

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.

Become a Digital Citizen: Technology in Health Care Education

Learn to use new technologies in an appropriate manner to create better learning environments, materials, and networks.

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.

“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, RD

Assistant Vice president of Faculty Development, NS-LIJ Health System
Associate Dean of Educational Skills Development, Hofstra North Shore-LIJ School of Medicine
Professor of Science Education, Population Health and Family Medicine

“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

Boston University School of Medicine
Assistant Dean of Academic Affairs
Director of Office of Medical Education
Associate Professor



A Systems Approach to ASSESSMENT IN HEALTH PROFESSIONS EDUCATION

March 6-11, 2016

Harvard Macy Institute
harvardmacy.org



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Boston, MA 02114

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A Systems Approach to **ASSESSMENT IN HEALTH PROFESSIONS EDUCATION**

March 6-11, 2016

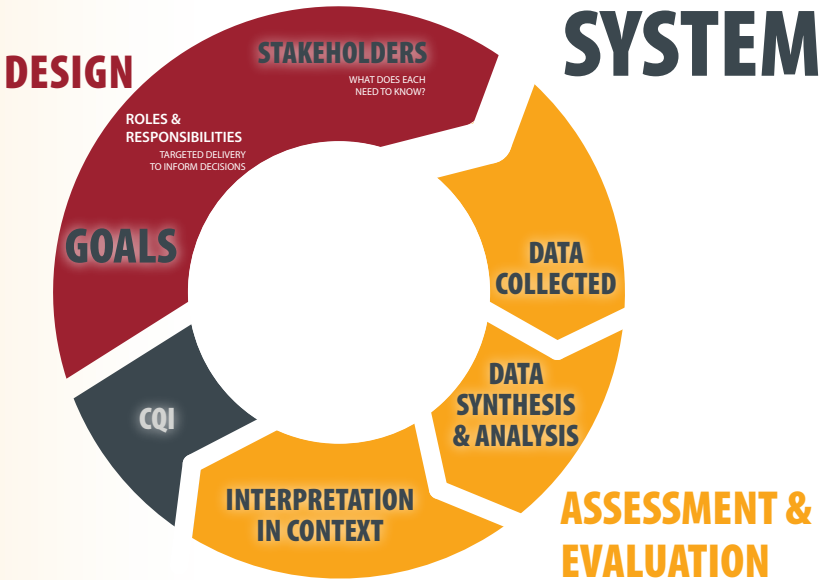
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**HARVARD
MEDICAL SCHOOL**

Professional Development Programs
for Academic Leaders in Health Care

A Systems Approach to ASSESSMENT IN HEALTH PROFESSIONS EDUCATION



COURSE DIRECTORS

Elizabeth G. Armstrong, PhD
Constance Bowe, MD
Louis Pangaro, MD MACP
Thomas Aretz, MD

March 6-11, 2016
Harvard Medical School
Joseph Martin Conference Center, Boston, MA

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-workshops on assessment tools and approaches), and consultations with faculty experts.

During this intensive 5-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.



“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

REGISTER AT <http://harvardmacy.org/Programs/Programs-Assessment.aspx>

LEARNING OBJECTIVES

- Upon completion of this course, participants will be able to:
- Assess the educational components of their 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 their educational system to add value to the quality of graduates
 - Outline the communication pathways that currently exist within their 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 their institution’s performance in promoting a primary educational goal

TARGET AUDIENCE

- Physicians
- Psychologists
- Nurse Practitioners
- Social Workers
- Physician Assistants
- Nurses
- Complementary & Alternative Medicine Practitioners
- Pharmacists
- Researchers (PhDs)
- Faculty involved in assessing health professions education

The target audience for the ‘*Systems Approach to Assessment*’ includes individuals in all specialties involved in health science profession education – faculty, educators, planners, and administrators.

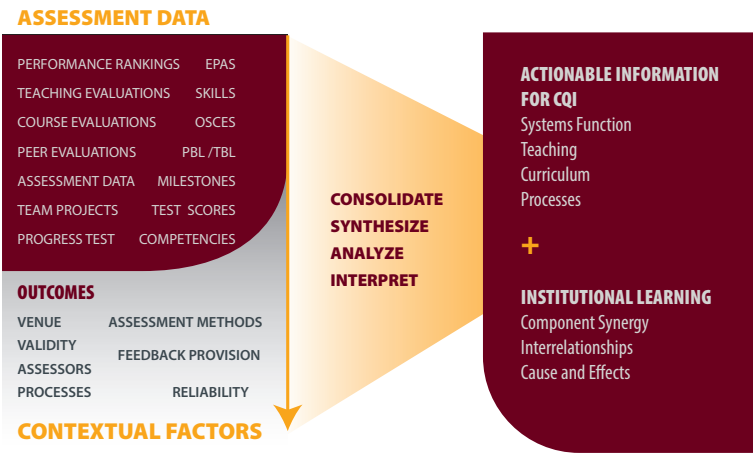
ACCREDITATION

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

The Harvard Medical School designates this live activity for a maximum of 36.75 *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.



“The small group process has been critical in helping me better articulate the problems and issues facing our institution in terms of assessment so that I can more clearly pose solutions to them.”

Melissa Alexander, EdD

Director of Student Assessment
Office of Undergraduate Medical Education
Indiana University School of Medicine



INQUIRIES

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

ACGME

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

- Systems-based practice

REGISTRATION

Course tuition is \$4400.00. Applications for this course are made through our website: <http://harvardmacy.org/Programs/Programs-Assessment.aspx>. 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-DCE 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 Essential Areas, Standards, 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 \$75, will be issued for all cancellations received two weeks prior to the start of the course. Refund requests must be received by postal mail, email, or fax. 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 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.