

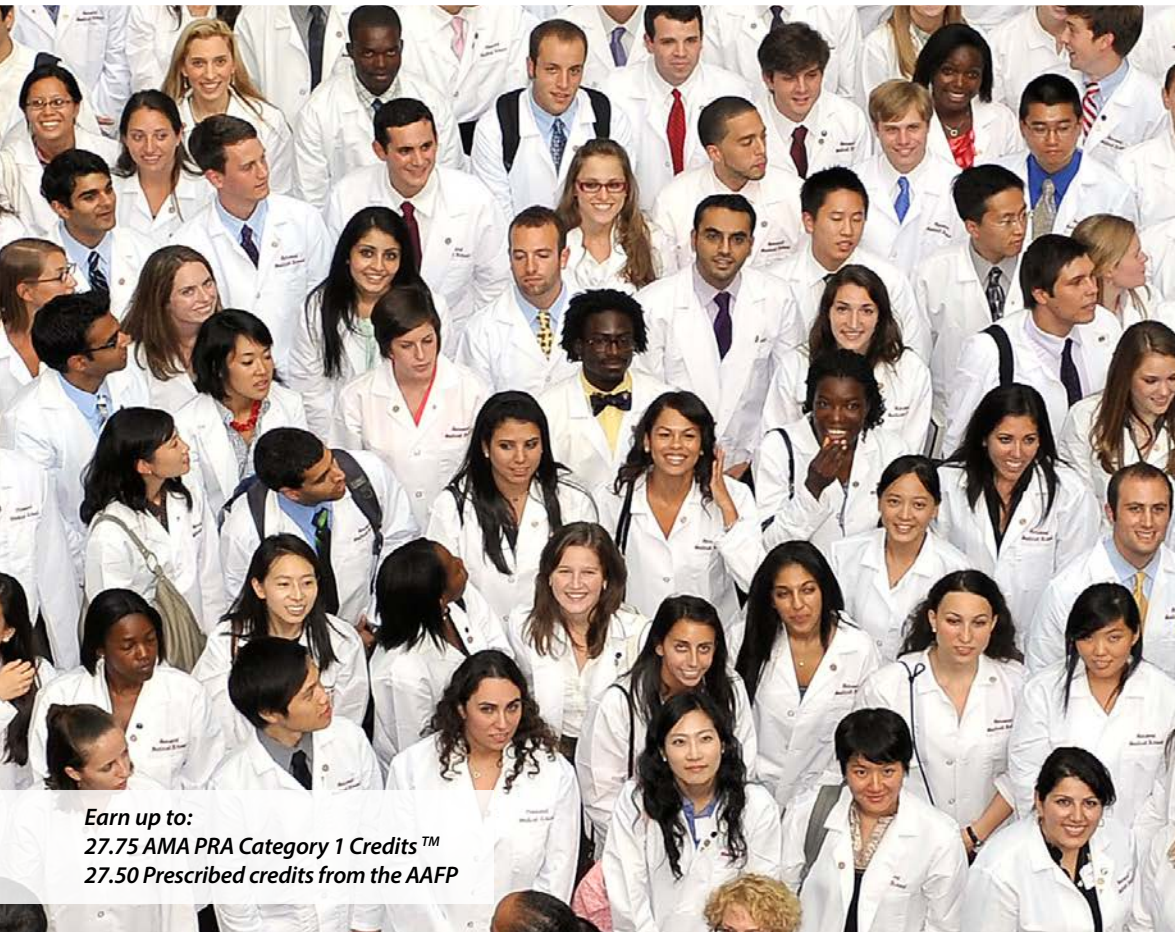
HARVARD
MEDICAL SCHOOL

This course sold out the last 2 years. To be assured a spot in the 2018 program, early registration is strongly advised.

PRINCIPLES OF MEDICAL EDUCATION
**MAXIMIZING YOUR
TEACHING SKILLS**

April 4 - 6
2018
Boston, MA

Best Practices to Teach, Engage, and Inspire
Medical Students, Residents, Fellows, Faculty, Allied Health Students



Strategies, Best Practices, and Techniques to Improve:

- Interactive Lecturing
- Bedside Teaching
- Effective Mentoring
- Impactful Feedback
- Developing Curriculum
- Assessing Learners
- Peer Observation
- Procedural Teaching
- Learner Engagement

Earn up to:
27.75 AMA PRA Category 1 Credits™
27.50 Prescribed credits from the AAFP

Half-Day Add-On Options

Friday Afternoon April 6
**Successful Career
Development for the
Clinician-Educator**

Friday Afternoon April 6
**Taking Your Teaching
to the Next Level**

Friday Afternoon April 6
**A Beginner's Guide to Medical
Education Research**

Saturday Morning April 7
**Incorporating Technology
into Your Teaching**



Register at MedicalEducators.HMSCME.com



Richard Schwartzstein, MD
Ellen and Melvin Gordon Professor of Medicine and Medical Education; Faculty Associate Dean for Medical Education; Director, Harvard Medical School Academy, Harvard Medical School. Vice President for Education; Director, Carl J Shapiro Institute for Education and Research, Beth Israel Deaconess Medical Center



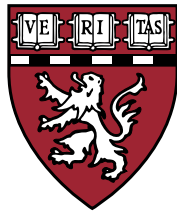
David H. Roberts, MD
Dean, External Education; Associate Professor of Medicine, Harvard Medical School. Director of International Programs, Carl J Shapiro Institute for Education and Research, Beth Israel Deaconess Medical Center



K. Meredith Atkins, MD
Assistant Professor of Obstetrics, Gynecology, and Reproductive Biology, Harvard Medical School. Director, Undergraduate Medical Education and the Principal Clinical Experience; Associate Director, Carl J Shapiro Institute for Education and Research, Beth Israel Deaconess Medical Center



Margaret Hayes, MD
Instructor in Medicine, Harvard Medical School. Associate Program Director, Internal Medicine Residency; Director, Medical Critical Care Education; Director, External Education, Carl J Shapiro Institute for Education and Research, Beth Israel Deaconess Medical Center



HARVARD MEDICAL SCHOOL

Dear Colleague,

Incorporating best practices, newer principles of adult learning, and widely available technologies into our teaching can significantly improve our ability to engage and inspire students, residents, fellows, and colleagues.

To learn how best to do this, you are invited to attend Principles of Medical Education: Maximizing Your Teaching Skills. This program, ranked among Harvard Medical School's highest-rated CME courses, is a uniquely comprehensive exploration of best practices for teaching medicine at the bedside, in ambulatory settings, and in the classroom.

The curriculum helps medical educators to:

- Provide more effective feedback that motivates change
- Better assess learners' needs individually and as a group
- Design educational sessions that meet your learning objectives
- Deliver more impactful and engaging lectures
- Become a more effective one-on-one mentor
- Optimize evaluation of trainee competencies
- Enhance the interactivity of small group discussions
- Spur critical thinking and self-learning among students
- Incorporate technology and active learning models into your teaching

Now in its eleventh year, this course is ideal both for newer educators as well as for those with substantial experience who are looking to “up their game” as teachers and mentors.

We are excited to host this program in April, and would be delighted to have you become part of our unique, interactive learning community.

Sincerely,

Richard Schwartzstein, MD

David H. Roberts, MD

K. Meredith Atkins, MD

Margaret Hayes, MD

Harvard Medical School Faculty

K. Meredith Atkins, MD

Assistant Professor of Obstetrics, Gynecology, and Reproductive Biology

Dara Brodsky, MD

Assistant Professor of Pediatrics

Alexander Carbo, MD

Assistant Professor of Medicine

Amy Cohen, EdM

Instructor in Health Policy and Management, Harvard T.H. Chan School of Public Health

David Cohen, MD

Instructor in Medicine

John L. Dalrymple, MD

Associate Professor of Obstetrics, Gynecology and Reproductive Biology

Sara Fazio, MD

Associate Professor of Medicine

Laurie Fishman, MD

Assistant Professor of Pediatrics

Margaret Hayes, MD

Instructor in Medicine

Grace Huang, MD

Associate Professor of Medicine

Carol Hughes

Operations Director, BIDMC, Shapiro Institute

Lori Newman, MEd

Principal Associate in Pediatrics

Hope Ricciotti, MD

Associate Professor of Obstetrics, Gynecology, and Reproductive Biology

Jeremy Richards, MD

Assistant Professor of Medicine

Daniel Ricotta, MD

Instructor in Medicine

David Roberts, MD

Associate Professor of Medicine

Richard Schwartzstein, MD

Professor of Medicine

Amy Ship, MD

Assistant Professor of Medicine

C. Christopher Smith, MD

Associate Professor of Medicine

Amy Sullivan, EdD

Assistant Professor of Medicine

Carrie Tibbles, MD

Assistant Professor of Emergency Medicine

Course Description

This course is an introduction to the principles of effective clinical teaching for adult learners. Through didactic and interactive sessions, participants will learn models of clinical instruction and how to apply these effective techniques to their own teaching. The course will also provide an exploration of critical thinking, reflection, learner assessment, and feedback. All sessions will be interactive and faculty will model instructional strategies described in the course.

Participants will rotate through a series of 5 dynamic, small group sessions focusing on teaching methods such as lecturing, small group teaching, hidden curriculum and teaching professionalism, providing effective feedback, and clinical teaching with patients. Plenary sessions will offer insights into the principles of adult learning, the fostering of critical thinking skills, the assessment of trainee competencies, and the effective use of technology for the current generation of learners. Case-based discussions will highlight essential skills and current issues in medical education.

This program is among the highest-rated Harvard Medical School CME courses.

Skills Development

Areas of focus in which attendees will deepen their skills include:

- Interactive Lecturing
- Bedside Teaching
- Effective Mentoring
- Impactful Feedback
- Developing Curriculum
- Assessing Learners
- Peer Observation
- Procedural Teaching
- Learner Engagement
- Teaching Critical Thinking
- Maintaining Educator Wellness

Who Should Attend

Medical personnel of all specialties involved in the practice of medical education, including:

- Physicians
- Nurse Practitioners
- Physician Assistants
- Nurses
- Pharmacists
- Psychologists
- Veterinarians
- Dentists

Learning Objectives

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

Identify principles of adult learning in order to:

- Assess their learners' needs
- Design an educational intervention
- Establish student-centered learning environments

Employ venue-specific teaching skills for:

- Ambulatory teaching
- Bedside teaching
- Large-group presentations
- Small group/case-based teaching
- Simulator-based teaching (optional)

Recognize effective learner assessment strategies and provide effective feedback in order to:

- Set educational expectations
- Help learners advance in their careers
- Create a differential diagnosis and action plan for the "problem" learner

Foster critical thinking skills so learners may:

- Effectively use questions to promote clinical decision making
- Assume a systematic approach to clinical reasoning
- Reason through difficult clinical cases

Engage in reflective practice in order to:

- Identify effective teaching techniques
- Conduct self-assessment and peer-observation of teaching
- Share best teaching practices with their colleagues



“Right after the conference I walked into my clinics more prepared, with more enthusiasm, and better able to teach and encourage critical thinking. I thoroughly enjoyed the conference and am hoping to return at some point.”

“After this course, did I scrap everything and start again? In some areas, yes—particularly in increasing my efforts to encourage clinical reasoning.”

“I had a didactic session on COPD and pneumonia scheduled 3 days after my return. I quickly re-invented my talk using techniques I learned at this course. (This included using a straw to simulate the feeling of dyspnea and obstructive lung disease—a tip I picked up in one of the sessions.) I also had students create a mechanism map and used a live-audience polling app to give them questions during the session that we then discussed. I got overwhelmingly positive reviews from students.”

For additional participant experiences, visit the course website.

7:00-8:00 am	<i>Registration and Continental Breakfast</i>
8:00-8:30 am	Effective Teaching: Setting the Stage
8:30-9:30 am	Teaching in the 21st Century: The Science of Learning
9:30-9:45 am	<i>Break (refreshments provided)</i>
9:45-11:15 am	Teaching Methods and Skills Development Workshops <i>During the course, each participant will rotate through these five workshops</i>
	Designing and Delivering More Effective Lectures: Techniques for Better Learner Engagement
	Skills and Strategies to Improve Small Group Teaching
	Clinical Bedside Teaching: Effective Techniques and Overcoming Barriers
	Teaching Professionalism in 2018: Strategies for the Front Line
	Feedback: Making It Powerful, Effective, and Efficient
11:30-12:30 pm	Defining, Teaching, and Assessing Critical Thinking and Clinical Reasoning
12:30-1:30 pm	<i>Lunch (provided)</i>
1:30-3:00 pm	Teaching Methods and Skills Development Workshops <i>During the course, each participant will rotate through these five workshops</i>
	Designing and Delivering More Effective Lectures: Techniques for Better Learner Engagement
	Skills and Strategies to Improve Small Group Teaching
	Clinical Bedside Teaching: Effective Techniques and Overcoming Barriers
	Teaching Professionalism in 2018: Strategies for the Front Line
	Feedback: Making It Powerful, Effective, and Efficient
3:00-3:15 pm	<i>Break (refreshments provided)</i>
3:15-4:45 pm	Case-Based Skills Development Workshops - Session I <i>During the course, each participant will have the opportunity to attend two of these workshops</i>
	Being Impactful as a Mentor
	Methods for More Effective Ambulatory Teaching
	Teaching Patient-Physician Communication Skills
	The Problem Learner: Making a Diagnosis and Establishing a Plan
	Designing a Teaching Session That Is Engaging, Interactive, and Fun

More than 2000 clinical educators have participated in this program

7:30-8:00 am	<i>Continental Breakfast</i>
8:00-9:00 am	Using Multimedia & Education Technology to Enhance Teaching
9:15-10:45 am	Teaching Methods and Skills Development Workshops <i>During the course, each participant will rotate through these five workshops</i>
	Designing and Delivering More Effective Lectures: Techniques for Better Learner Engagement
	Skills and Strategies to Improve Small Group Teaching
	Clinical Bedside Teaching: Effective Techniques and Overcoming Barriers
	Teaching Professionalism in 2018: Strategies for the Front Line
	Feedback: Making It Powerful, Effective, and Efficient
10:45-11:00 am	<i>Break (refreshments provided)</i>
11:00-12:00 pm	Assessment of the Learner: Determining Competence
12:00-1:00 pm	<i>Lunch (provided)</i>
1:00-2:30 pm	Teaching Methods and Skills Development Workshops <i>During the course, each participant will rotate through these five workshops</i>
	Designing and Delivering More Effective Lectures: Techniques for Better Learner Engagement
	Skills and Strategies to Improve Small Group Teaching
	Clinical Bedside Teaching: Effective Techniques and Overcoming Barriers
	Teaching Professionalism in 2018: Strategies for the Front Line
	Feedback: Making It Powerful, Effective, and Efficient
2:30-2:45 pm	<i>Break (refreshments provided)</i>
2:45-4:15 pm	Case-Based Skills Development Workshops - Session II <i>During the course, each participant will have the opportunity to attend two of these sessions</i>
	Being Impactful as a Mentor
	Methods for More Effective Ambulatory Teaching
	Teaching Patient-Physician Communication Skills
	The Problem Learner: Making a Diagnosis and Establishing a Plan
	Designing a Teaching Session That Is Engaging, Interactive, and Fun

Optional Evening Add-Ons*

Beyond the Mannequin: Novel Uses of Simulation

5:00-8:00 pm <i>(includes dinner)</i>	<p>In this highly interactive and hands-on workshop, participants will experience novel uses of simulation for medical training. This program is hosted at the Shapiro Simulation and Skills Center at Beth Israel Deaconess Medical Center, where you will:</p> <ul style="list-style-type: none"> • Tour the Center’s state-of-the-art simulation resources • Learn tips for creating and implementing high-fidelity simulation in your teaching (including tips on creating the perfect case and facilitating/debriefing like an expert) • Explore novel applications of simulation, including: House-staff remediation, Medical student assessment, Communication skills training, Creation and implementation of low-fidelity simulation for everyday teaching • Leave with tangible strategies to take your simulation training to the next level <p>This course is intended for both participants who are new to simulation and those who want to take their simulations to the next level.</p>
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Harnessing the Humanities in Medical Education

5:00-8:00 pm <i>(includes dinner)</i>	<p>Join us for dinner, connection, community, and an innovative workshop to explore varied methods of using the humanities in your teaching. This unique opportunity will allow participants to experience several different approaches to using the arts and literature, discuss the methods utilized, and explore “applying” these to your learners. Taught by an experienced medical educator with a graduate degree in art history, as well as years of experience facilitating “Literature and Medicine” seminars at Boston hospitals, this workshop will provide you with a personal immersion experience of using the arts and will leave you with tangible skills to teach medical humanities to learners of all levels.</p>
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*Please note that registrations are limited for these add-ons and accepted on a first-come, first-served basis. Early registration is advised.



This program offers the following intensive skills-advancement add-on options:

THURSDAY EVENING

Beyond the Mannequin: Novel Uses of Simulation
or
Harnessing the Humanities in Medical Education

FRIDAY AFTERNOON

Mastering the Skills of the Modern Medical Educator
(Choose from one of 3 tracks)

Track 1: Successful Career Development for the Clinician-Educator

Track 2: Taking Your Teaching to the Next Level

Track 3: A Beginner's Guide to Medical Education Research

SATURDAY MORNING

Incorporating Technology into Your Teaching: Quickly, Easily, Effectively, and with Minimal or No Expense

7:30-8:00 am	Continental Breakfast
8:00-9:00 am	Reaching and Teaching Millennial Learners
9:15-10:45 am	Teaching Methods and Skills Development Workshops <i>During the course, each participant will rotate through these five workshops</i>
	Designing and Delivering More Effective Lectures: Techniques for Better Learner Engagement
	Skills and Strategies to Improve Small Group Teaching
	Clinical Bedside Teaching: Effective Techniques and Overcoming Barriers
	Teaching Professionalism in 2018: Strategies for the Front Line
	Feedback: Making It Powerful, Effective, and Efficient
10:45-11:00 am	Break (refreshments provided)
11:00-12:00 pm	Leadership in Medical Education
12:00-12:30 pm	Taking It All Home: Embedding New Skills in Daily Practice
12:30 pm	Course Adjourns

Optional Half-Day Add-Ons*

Mastering the Skills of the Modern Medical Educator

Choose the track that best aligns with your professional needs and interests:

1:00-4:45 pm	Track 1:	Successful Career Development for the Clinician-Educator <ul style="list-style-type: none"> • Academic Career Advancement: Climbing the Medical Education Ladder and Navigating the Maze • Enhanced Efficiency and Productivity through Better Time Management • Helping You Help Yourself: Advocating and Negotiating • Scholarship and Recognition: Maximizing the Impact of Your Work
1:00-4:45 pm	Track 2:	Taking Your Teaching to the Next Level <ul style="list-style-type: none"> • Concept Mapping: Creating Windows into the Learner's Thinking and Reasoning • Peer Observation: Going Beyond Student Evaluation of Teaching • Procedural Teaching and Assessment: Moving Beyond "See One, Do One, Teach One"
1:00-4:45 pm	Track 3:	A Beginner's Guide to Medical Education Research <ul style="list-style-type: none"> • Qualitative vs. Quantitative: The 20,000-foot View of Medical Education Research • Do You Strongly Agree? Tips and Tricks to Improve Your Survey Design • Running Your Own Focus Group: An Immersion Experience • Stats 101: Medical Education Statistics You MUST Know

*Please note that registrations are limited for these add-ons and accepted on a first-come, first-served basis. Early registration is advised.



Ranked among the highest-rated Harvard Medical School CME courses, participants consistently report that *Principles of Medical Education: Maximizing Your Teaching Skills* has inspired and improved their teaching and mentoring practices and outcomes.

Optional Half-Day Add-On*

Incorporating Technology into Your Teaching:
 Quickly, Easily, Effectively, and with Minimal or No Expense

<p>8:00 am-12:00 pm</p>	<ul style="list-style-type: none"> • Key Tools to Effectively Search the Literature and Organize Results Using the most up-to-date applications and technology, you will leave this session with specific ideas, innovations, and recommendations for keeping pace with the medical literature and delivery techniques that allow for interactive, “just-in-time” instruction for your students. • Flip, Not Flop: Succeeding in the Flipped Classroom In a very practical and interactive session, you will learn key strategies for developing and delivering video content that will prepare learners for “flipped” learning sessions and methods to optimize in-class instruction. • “Pad”-agogy and More: Enhancing Interactivity and Learner Engagement through New Apps and Devices This portion of the program shows you simple applications that are widely available (most for free) and that can be readily incorporated into your teaching for significantly better pedagogy and learner engagement.
	<p>Minimal Preparation Required You will receive simple, initial download and setup instructions for the applications covered in this program approximately one week in advance of the session, along with contact information for assistance should you encounter any difficulties.</p> <p>What to Bring</p> <ul style="list-style-type: none"> • Bring your smart phone. • While optional, bringing an iPad or tablet is also recommended.

*Please note that registrations are limited for this add-on and accepted on a first-come, first-served basis. Early registration is advised.

Accreditation

ACCREDITATION COUNCIL FOR CONTINUING MEDICAL EDUCATION

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 27.75 *AMA PRA Category 1 Credits*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

- Course Only (no optional add-ons): A maximum of 17.5 *AMA PRA Category 1 Credits*[™]
- Optional Thursday Add-On: A maximum of 3.00 *AMA PRA Category 1 Credits*[™]
- Optional Friday Add-On: A maximum of 3.50 *AMA PRA Category 1 Credits*[™]
- Optional Saturday Add-On: A maximum of 3.75 *AMA PRA Category 1 Credits*[™]
- Course with ALL optional add-ons: A maximum of 27.75 *AMA PRA Category 1 Credits*[™]

AMERICAN ACADEMY OF FAMILY PHYSICIANS

This Live activity, *Principles of Medical Education: Maximizing Your Teaching Skills*, with a beginning date of 04/04/2018, has been reviewed and is acceptable for up to 27.50 Prescribed credit(s) by the American Academy of Family Physicians. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

CANADIAN ACCREDITATION

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.

EUROPEAN ACREDITATION

Through an agreement between the American Medical Association and the European Union of Medical Specialists, physicians may convert *AMA PRA Category 1 Credits*[™] 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.

Fairmont Copley Plaza
138 St. James Avenue
Boston, Massachusetts,
02116
617-267-5300



At this historic, luxury hotel in the heart of the city, you will be steps away from Boston's dining, entertainment, historic, and cultural sights. The Freedom Trail, Newbury Street and the Theatre District are within easy reach, as are the Boston Common and Public Garden.



ACCOMMODATIONS:

A limited number of discounted rooms* have been reserved at Fairmont Copley Plaza until March 13, 2018. You can call the Global Reservation Center at 1-800-441-1414 to make a room reservation. Please specify that you are enrolled in this activity to request a reduced room rate. You can also make your discounted reservation online by visiting the course website by March 13 and using the dedicated link on the Venue page.

**Please note that the discounted rooms may sell out before the deadline.*

Please do not make non-refundable travel arrangements until you have received an email from our office confirming your paid registration.

QUESTIONS?

Call 617-384-8600 Monday-Friday 9am – 5pm (ET) or
e-mail CEPrograms@hms.harvard.edu

Registration Information



HARVARD
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Register online at MedicalEducators.HMSCME.com

Principles of Medical Education: Maximizing Your Teaching Skills Course # 732631-1802 Wednesday Morning, April 4 – Friday Afternoon, April 6	Tuition	Register on or before January 31, 2018
	\$1,495	\$1,345 (SAVE \$150)

Optional Add-Ons	
Thursday Evening, April 5: 5:00 - 8:00 pm <i>(choose one)</i> Beyond the Mannequin: Novel Uses of Simulation - Includes Dinner <i>or</i> Harnessing the Humanities in Medical Education - Includes Dinner	\$295
Friday Afternoon and Saturday Morning Half-Day Add-Ons Friday Afternoon, April 6: 1:00 - 4:45 pm Mastering the Skills of the Modern Medical Educator <i>(Choose One Track)</i> Track 1: Successful Career Development for the Clinician-Educator Track 2: Taking Your Teaching to the Next Level Track 3: A Beginner's Guide to Medical Education Research Saturday Morning, April 7: 8:00 am - 12:00 pm Incorporating Technology into Your Teaching: Quickly, Easily, Effectively, and with Minimal or No Expense	\$490 to attend both a Friday and Saturday Half-Day Add-On (Save \$100) \$295 for one Half-Day Add-On

Your tuition includes all breakfasts, lunch on Wednesday and Thursday, morning and afternoon snack breaks, and complimentary internet in the meeting and guest rooms.

All attendees of Principles of Medical Education will receive comprehensive electronic reference materials and a printed syllabus.

Registration, Payment, Confirmation and Refund Policy

Registrations for Harvard Medical School CME programs are made via our secure online registration system. To register for this course, please visit the course website at MedicalEducators.HMSCME.com.

At the end of the registration process, a non-refundable \$5 processing fee will be added to your registration, and you will have the choice of paying by check or credit card (Visa, MasterCard, or American Express). If you are paying by check (draft on a US bank), the online registration system will provide you with instructions and a printable form for remitting your course fees by check. Postal, telephone, fax, and cash-payment registrations are not accepted. All fees shown in USD.

Upon receipt of your paid registration, 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. 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.

Register at MedicalEducators.HMSCME.com