



# Shapiro Institute

BETH ISRAEL DEACONESS MEDICAL CENTER  
HARVARD MEDICAL SCHOOL

## External Education



Newsletter  
April 2024

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## LETTER FROM THE EXECUTIVE DIRECTOR

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Dear friends,

One of the missions of the Shapiro Institute for Education and Research is to drive innovative programs and address challenges confronting medical education on the national stage. Our Millennium Conference (MC) series, which began 25 years ago, is one of the major programs developed by the Institute to address major issues in medical education. The MC occurs biannually and brings together teams from eight schools across North America for a three-day session devoted to a particular topic or issue confronting medical education at the Undergraduate Medical Education (UME) and/or Graduate Medical Education (GME) level. In the two years between conferences, interested faculty from the MC come together to form task forces, which then engage in multi-institutional research emanating from discussions at the Conference.

In early November, many Institute faculty attended the annual meeting of the Association of American Medical Colleges in Seattle, Washington. At this meeting, we received a major spot on the program to present the outcomes of the Millennium Conference 2023; the topic of last year's conference focused on Professional Identity Formation in medical education.

I had the privilege of introducing and moderating the session during which I familiarized the audience

with the Millennium Conference series and our most recent work. The session featured four speakers representing Washington University in St. Louis, Morehouse School of Medicine, the Larner School of Medicine at the University of Vermont, and our own Dr. Carrie Tibbles, representing Harvard Medical School and Beth Israel Deaconess Medical Center. The session, which highlighted the recommendation that we shift from the concept of professional identity formation to a new construct, professional value integration, was well received, although a bit controversial at times. The discussion was wide ranging and stimulating and the audience was clearly intrigued by the new formulation. Two task forces are now underway; the first will examine how physicians from different generations perceive and react to professional challenges, while the second will address the types of professionalism issues most commonly arising in GME.

In addition to the Millennium Conferences, the Institute conducts two Continuing Medical Education Conferences each year devoted to enhancing one's skills as a teacher and educator. The course, titled "Principles of Medical Education: Maximizing your teaching skills," has drawn over 4,000 residents, fellows, nurses and medical faculty from around the world to engage in large and small group discussions from teaching critical thinking to artificial intelligence, to providing feedback, to small group and bedside teaching, assessment and other challenges confronting medical educators.

The Institute has also provided intensive faculty development for medical schools and academic health centers to enhance the skills and performance of their faculty. Most recently, we are working with physician-educators at ChristianaCare in Newark, Delaware, a major affiliate of Jefferson Medical School in Philadelphia. We have conducted similar programs in the past in New York and Louisville and internationally with multiple medical schools in China.

I remain incredibly proud of our faculty and staff who devote huge amounts of time and effort to advance the quality of medical education nationally and across the globe.

- Richard M. Schwartzstein, MD

External education at the Shapiro Institute for Education and Research is thriving! We here at the Shapiro Institute have been busy with a variety of programs. In this newsletter you will read about our various offerings including our international sessions, our highly rated HMS CME Course – Principles of Medical Education: Maximizing Your Teaching Skills, which we now run twice yearly, and Millennium Conference a working conference in collaboration with AAMC that includes multiple medical schools from across the country and Canada. Additionally, we are excited to restart customized faculty development programs at other institutions. We just returned from a trip to ChristianaCare in Newark, Delaware. This intensive faculty development program was customized for ChristianaCare educators including a series of



zoom workshops followed by a 3 day in-person visit where we observed and gave feedback on case conferences, didactics, simulation sessions, and ICU and ward rounds. We additionally met with educational leaders to help them work through challenges and ran a career development workshop.

We are currently in talks with other programs across the country to do similar customized faculty development sessions. These sessions are designed for and with the stakeholders and we pride ourselves on delivering high yield engaging sessions using the principles of adult learning theory and cognitive learning theory to tackle challenges specific to the educator and the institution. Read on to learn more!

Margaret "Molly" Hayes, MD  
Director, External Education  
Shapiro Institute for Education and Research

### Principles of Medical Education

For the past 14 years, the Shapiro Institute has enhanced its role as a leader in medical education, by offering its esteemed CME course: "Principles of Medical Education: Maximizing Your Teaching Skills." Drawing participants from over 65 countries across the globe, with over 4,000 attendees representing various disciplines, this course stands as a symbol of excellence in the field.

Led by our experts in medical education, classes dig deep into crucial topics such as wellbeing, implicit bias, the science of learning, leadership, and effective lecturing. Through a blend of best practices, contemporary adult learning principles, and technology integration, educators gain valuable insights to engage and inspire learners at all levels.

Held bi-annually, the course is renowned for its interactive Q&A sessions with distinguished faculty, this program has earned accolades and holds a distinguished place among Harvard Medical School's top-rated CME offerings.



*Principles of Medical Education, October, 2023.*

With a focus on diverse teaching environments, from bedside to classroom and ambulatory settings, the course caters to professionals from various medical specialties. Whether you're a physician, nurse practitioner, physician assistant, nurse, pharmacist, psychologist, veterinarian, or dentist, this accredited course is designed to enhance your skills in medical pedagogy, promising a transformative journey for all participants.



## EXTERNAL EDUCATION



Beth Israel Lahey Health  
Beth Israel Deaconess Medical Center

Carl J. Shapiro Institute for  
Education and Research

## PRINCIPLES OF MEDICAL EDUCATION MAXIMIZING YOUR TEACHING SKILLS



### Join us for #HMSMedEd24

Interactive Learning - Bedside Teaching - Effective Mentoring  
Impactful Feedback - Developing Curriculum - Assessing Learners  
AI in Teaching - Learner Engagement

Oct. 23-25  
2024

REGISTER: <https://medicaleducators.hmscme.com>

## LOCAL OUTREACH

### Christiana Care Program



**Maximizing Your Medical Education Skills:**  
Professional Development to Improve Your Clinical Teaching

The Shapiro Institute's reputation in medical education has led faculty and administrative leaders from around the country to request specialized services and programs. Beginning in January of 2024, the Shapiro Institute participated in a multi-faceted program providing educational lectures to ChristianaCare, a healthcare system headquartered in Newark, Delaware and a major affiliate of Jefferson Medical School. The seven-week course provided formal courses and educational sessions via Zoom and concluded with the Shapiro Institute faculty visiting Christiana Hospital in March for a two-day seminar on professionalism development.

### Teaching the Teacher Seminar

In October 2023, the Shapiro Institute began an internal medical education series called "Teaching the Teacher" which was held in BIDMC's Leventhal Conference Room and attended by over 30 faculty members. The program featured lectures on learning techniques and strategies to significantly improve teaching, mentoring and student engagement. The event was geared towards new faculty who had joined BIDMC over the past few years who were looking to improve their teaching skills for the upcoming academic year. The Institute plans on holding similar seminars in the future.



# Millennium Conferences 2001-2023

## A look back at our Millennium Conferences and their impact

Since 2001, the Shapiro Institute has convened educational stakeholders and leaders on 11 occasions. The purpose of the Millennium Conference series is to assemble educational stakeholders and thought leaders to discuss a topic of pressing importance in medical education, with the aim to advance a national agenda for that area. Institutional teams, rather than individuals, are chosen to participate through a selective application process.

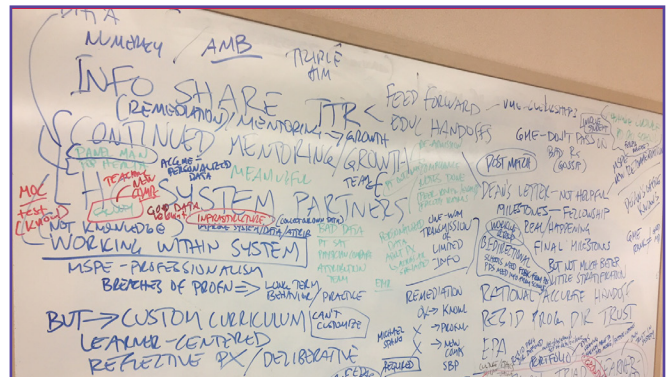
Conference themes have included:

- Medical Simulation: Theory and Practice
- A Collaborative Approach to Education Research
- Patient Safety: Implications for Teaching in the 21st Century
- Critical Thinking
- Teaching Value-Added Care
- Transforming the Post-Clerkship Curriculum
- Self-Directed Learning: Training Doctors for a Lifetime of Discovery
- Professional Identity Formation

Since its inception, 43 medical schools from the US and Canada have participated in these conferences. Consensus statements by working group members have been published in peer reviewed journals in furtherance of standard practices in the profession, and post conference task forces have generated publications on education research.



Millennium Conference 2015



Millennium Conference 2017



Millennium Conference 2023

### **2001 and 2002 The Clinical Education of Medical Students (I and II)**

- The proceedings were disseminated as a special report released by the Association of American Medical Colleges (1).

### **2003 The Continuum of Clinical Training in Undergraduate and Graduate Medical Education**

- Discussion focused on the continuum of clinical training in both undergraduate and graduate medical education.

### **2005 Medical Simulation - Theory and Practice**

- The proceedings were published in Simulation in Healthcare (2).
- An accompanying editorial (3) stated, “[They] are to be congratulated for providing such a clear concise account of a meeting that has helped both to give us a snapshot of where medical simulation thinks it is in the early years of the 21st century and also to set and clarify an agenda not only for the medical simulation community, but for the whole healthcare simulation community. The success of simulation in healthcare will be determined by how successfully we respond to those challenges.”

### **2007 A Collaborative Approach to Educational Research**

- The proceedings were published in Teaching and Learning in Medicine (4).
- The keynote, given by Larry Gruppen, was published in Teaching and Learning in Medicine (5).
- The work of a task force on longitudinal databases for medical education research was published in Academic Medicine (6).
- The work of a task force on research priorities was published in Academic Medicine (7).
- The work of a task force on the IRB process in medical education research was published in Academic Medicine (8).

### **2009 Patient Safety – Implications for Teaching in the 21st Century**

- The proceedings were published in Teaching and Learning in Medicine (9).

### **2011 Critical Thinking**

- The proceedings were published in Teaching and Learning in Medicine (10).
- The work of a task force on developing milestones in critical thinking was published in Academic Medicine (11). A letter of intent submitted to the Stemmler Fund was selected to go on to full proposal for the second time. Meanwhile, the task force has been invited to collaborate with the National Board of Medical Examiners to create a critical thinking assessment for the health professions. The task force submitted two grant proposals to the NBME for the Stemmler Fund; both were asked to submit full proposals but were unfortunately rejected.
- The work of a task force on strategies to teach critical thinking was published in Medical Education. This study represented the characterization of 44 interviews of faculty at 9 institutions (12). This paper was identified at the Clerkship Directors of Internal Medicine as one of the top medical education articles of 2016 and was one of the top 5 downloaded articles in Medical Education in 2016.
- A second paper on how the learning environment is shaped to support critical thinking was published in Perspectives in Medical Education (13).



### 2013 Teaching Value - Added Care

- The proceedings were published in Teaching and Learning in Medicine (14).
- One task force tackled the issue of the bedside teaching of high value care principles, using SOAP-V, a framework to include “Value” as part of SOAP presentations on inpatient rounds. This work resulted in a multi-institutional randomized controlled trial to teach medical students about high value care. The study took place at Penn State, Case Western Reserve University, and Harvard Medical School and concluded in June 2015.
- It won the 2015 Teaching Value and Choosing Wisely Challenge sponsored by the ABIM Foundation and Costs of Care (15). As part of the award, Eileen Moser presented the project at the ACP 2015 conference.
- An abstract submitted to the NEGEA 2015 conference was accepted for oral presentation. The presentation went on to win an award for Best Short Communication, UME Clerkship.
- The task force published an article describing this work for the Journal of Hospital Medicine for their Choosing Wisely series (16). The group gave a webinar for the Teaching Value in Health Care Learning Network supported by the ABIM Foundation and Costs of Care in 2015.
- In 2016, the task force received an ABIM Foundation grant to translate SOAP-V to the outpatient setting for internal medicine residents.
- SOAP-V was presented as a workshop at the AAIM Skills conference in October 2016 and at an AAIM HVC pre-course in March 2017 as well.
- A paper describing the quantitative and qualitative results of the multi-institutional study was published in American Journal of Medicine (17).
- SOAP-V has been incorporated into the curriculum at 11 medical schools.
- The work of a task force to propose a framework for communication skills completed 5 case scenarios to exemplify value conversations, using the input of patient advocates. Daisy Smith from the ACP developed a communication guide based on this work and piloted it at the Waxman Center at the ACP 2015 conference in three HVC cases, as part of a randomized controlled trial of physicians, supported in part by the ABIM Foundation.

### 2015 Transforming the Post-Clerkship Curriculum

- Two task forces were formed. The first focused on determining the essential elements of situational awareness in medicine. A national Delphi study was performed and the manuscript has been submitted. The second task force focused on investigating the views of students, faculty, and residents on the drivers of student choices in the post-clerkship curriculum. A mixed methods study was performed and the manuscript is in draft.

### 2017 From Student to Doctor: Aligning UME and GME Teaching to Ensure Success

- Goal was to generate ideas for innovations to bridge the pedagogic transition from UME to GME and align teaching approaches to cultivate active and lifelong learning.
- This conference resulted in the creation of two task forces focused on the UME to GME transition. One completed a national study using a modified Delphi to determine which aspects of Social Determinants of Health should be taught in UME (medical school) and which should be taught in GME (Residency and fellowship) (18).
- The other task force has completed a multi-institutional randomized trial of explicit versus implicit clinical modeling to determine what learners “actually learn” from each type of modelling. Faculty modeling of desired behaviors has historically been a part of the apprenticeship model of clinical teaching, yet little is known about best practices for modeling. This study compared the educational impact of implicitly versus explicitly modeled communication skills among U.S. medical students (19).





## Dr. Molly Hayes Named Associate Professor of Medicine at HMS

In March, our very own Dr. Molly Hayes was promoted to Associate Professor of Medicine at Harvard Medical School. Congratulations Molly, it is richly deserved!

## Resident & Fellow Lounge Grand Opening

On Feb. 6, as part of Resident & Fellow Appreciation Week, the Department of Graduate Medical Education opened its new BIDMC Resident and Fellow Lounge. Located in Riesman Hall (Rabb, East Campus RA-0240), the grand opening event boasted light refreshments and a trainee raffle for coveted BIDMC swag. The newly unveiled lounge features two Peloton exercise bikes, spacious work areas, lockers, a fully stocked coffee station and more. All residents and fellows are encouraged to stop by for a visit!



New Resident and Fellow Lounge in Riesman Hall

## New Education Research Consulting Service Launches

The Shapiro Institute Office for Education Research is delighted to announce the launch of our new Education Research Consulting Service. Designed to support clinicians at all levels of expertise in their medical



Amy Sullivan, EdD

Our team of experienced researchers, led by Amy Sullivan, EdD, Director for Education Research and Associate Professor of Medicine at HMS, is dedicated to providing comprehensive assistance throughout all phases of the research process. Whether you're seeking guidance on generating research ideas, conducting literature searches, formulating research questions, identifying relevant theoretical models, designing studies, developing curricula, or analyzing data, we're here to help. We can offer support in qualitative, quantitative, and mixed methods research. With expertise spanning diverse methodologies, our team can tailor our assistance to meet the specific needs and preferences of each individual researcher or research team.

To learn more about our Research Consulting Service and to schedule a 50-minute consultation, please contact Research Program Coordinator Johannah Mitchell at: [jmitch12@bidmc.harvard.edu](mailto:jmitch12@bidmc.harvard.edu)



## BIDMC Attends ACP Advocacy Day

On March 29, group of BIDMC trainees and faculty once again had the opportunity to attend Advocacy Day hosted by the American College of Physicians at the Mass. State House. The group met legislators and learned how to advocate for their most vulnerable patients. They studied several bills focusing on digital equity in telehealth, reducing the administrative burden of the prior authorization process and preventing overdose deaths though increasing access to treatment. They then spent the afternoon meeting with legislators, sharing their experiences as clinicians on behalf of their patients. The group was led by Dr. Maelys Amat, the director for social justice in the office of Graduate Medical Education.

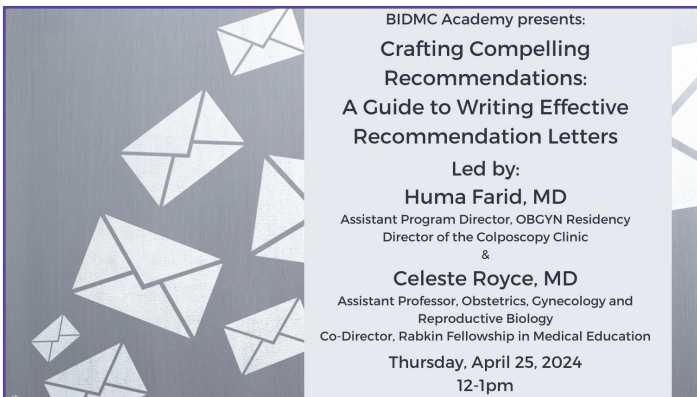


## BIDMC Academy presents: Crafting Compelling Recommendations

Join the BIDMC Academy on April 25 from 12-1pm for an interactive teaching session on crafting effective recommendation letters, where we will discuss the importance of communicating what you mean in your letter. We will address writing standardized letters and using common formats, writing letters for candidates with challenging circumstances, and how to avoid introducing bias in letters.

BIDMC Academy members register [HERE](#)

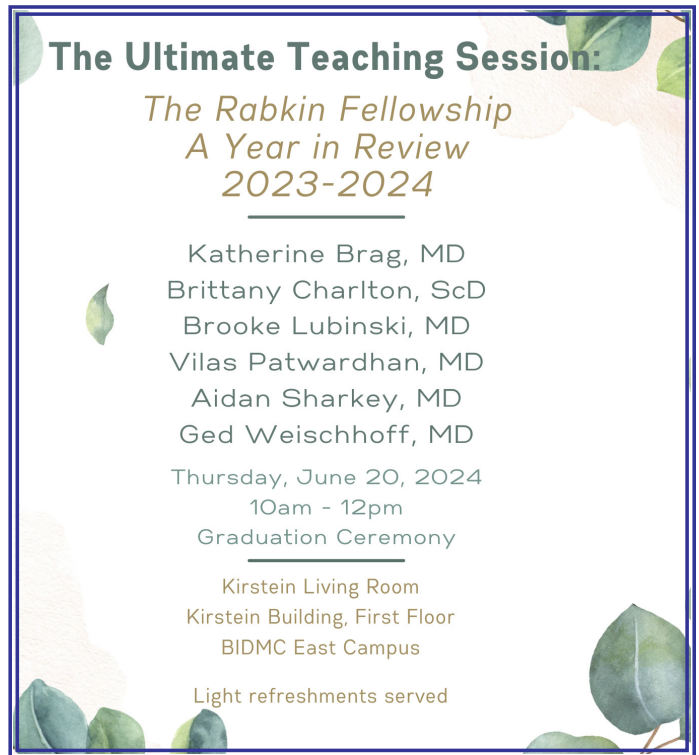
Non Academy members register [HERE](#)



BIDMC Academy presents:  
Crafting Compelling Recommendations:  
A Guide to Writing Effective Recommendation Letters  
Led by:  
Huma Farid, MD  
Assistant Program Director, OBGYN Residency  
Director of the Colposcopy Clinic  
&  
Celeste Royce, MD  
Assistant Professor, Obstetrics, Gynecology and Reproductive Biology  
Co-Director, Rabkin Fellowship in Medical Education  
Thursday, April 25, 2024  
12-1pm

## Join Us for “Rabkin Fellowship A Year in Review”

The Shapiro Institute will host The Ultimate Teaching Session: The Rabkin Fellowship Year in Review on Thursday, June 20 at 10am to 12pm in the Kirstein Living Room. Please join us for a review of the 2023-24 Rabkin Fellow’s educational projects in medical education, followed by the Rabkin Fellowship graduation ceremony. RSVP to Kelly Anastasio at: [kanasta2@bidmc.harvard.edu](mailto:kanasta2@bidmc.harvard.edu)



**The Ultimate Teaching Session:**  
*The Rabkin Fellowship  
A Year in Review  
2023-2024*

Katherine Brag, MD  
Brittany Charlton, ScD  
Brooke Lubinski, MD  
Vilas Patwardhan, MD  
Aidan Sharkey, MD  
Ged Weischhoff, MD

Thursday, June 20, 2024  
10am - 12pm  
Graduation Ceremony

Kirstein Living Room  
Kirstein Building, First Floor  
BIDMC East Campus

Light refreshments served

## Call for GME Awards Nominations

The Office of Graduate Medical Education (GME) is calling for nominations for their annual GME Program Administrator Awards and Program Director Awards. The Program Administrator Awards are given in recognition of contributions to the successful administration of the program and service to the educational mission of BIDMC. The Program Director Awards is given to the director who’s had a significant positive impact to their program through dedication, innovation and teamwork.

For Program Administrator nominations click [HERE](#)

For Program Directors nominations email Laurie Dubois at: [ldubois3@bidmc.harvard.edu](mailto:ldubois3@bidmc.harvard.edu)

## Millennium Conference Publications

1. The Clinical Education of Medical Students: Report on Millennium Conferences I & II, Association of American Medical Colleges. Special report 2002.
2. Huang G, Gordon J, Schwartzstein R. Millennium Conference 2005 on Medical Simulation: a summary report. *Simul Healthc* 2007 Summer;2(2):88-95.
3. Glavin RJ. Simulation: an agenda for the 21st century. *Simul Healthc* 2007 Summer;2(2):83-5.
4. Huang G, Newman L, Anderson M, Schwartzstein R. Conference proceedings and consensus statements of the Millennium Conference 2007: a collaborative approach to educational research. *Teach Learn Med* 2010;22:50-55.
5. Gruppen LD. Improving medical education research. *Teach Learn Med.* 2007 Fall;19(4):331-5.
6. Cook DA, Andriole DA, Durning SJ, Roberts NK, Triola MM. Longitudinal research databases in medical education: facilitating the study of educational outcomes over time and across institutions. *Acad Med.* 2010 Aug;85(8):1340-6.
7. Fincher RE, White CB, Huang G, Schwartzstein R. Toward hypothesis-driven medical education research: task force report from the 2007 Millennium Conference on educational research. *Acad Med* 2010;85:821-828.
8. Johansson AC, Durning SJ, Gruppen LD, Olson ME, Schwartzstein RM, Higgins PA. Medical education research and the institutional review board: Re-examining the process. *Acad Med* 2011 Jul;86(7):809-17.
9. Huang G, Newman L, Tess A, Schwartzstein R. Teaching patient safety: conference proceedings and consensus statements of the Millennium Conference 2009. *Teach Learn Med* 2011 Apr;23(2):172-8.
10. Huang G, Newman L, Schwartzstein R. Critical Thinking in Health Professions Education: Summary and Consensus Statements of the Millennium Conference 2011. *Teach Learn Med* 2014; 26(1), 95-102.
11. Papp K, Huang G, Lauzon Clabo L, Delva D, Fisher M, Konopasek L, Schwartzstein R, Gusic M. Milestones of critical thinking: a developmental model for medicine and nursing. *Acad Med* 2014 May; 89(5):715-720.
12. Huang GC, Lindell D, Jaffe LE, Sullivan AM. A multi-site study of strategies to teach critical thinking: ,why do you think that?'. *Med Educ.* 2016 Feb;50(2):236-49.
13. Jaffe L, Lindell D, Sullivan A, Huang GC. Clear skies ahead: optimizing the learning environment for critical thinking from a qualitative analysis of interviews with expert teachers. *Persp Med Educ*, 27 September 2019.
14. Huang GC, Tibbles CD, Newman LR, Schwartzstein RM. Consensus of the Millennium Conference on Teaching High Value Care. *Teach Learn Med.* 2016 Jan-Mar;28(1):97-104.
15. Winners Named in Teaching Value and Choosing Wisely Challenge. ABIM Foundation. Available at: <http://www.abimfoundation.org/News/ABIM-Foundation-News/2015/Winners-of-Teaching-Value-Choosing-Wisely-Challenge.aspx>
16. Moser E, Huang GC, Packer C, Glod S, Fazio S. SOAP-V: Introducing a method to empower medical students to be change agents in bending the cost curve. *J Hosp Med.* 2015 Sep 28.
17. Moser EM, Fazio SB, Packer CD, Glod SA, Smith CD, Alguire PC, Huang GC. SOAP to SOAP-V: A New Paradigm for Teaching Students High Value Care. *Am J Med.* 2017 Nov;130(11):1331-1336.
18. Ginzburg, SB, Hayes, MM, Ranchoff, BL, Aagaard E, Atkins KM, Barnes M, Soep JB, Yacht AC, Alexander EK, Schwartzstein RM. Optimizing allocation of curricular content across the Undergraduate & Graduate Medical Education Continuum. *BMC Med Educ* 22, 425 (2022).
19. Anderson ML, Beltran CP, Harnik V, Atkins M, Corral J, Farina G, Fornari A, Hamburger M, Holliday S, Manko J, Normand K, Ownby A, Pfeil S, Rankin D, Cohen A, Schwartzstein RM, Hayes MM; Role Modeling Faculty Working Group; Role Modeling Faculty Working Group\*. A multisite randomized trial of implicit versus explicit modeling in clinical teaching. *Med Teach.* 2022 Oct 27:1-8.
20. Ricotta DN, Richards JB, Atkins KM, Hayes MM, McOwen K, Soffler MI, Tibbles CD, Whelan AJ, Schwartzstein RM; (on behalf of Millennium Conference 2019 writing group). Self-Directed Learning in Medical Education: Training for a Lifetime of Discovery. *Teach Learn Med.* 2021 Jul 19:1-11. doi: 10.1080/10401334.2021.1938074. Epub ahead of print. PMID: 34279167. <https://www.tandfonline.com/doi/full/10.1080/10401334.2021.1938074>  
\*Co-First Authors
21. Papanagnou D, Corliss S, Richards JJ, Artino AR Jr, Schwartzstein R. Progression of Self-Directed Learning in Health Professions Education: Clarifying Terms and Processes. *Acad Med.* 2023 Feb 21:e005191. doi: 10.1097/ACM.0000000000005191. Epub ahead of print. PMID: 36812060.



# Education Week, June 3 - 7

## Dr. Eva Aagaard, MD named Tosteson Visiting Professor



The 2024 Daniel C. Tosteson Visiting Professor will be Dr. Eva Aagaard. Dr. Aagaard is Carol B. and Jerome T. Loeb Professor of Medical Education and Professor of Medicine, Department of Medicine at Washington University School of Medicine.

Dr. Aagaard is the Senior Associate Dean for Education and Professor of Medicine at Washington University School of Medicine (WUSM). In this role she provides oversight and direction to the educational programs of the School of Medicine including undergraduate, graduate and continuing medical education, as well as allied health and combined degree programs.

This annual visiting professorship is named in honor of the past Dean of Harvard Medical School. It is generously supported by the S. Robert Stone Endowment Fund and provides opportunities for faculty from BIDMC and HMS to meet with nationally recognized medical educators.

Dr. Aagaard will join several educational session during Education Week, including the Building Bridges Session with the Rabkin Fellows and BIDMC Academy. She will wrap up her week with us at the Department of Medicine Grand Rounds on Thursday, June 6, 2024.

## Carl J. Shapiro Institute for Education and Research

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[www.shapiroinstitute.org](http://www.shapiroinstitute.org)

## EDUCATION WEEK SCHEDULE OF EVENTS

### Monday, June 3

4:30-6:30pm – Teaching Award Ceremony & Medical Education Research Poster Session  
Leventhal Conference Room

### Tuesday, June 4

12:00-1:00pm – Building Bridges Session  
Leventhal Conference Center  
Eva Aagaard, MD

### Wednesday, June 5

9:00am – 10:00am - Breakfast Roundtable Discussion with PCE Students  
Center for Education Conference Room  
Eva Aagaard, MD

11:00am-12:00pm – UME Roundtable  
Center for Education Conference Room  
PCE and UME Leadership and all other interested faculty  
Eva Aagaard, MD

12:00-1:00pm – GME Roundtable  
Center for Education Conference Room  
Chief Residents, GME Program Directors, PCE and UME Leadership and all other interested faculty  
Eva Aagaard, MD

### Thursday, June 6

8-9am – Medical Education Grand Rounds with 2024 Daniel C. Tosteson Visiting Professor  
Eva Aagaard, MD  
Via zoom

### Friday, June 7

8am-1pm  
Simulation Education Symposium BIDMC/Lahey Hospital Medical Center  
Shapiro Simulation and Skill Center  
300 Brookline Avenue, Boston