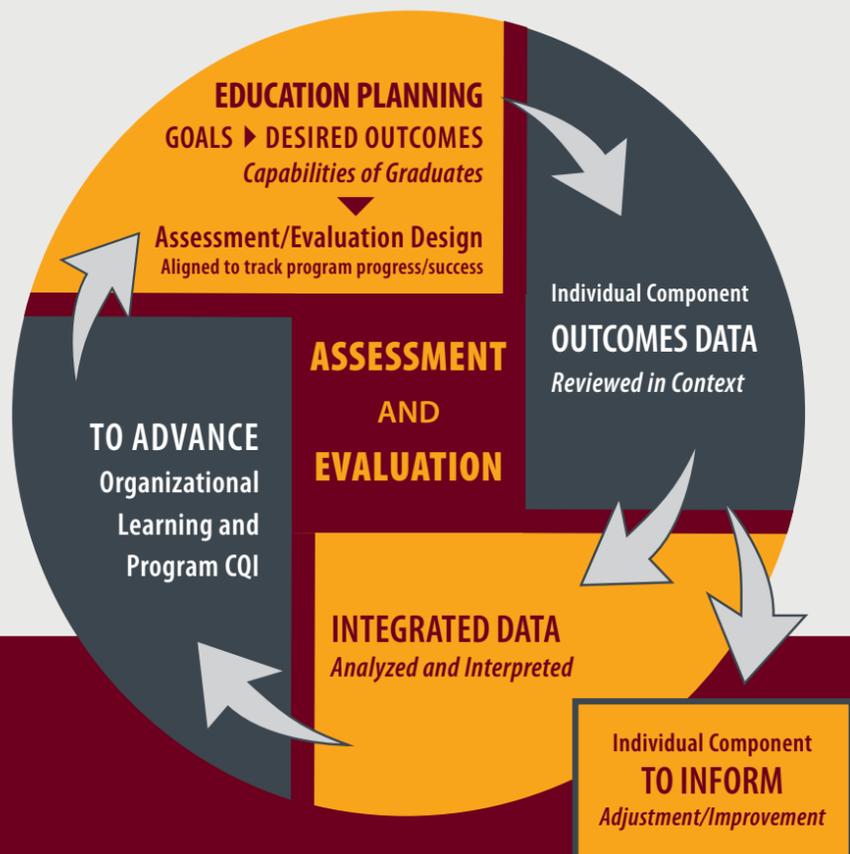
Harvard Medical School

Joseph B. Martin Conference Center, Boston, MA

COURSE DIRECTORS

Elizabeth Armstrong, PhD
Louis Pangaro, MD MACP

Constance Bowe, MD
Thomas Aretz, MD



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, selectives (focused mini-sessions/workshops on assessment tools and approaches), and consultations with faculty experts.

During this intensive 6-day program, educators and administrators from diverse health science disciplines will be introduced to key concepts from system theory, best practices in educational assessment, and mini-workshops focused on specific assessment approaches. Throughout the program, participants will also have an opportunity to apply systems principles in case discussions depicting problematic assessment situations and to plan an assessment/evaluation design to implement at their home institution.



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. HMI 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 assessment 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 Approach 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.

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 38.25 *AMA PRA Category 1 Credits™*. 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 Credits™* 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

ASSESSMENT DATA

ASSESSMENT DATA • MILESTONES
PROGRESS TEST • COMPETENCIES
TEACHING EVALUATIONS • SKILLS
PERFORMANCE RANKINGS • EPAS
TEAM PROJECTS • TEST SCORES
COURSE EVALUATIONS • OSCES
PEER EVALUATIONS • PBL /TBL

CONSOLIDATE
SYNTHESIZE
ANALYZE
INTERPRET

OUTCOMES

VENUE ASSESSMENT METHODS
VALIDITY FEEDBACK PROVISION
ASSESSORS RELIABILITY
PROCESSES

CONTEXTUAL FACTORS

ACTIONABLE INFORMATION
FOR CQI
Systems Function
Teaching
Curriculum
Processes

+

INSTITUTIONAL LEARNING
Component Synergy
Interrelationships
Cause and Effects

HMI 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; you are humbled when you arrive, inspired 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 shown 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 and certificate.

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.

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.