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The Harvard Macy Institute

An inter-professional, international incubator for innovators in health care education since 1995, the Harvard Macy Institute takes a collegial “think tank” approach to continuing professional development, bringing together diverse perspectives in health care 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 courses 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 courses 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 courses:

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 health care 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 health care, 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 health care professions.*

Continuous and expanding community of scholars. *In addition to the friendships and network developed while attending an Institute course, participants become part of a broader community of scholars worldwide, dedicated to collaboration and innovation in health care 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 electronic poster design and review
- Online learning modules

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.



“HARVARD MACY IS A VERY CORE AND ESSENTIAL PART OF MY PAST AND CONTINUED PROFESSIONAL DEVELOPMENT. EVERY TIME I AM IN THE PRESENCE OF HMI FACULTY AND SCHOLARS I AM BLESSED AND PRIVILEGED AS A PROFESSIONAL, BOTH IN A STUDENT AND FACULTY ROLE. I AM ALWAYS LEARNING FROM OTHERS AND ESPECIALLY PROGRAM AND COURSE LEADERS.”



Alice Fornari, EdD, RDN, Professor, Science Education, Occupational Health, Family Medicine, Associate Dean, Educational Skills Development, Zucker SOM at Hofstra/Northwell SOM

Assistant Vice President, Faculty Development, Northwell Health Director, MS degree, Health Professions Pedagogy and Leadership (HPPL), Hofstra University

PARTICIPANT SCHOLARS

HMI courses have proved valuable to health care 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, health care 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.

INSTITUTIONAL COLLABORATIONS

International Courses: HMI collaborates with alumni to develop customized courses for institutions worldwide including thus far Singapore, Taiwan, Australia, Germany, Japan, Portugal, Canada, Sweden and the United Kingdom. Please note: these course collaborations are not accredited.

The Harvard Macy Institute is proud to work with the Monash University in Melbourne, Australia. Through this association, three courses are offered annually at the Monash, Melbourne campus. These include: *Leadership and Innovation in Health*, *Assessment in Health Professions Education* and *Health Care Education 2.0 – transforming your teaching for the digital age*.

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.

REGISTER AT <https://harvardmacy.org>

APPLICATION PROCESS

Each of the courses has a required application and admissions process. Please go to harvardmacy.org for detailed information about admissions and an application form.

ACCREDITATION

These activities has been approved for *AMA PRA Category 1 Credit™* please refer to our website, <https://harvardmacy.org>, for individual course credit totals.

CONNECTING OUR COMMUNITY VIRTUALLY

Harvard Macy Institute Newsletter

The Harvard Macy Institute produces an email newsletter for our community every two months. If you would like to receive our newsletter, please email us at harvard_macy@hms.harvard.edu

Harvard Macy Institute Blog

The Harvard Macy Institute provides our community with a weekly blog, which fosters the ongoing connectedness of health professions educators committed to transforming health care delivery and education. Follow our blog at: <https://www.harvardmacy.org/index.php/hmi>

Social Media

The Harvard Macy Institute has a strong social media presence and actively engages with our worldwide community on three social media platforms: Twitter, LinkedIn, and Facebook.

#HMIchat

The Harvard Macy Institute conducts a monthly asynchronous tweet chat every first Wednesday of the month beginning at 9 PM EST. Follow the conversation at #hmichat.





STAYING CONNECTED:



- Bi-monthly Harvard Macy e-newsletter
- Twitter
- LinkedIn
- Facebook
- Harvard Macy Community Blog
- Monthly #HMChat Tweet Chat



Program for Educators in Health Professions

(January for 10 days, May for 5 days)

Advances in the sciences of learning and new demands on health care providers globally require health care educators to develop and practice new educational, assessment, and leadership strategies. Course 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 course 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.



COURSE 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 health care 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 health care education research, seeking to foster active and deep learning.
- Explore opportunities for publishing scholarly work in health care 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 HEALTH CARE 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 CO-DIRECTORS



Elizabeth Armstrong, PhD, Professor of Pediatrics Part-time at Harvard Medical School, Founder and Director of the Harvard Macy Institute (HMI). Recognized worldwide as an expert in health care 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 health care 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.



Holly Gooding, MD, MSc, Assistant Professor of Medicine and Pediatrics at Harvard Medical School and a physician in the Boston Children’s Hospital Division of Adolescent and Young Adult Medicine. Dr. Gooding received her MD from the University of San Francisco and her MSc from the University of California Berkeley School of Public Health. Her areas of professional interest include young adult development, continuous educational quality improvement, and evidence-based teaching techniques.

This course 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 course participants learn the implications of viewing health profession education programs as a complex adaptive system as well as a subsystem within an overarching health care 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:

- Utilize a comprehensive project planning and assessment framework that closely links program objectives and supportive resource requirements to assessment of outcomes and educational impact
- Develop a dynamic and relevant assessment plan that meets accreditation criteria while also providing timely and actionable information to inform continuous program quality improvement.
- Identify assessment metrics and outcomes most relevant to short and long-term program-specific educational objectives and desired impact.
- Analyze and interpret integrated outcomes in the context of stakeholder compliance with planned processes and procedures to optimize program performance.
- Ensure that efficient communication and feedback pathways are in place to direct assessment information to individuals or groups best positioned to make needed adjustments or take necessary corrective actions.
- Apply appropriate conceptual frameworks to track and assess competencies, milestones and entrustable professional activities.



COURSE 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 health care policy development using sound systems assessment strategies.



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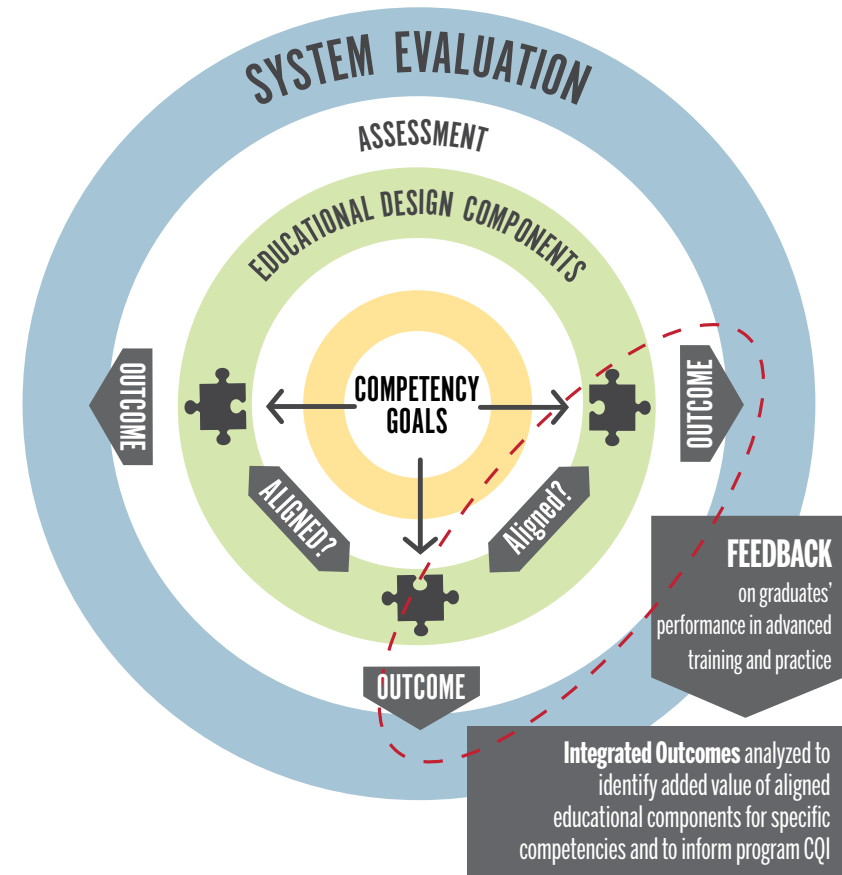


Constance Bowe, MD, Professor Clinical Neurology (Emeritus), UC Davis and Senior Consultant, Partners HealthCare International, where she collaborates with international colleagues to improve the training of physicians and health-care professionals. Dr. Bowe's academic career focused on basic and clinical 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.



Louis Pangaro, MD, MACP, Professor of Medicine in the F. Edward Hebert School of Medicine of the Uniformed Services University of the Health Sciences, Bethesda Maryland. He was a HM Scholar in 1995 and as a faculty member in the HM program his interests are in the evaluation of students in the clinical setting, and in systems of educational epidemiology that relate education to outcomes.



Leading Innovations in Health Care and Education

(June for 6 days)

Forward progress in health care 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 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.

"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.



COURSE CO-DIRECTORS



Elizabeth Armstrong, PhD, Professor of Pediatrics Part-time at Harvard Medical School, Founder and Director of the Harvard Macy Institute (HMI). Recognized worldwide as an expert in health care 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 health care 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.



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.



Josh Nagler, MD, MHPE, Associate Professor of Pediatrics and Emergency Medicine at Harvard Medical School, Associate Division Chief and the Director of Medical Education for the Division of Emergency Medicine at Boston Children’s Hospital. Dr. Nagler also serves as the program director for the Pediatric Emergency Medicine Fellowship. In addition to clinical practice in pediatric emergency medicine, Dr. Nagler has been a national leader in fellowship training and faculty development efforts. He has implemented and studied innovative educational strategies utilized throughout graduate medical education. He also serves as a mentor for trainees and academic faculty with careers focused on health care education.



Health Care Education 2.0 – transforming your teaching for the digital age

(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:

- Independently develop online instruction material and host it in on an e-learning platform.
- Implement appropriate use of technology to enhance learning activities inside and outside the classroom.
- Use social media to form a community of inquiry and identify the potential role of using this model at their own institutions.
- Utilize tools for managing information and practice a workflow for integrating these tools into a personal information management strategy
- Describe the entrepreneurial issues that are relevant with e-learning applications or modules.
- Describe the role of online learning in health care education in the context of cognitive science principles.

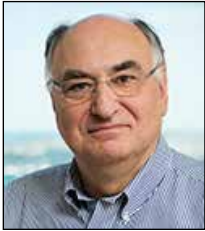
“THOROUGHLY ENJOYABLE AND HIGHLY PRACTICAL, THIS COURSE ENGAGES YOU WITH SUITES OF TOOLS AND EQUIPS YOU WITH THE CONFIDENCE TO USE THEM TO ENHANCE NOT ONLY THE LEARNING EXPERIENCE OF YOUR STUDENTS, BUT ALSO YOUR OWN LIFELONG LEARNING.”



Dr. Andrew Linn MBBS, FRACGP, University of Adelaide, South Australia



COURSE CO-DIRECTORS



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Neil Mehta, MBBS, MS, FACP, Professor of Medicine, Assistant Dean Education Informatics and Technology at Cleveland Clinic Lerner College of Medicine of Case Western Reserve University and Director, Center for Technology Enhanced Knowledge and Instruction (cTEKI), as well as adjunct Graduate Faculty, College of Graduate Studies, The Cleveland State University. Dr. Mehta has significant experience in online learning and creating e-learning modules.



Roy Phitayakorn, MD, MHPE(MEd), FACS, Associate Professor of Surgery at Harvard Medical School with a practice in general surgery and endocrine surgery at the main campus of the Massachusetts General Hospital. He is also the MGH Director of Medical Student Education and Surgical Education Research and the Co-Director of the American College of Surgeons-accredited MGH Surgical Education and Simulation Research Fellowship program. Dr. Phitayakorn is also the Senior Education Research and Development Consultant for the New England Journal of Medicine.



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

(December for 3 days)

This 3-day intensive course 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 health care 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 health care 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 health care education using a scholarly lens
- Use a research-based approach to educational project development
- Contribute to an expanding community of clinician-educators within health care education

*This course is conducted in collaboration with the
Massachusetts General Hospital Institute of Health Professions*

COURSE CO-DIRECTORS



Elizabeth Armstrong, PhD, Professor of Pediatrics Part-time at Harvard Medical School, Founder and Director of the Harvard Macy Institute (HMI). Recognized worldwide as an expert in health care 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 health care 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.



Susan Farrell, MD, EdM, Associate Professor of Emergency Medicine at Harvard Medical School, Director of OSCE Assessment at Harvard Medical School, Head of Education in the Division of Palliative Care at Massachusetts General Hospital, and Director of Continuing and Professional Development at the MGH Institute of Health Professions. Sue has a master's degree in education with a focus on assessment from the Harvard Graduate School of Education and teaches in the Harvard Macy Educators and Assessment courses. Dr. Farrell's professional interests include curriculum and clinical skills assessments, faculty development, and interprofessional education.



Reena Karani, MD, MHPE, Professor of Medicine, Medical Education and Geriatrics & Palliative Medicine and Senior Associate Dean for Undergraduate Medical Education and Curricular Affairs, Director of the Institute for Medical Education at the Icahn School of Medicine at Mount Sinai in New York. She received her M.D. from Albert Einstein College of Medicine and a Master of Health Professions Education from the University of Illinois at Chicago. Dr. Karani is committed to providing transformational learning opportunities to residents and fellows interested in careers as clinician-educators by focusing on skill development and mentoring related to teaching, learning and developing scholarship in medical education.



Alan Leichtner, MD, Professor of Pediatrics at Boston Children's Hospital. Dr. Leichtner is the Chief Medical Education Officer and directs the Department of Medical Education, which oversees undergraduate, graduate, and continuing medical education, as well as faculty development in education through an inter-professional, hospital-based teaching academy. He is also the Associate Dean for Undergraduate Medical Education at Boston Children's Hospital and Harvard Medical School. Dr. Leichtner has an active pediatric gastroenterology practice, with a focus on childhood celiac disease, and serves as the Vice Chair of Pediatrics, for Clinical Affairs.



INSTITUTE WIDE FACULTY



Elizabeth Armstrong, PhD, Founder and Director of the Harvard Macy Institute (HMI) and Professor of Pediatrics Part-time at Harvard Medical School. Recognized

worldwide as an expert in health care 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 health care education and innovation. She holds an honorary doctor of medicine degree from Lund University in Sweden, and received the prestigious AAMC Abraham Flexner award in 2016, in recognition of her work advancing healthcare education.



Todd Fowler, B.S, Program Manager for the Harvard Macy Institute. As the Program Manager; Todd oversees all logistic and administrative responsibilities for the Institute and it's courses



Margaret Hay, PhD, Leader of External Programs. Margaret currently holds a position as Professor and Director, Monash Institute for Health and Clinical Education, and Director, Admissions at Monash University,

Australia. Margaret has a PhD in Psychology from La Trobe University, a Graduate Certificate in Health Professions Education from Monash University, and a Graduate Diploma in Epidemiology and Biostatistics from the University of Melbourne. As Leader of External Programs Margaret works with organizations wishing to implement Harvard Macy Institute courses across America and internationally. Margaret's areas of professional interest include determining the impact of CME on professional careers, intrapreneurship in health care and education, selection, and health care workforce planning.



Kristina Dzara, PhD, MMSc, Social Media Strategist. She is an Instructor of Pediatrics at Harvard Medical School, Research Staff at Massachusetts General Hospital, and Lecturer, Part-time at Northeastern

University Bouvé College of Health Sciences. Kristina has a doctoral degree in Sociology from Southern Illinois University Carbondale and a master's degree in Medical Education from Harvard Medical School. As Harvard Macy Institute's Social Media Strategist, Kristina supports our worldwide community of practice on Twitter, LinkedIn, and Facebook by developing and executing our social media strategy, engaging virtually with alumni, growing our social media connections, developing novel social media content, directing social media efforts at our in-person courses, and serving as Editor-in-Chief of the Harvard Macy Community Blog.



Arabella L. Simpkin, MA (Oxon), BMBCh, MRCPCH, MMSc (Med Ed), Manager of Innovation Strategy and is responsible for working across programs, with particular emphasis on leadership themes

and innovation. She is faculty in the Educators Program, and is co-leading the Innovation Group Exercise in the Leaders Program. Arabella has also assumed responsibility as the Editor of the HMI Newsletter. Arabella is the Associate Director of the Center for Educational Innovation and Scholarship at Massachusetts General Hospital. She trained in adult medicine and pediatrics in the UK, and holds Membership to the Royal College of Pediatrics and Child Health. Arabella's research focuses on medical decision-making, with particular emphasis on how best to acknowledge and communicate uncertainty.



Subha Ramani, MBBS, PhD, MMEd, MPH, Leader of Research and Scholarship. She is an Associate Professor of Medicine at Harvard Medical School, Director of

Evaluation and Scholars in Medical Education Pathway for the Internal Medicine Residency Program at Brigham and Women's Hospital. Subha completed her medical training at Stanley Medical College, University of Madras, India; and Internal Medicine residencies at the Postgraduate Institute of Medical Education and Research, Chandigarh, India and East Tennessee State University, Johnson City, TN. She also has a master's degree in Public Health from the Boston University School of Public Health; master's degree in Medical Education from the University of Dundee, Scotland, UK; and a doctoral degree in Health Professions Education from the University of Maastricht, Netherlands.



Traci Wolbrink, MD MPH, Advisor for Technology Enhanced Learning, and assists in the promotion of HMI community engagement through online media. She also is a core faculty member of Health

Care Education 2.0 Course, and her teaching focuses on best practices of online learning, video development, and learning analytics. Traci is a Pediatric Intensivist at Boston Children's Hospital and is Co-Director of the OPENPediatrics Program, a non-profit, open access website for nurses, doctors and healthcare professionals to share best practices and knowledge about the care of sick children containing academically rigorous, peer-reviewed educational resources including videos, protocols, medical calculators, and simulators developed by international experts.

Harvard Macy Institute

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MEDICAL SCHOOL

Harvard Macy Institute
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IN DOMINI

HARVARD MEDICAL SCHOOL

LOCATION

All courses 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



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