HARVARD MEDICAL SCHOOL

CENTER FOR EDUCATION

Carl J. Shapiro Institute for Education and Research

Beth Israel Lahey Health
Beth Israel Deaconess Medical Center

SHAPIRO INSTITUTE CAREER ADVANCEMENT OPPORTUNITIES

The Carl J. Shapiro Institute for Education and Research is pleased to offer the following career advancement opportunities to provide faculty with protected time to do scholarly work in education, to provide continued career growth for individuals that enriches the learning experience in the BIDMC community, and to strengthen the culture of the BIDMC as an institution that supports and values medical education and medical educators across departments.

Rabkin Fellowship

The Rabkin Fellowship in Medical Education provides faculty with an opportunity to develop the expertise and skills needed to launch or advance academic careers in medical education as teachers, administrators, or researchers.

The Rabkin Fellowship was established in 1998 to provide Harvard Medical School faculty the opportunity to develop necessary skills to launch or advance academic careers in medical education and/or academic leadership. The program is well suited for physicians whose careers include, or will include, a substantial amount of teaching.

Individuals participating in the Rabkin Fellowship will:

- Develop and enhance their skills as medical educators
- Conduct education research or undertake an educational project in an area of importance of medical education, including UME, GME, and CME/faculty development
- Learn the principles of effective academic leadership and develop the skills needed to create educational change
- Become members of a community of educators dedicated to excellence in teaching environments across the continuum of medical education
- The Fellowship is open to all faculty with a primary appointment at Harvard Medical School who currently teach at Harvard Medical School or a Harvard-affiliated institution

Who Should Apply

- HMS faculty who are able to commit 20% protected time

- Faculty who have previously completed a medical education fellowship or master's degree of similar nature need to provide a substantive rationale for why they seek this additional training in education research

SHAPIRO INSTITUTE CAREER ADVANCEMENT OPPORTUNITIES

Financial Support

Department chairs must commit to protecting 20% of selected faculty's total work effort toward the Fellow ship Program, including securing protected time for fellows from their clinical schedules to attend all weekly seminars and complete assignments and project work.

A stipend of $35,000 without fringe is provided by the Shapiro Institute to Rabkin Fellows whose primary hospital appointments are at Beth Israel Deaconess Medical Center. The Shapiro Institute disburses the stipend to the fellow's departmental budget in partial remuneration for the protected time, with further financial arrangements left to the department and the individual fellow.

Non-BIDMC HMS faculty who are accepted will not receive a stipend from BIDMC but must have a commitment for and resources to support the protected time for the fellowship from the sponsoring Harvard-affiliated institution

Deadline

Applications are accepted in February each academic year. Fellowship awards are announced in March with classes beginning in July.

For more information visit: www.shapiroinstitute.org/rabkin-fellowship

Foundations in Clinical Trials

The Foundations in Clinical Trials is a longitudinal career development program for residents, fellows, and early career faculty motivated to explore the principles and concepts underlying clinical trials and acquire the basic skills necessary to pursue this type of clinical research.

The 12-15 session course is delivered across 9-12 months and is designed for residents, fellows, and early career faculty who aspire to do clinical trials research. The curriculum addresses a range of topics including industry relationships, mentorship, the Clinical Research Center, and IRB considerations. Sessions will take place once per month from October to July.

Who Should Apply

Residents, fellows, and early career faculty

Deadline

Applications are accepted until July 1st for the October start.

For more information visit: www.shapiroinstitute.org/foundationsinclinicaltrials

Foundations in Medical Education

The Foundations in Medical Education faculty development course is designed to provide participants with the core knowledge and strategies to initiate a career as a teacher and educator. It is targeted at early career faculty as well as experienced physicians who are looking to take on a more formal role in the education of medical students, residents and/or fellows.

This 10-session course will be offered each academic year beginning in October. Sessions will take place on the second Tuesday of each month from 5:30-7:00pm at BIDMC, in person, to allow for a dynamic and interactive small group discussion structure. Participants will gain an understanding of core medical education topics including adult learning theory, bedside teaching skills, curriculum development, reaching the modern-day learner, providing effective feedback, assessment and evaluation, remediation, basics of medical education research, and time management, among others. Additionally, participants will gain skills and understanding on how to transform daily educational responsibilities into scholarship that can advance their careers and academic promotion.

Who Should Apply

Faculty at BIDMC with rank of Clinical Instructor or higher. This course is for early career educators or clinical teachers who would like foundation in cognitive theory and learning and teaching practice and strategies.

Deadline

Applications are accepted until July 1st for the October start.

Financial Support

Department will receive $5,000 upon the successful completion of program as determined by the course director.

For more information visit: www.shapiroinstitute.org/medicaleducation

SHAPIRO INSTITUTE CAREER ADVANCEMENT OPPORTUNITIES

Foundations in Performance Mindset in Medicine

This faculty development course is designed to provide participants with a deeper understanding of the psychology that underlies performance and how it can be applied in medicine, and in particular, medical training: note: "performance" is used her to designate any activity or behavior that you use in the interaction with other members of the care team as well as interaction with patients, including but not limited to procedures. The techniques described in this course are also relevant to your "performance" as an educator.

The course is targeted at early career faculty as well as experienced physicians who are looking to understand this psychology and how it impacts performance outcomes in medicine, then use these skills with their learners.

Sessions information:

- When: 1st Tuesday of every month, October 2025-June 2026
- Time: 5:30-7PM
- Format: In person, interactive

Traditionally, medical education has focused on improving technical and analytical skills. Emphasis on these skills overlooks the necessary mental skills for high-stakes performance. Through the lens of performance and positive psychology, this course aims to provide insights to the mental skills necessary to perform in medicine. Content will include meta-cognition, self-determination theory and motivation, preparation and mental rehearsal, focus and attention, stress management, and mental recovery. The course will emphasize applications of these concepts and practical ways in which educators can teach these concepts. Participants will have the opportunity to network and collaborate with educators across multiple specialties at the medical center.

Who Should Apply

Faculty or fellow at BIDMC with rank of Clinical Instructor or higher

Deadline

Applications are accepted until July 1st for the October start.

For more information visit: www.shapiroinstitute.org/foundations-in-performancemindset

SHAPIRO INSTITUTE CAREER ADVANCEMENT OPPORTUNITIES

Foundations in Educational Innovation

Foundations in Educational Innovation is a faculty development course designed to help educators amplify their teaching, scholarship, and academic impact.

Medical education has changed dramatically with the rapid rise of AI tools, new teaching platforms, such as podcasts, videos, and graphics. It provides exciting means for dissemination and impact. Today's educators need practical strategies to make their teaching count multiple times: at the bedside, in the classroom, across digital platforms, and as scholarship that supports promotion and career growth.

This 10-session course helps faculty learn how to transform everyday teaching into high-impact educational work. Participants will gain practical skills in AI, instructional design, dissemination, educational scholarship, and career development while building systems for focus, accountability, and sustained progress toward meaningful academic goals.

Topics include:

- Using AI for teaching, feedback, and curriculum design
- Educational videos, podcasts, and visual teaching tools
- Dissemination strategies for impact
- Time management, strategic career planning, and accountability for long-term goals
- Scholarship, promotion, and academic advancement through educational innovation

Who Should Apply

Faculty at BIDMC with rank of Clinical Instructor or higher, OR fellows

Deadline

Applications are accepted no later than July 1st.

For more information visit: www.shapiroinstitute.org/foundationsindigitaled

SHAPIRO INSTITUTE CAREER ADVANCEMENT OPPORTUNITIES

Scholar in Residence Program

The Scholar in Residence Program is a two month opportunity designed for a medical education faculty member to have protected time and mentorship to engage in a focused medical education project. A recipient will have 50 percent protected time for two months to work on a medical education project of their choosing with a mentor. Potential projects include a literature review, new curriculum, faculty development program, novel assessment tools or pilot studies. Projects that have applicability across departments or multiple learners will be prioritized.

Who Should Apply

Faculty at BIDMC, who are early to mid-career with a well-defined project, rank of Clinical Instructor or higher and the ability to devote .5 FTE for a 2- month period.

Funding

Half of the funds to support the protected time will come from the Shapiro Institute and half from the participant's department.

Deadline

Applications are accepted in March each academic year.

Medical Education Scholarship Program

Is medical education a major focus of your career? Do you anticipate getting promoted at HMS on the Teaching and Educational Leadership pathway? Do you want to produce high quality scholarship in medical education, but don't yet have the research skills?

If the answer to any of these questions is "yes," the Shapiro Institute Education Research group is delighted to invite applications for a two-year Medical Education Scholarship Program to support your professional development as a medical educator and education researcher. Sessions are held via Zoom on the first and third Thursday of each month, from 5:45-7:15 pm. The program consists of multiple modules and the individual selects one, several or all modules. Participants will be expected to devote approximately 2-3 hours per week to the program, including the 90-minute class on alternate weeks.

What will I learn?

- How to formulate meaningful and well-designed research questions
- How to identify suitable qualitative and quantitative methods for addressing med ed research questions
- How to formulate meaningful and well-designed research questions
- How to develop questions for qualitative interviews and focus groups
- How to analyze qualitative and survey data
- How to demonstrate best practices in survey development
- How to articulate key issues related to reliability and validity in medical education research
- How to describe ethical issues related to conducting medical education research
- How to apply best practices for teaching critical thinking and clinical reasoning in the clinical setting
- How to receive and provide peer feedback on teaching
- How to write a scholarly paper on medical education

SHAPIRO INSTITUTE ACADEMY OF MEDICAL EDUCATORS AT BIDMC

The mission of the Shapiro Academy is to enhance and foster the educational development of physicians, scientists, clinicians and other health care professionals throughout the Beth Israel Deaconess Medical Center community by:

- Recognizing and supporting a community of faculty educators dedicated to promoting and practicing teaching excellence across the continuum of medical education
- Fostering the careers of those interested in becoming educators in medicine and science
- Providing resources and programming to develop and enhance high-quality teaching skills
- Stimulating and supporting the creation and implementation of innovative approaches to learning and assessment, including research and scholarship

The Shapiro Academy expands upon current departmental offerings in professional development, and co-sponsors educational activities with the HMS Academy and academies at other HMS-affiliated hospitals.

For more information visit: www.shapiroinstitute.org/academy

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UNDERGRADUATE MEDICAL EDUCATION TEACHING OPPORTUNITIES

PRACTICE OF MEDICINE (POM)

This course, which runs from throughout the first year of medical school, teaches students the essentials of history taking, physical diagnosis and the initial stages of clinical reasoning.

General Teaching Sessions:

- Small group sessions (one faculty & two students) on physical exam, clinical reasoning, and oral presentation skills
- Occur on Wednesday mornings and/or afternoons at variable times during the POM year between September - July
- If interested, please contact education@bidmc.harvard.edu for more information.

Interviewing and Communication Skills (ICS) component:

Primary Responsibilitites:

- Two students will be assigned to each faculty for the duration of the course.
- On approximately two Wednesdays, 8am to 11am, per month September through April faculty will meet with their two first year medical students and a small group of other faculty and students.
- On most sessions students will interview patients, usually pre-selected in the hospital. Faculty will observe interviews and provide feedback on the interview and subsequent write up.
- In small group sessions, faculty help guide discussion and development of interview skills.

Qualifications:

- Faculty have included individuals from fellows-in-training to retired physicians. They meet with two consistent first year medical students and a small group of other faculty and students.
- Faculty must have an HMS teaching appointment, hospital or clinic sponsorship, and malpractice insurance.
- Experience practicing clinical medicine now or in the recent past is desired.
- Experience with teaching learners is strongly preferred.

How to Apply:

- We are happy to share more details, answer questions, and include faculty in POM/ICS course in AY 22-23. Please contact education@bidmc.harvard.edu for more information.

UNDERGRADUATE MEDICAL EDUCATION TEACHING OPPORTUNITIES

Physical Diagnosis & Reasoning (PDR) component:

Primary Responsibilitites:

- On approximately 1-2 Wednesdays, 1p-4p, per month November through June faculty will meet with their two first year medical students.
- During these sessions students will interview & examine patients, usually pre-selected in the hospital. Faculty will observe and provide feedback on the H&P and subsequent write up.
- Students will practice presenting and reasoning through the patient case with the faculty member.

Qualifications:

- Faculty have included individuals from fellows-in-training to retired physicians. They meet with two consistent first year medical students and a small group of other faculty and students.
- Faculty must have HMS teaching appointment, hospital or clinic sponsorship, and malpractice insurance.
- Experience practicing clinical medicine now or in the recent past is desired.
- Experience with teaching learners is strongly preferred.

How to Apply:

- We are happy to share more details, answer questions, and include faculty in POM/ICS course in AY 22-23. Please contact education@bidmc.harvard.edu for more information.

The Developing Physician (TDP) component:

Primary Responsibilitites:

- Facilitate group discussion with first year medical students to foster professional development; allow opportunity for emotional support, and moral exploration of medical issues.
- Need to be able to attend almost all of the 10 small group sessions that occur between September and June running Wednesday afternoons 4 to 5:30pm.
- Provide nonjudgmental, but formative feedback on student written work.

Qualifications:

- Current or recent clinical practice in any medical or surgical field.
- Active HMS teaching appointment, hospital or clinic sponsorship, and malpractice insurance.
- Experience guiding discussion groups for medical students.

How to Apply:

- We have available positions for AY 22-23 and welcome new participants. Please feel free to contact Kelly Ford,MD kford@bidmc.harvard.edu & Ben Scheindlin, MD bscheind@bidmc.harvard.edu with questions, interests, or for more information.

Transition to the Principal Clinical Experience (TPCE)

Simulation Leaders:

Primary Responsibilitites:

- In order to help HMS students prepare for their PCE, this five week course provides hands-on, practical skills that students will need in their upcoming clerkships. SIM leaders are needed to help run these teaching sessions, which could include any of the topics below:
    - Suturing/knot tying
    - IV placement/phlebotomy
    - Professionalism/team training
    - Social work consult/Trauma Informed Care approach to trauma disclosure
    - OB vaginal delivery SIM with nurses
    - OR Situational Awareness/orientation to OR

Qualifications:

- Open to senior residents, fellows and BIDMC or Mount Auburn attendings. Must be HMS affiliated.

How to Apply:

- Please contact education@bidmc.harvard.edu for more information.

Case Conference Leaders:

Primary Responsibilitites:

- The TPCE is composed of case-based sessions usually lasting ½ day each. Throughout the course, students will focus on learning the skills of writing a H&P, developing a differential diagnosis, and presenting on rounds working through cases of chest pain, biliary sepsis, hyponatremia/hip fracture, OBGYN-abnormal uterine bleeding, and stroke.

- We are looking for faculty to help teach these sessions. Most sessions will run from approximately 8:00-12:00Noon from late August-September.
- The cases will be integrated with radiology, pathology, pharmacology and anatomy and will include an oral presentation practice by the student. Following the sessions, faculty will review each student's written documentation of the "patient encounter", which may be a SOAP note, an admission H&P, or other appropriate documentation.

Qualifications:

- HMS affiliated.

How to Apply:

- Please contact education@bidmc.harvard.edu for more information.

Principal Clinical Experience (PCE)

Advisors and Clinical Coaches:

Primary Responsibilitites:

- Meet with each of 10-12 advisees approximately every 4-6 weeks and be available for ad hoc meetings
- Attend PCE Faculty meetings occurring every 5-6 weeks and 2 hour quarterly meetings for student reviews
- Facilitate 2 social gatherings per year with PCE advising group
- Provide longitudinal feedback supporting the student's growth and development, data acquired by speaking with clinical faculty, clerkship directors, PCE leadership
- Serve as a liaison to the Office of Learning Resources & Support at HMS
- Facilitate an entrance and exit meeting with HMS Society Advisory Deans to transition students in and out of PCE
- Participate in Faculty Development on Clinical Coaching

Time Commitment:

- Variable depending on student issues that arise but estimate 190-220hrs/AY
- Expected commitment is a 3-year renewable term

Qualifications:

- Familiarity with HMS PCE and post-PCE resources
- Familiarity with PCE curricular structure
- Does NOT serve as a Clerkship Director for PCE clerkships
- Accessibility and compassion

How to Apply:

- Please contact education@bidmc.harvard.edu for more information.

The Developing Physician II (tDP2):

This is an extension of tDPI, which is taught during the transition to the PCE course. It continues to support development of professionalism and moral exploration of medical issues.

Primary Responsibilitites:

- Co-Lead tDP2 Sessions throughout the course of the PCE Year of approximately 10-14 students. Groups meet for one hour, approximately twice a month. Pandemic update: TDP2 sessions meet in person, but may be moved to Zoom as needed for pandemic or hospital space considerations.
- Read and understand the tDP2 Course Guide and be familiar with the course topics, group process, maintaining confidentiality (unless a student, clinical staff person or patient is facing harm), providing a safe space for students
- Collaborate with your co-leader, site director, UME director and/or the overall Course Director
- Attend hospital-based and HMS meetings and retreats oriented to tDP2
- Remain available for contact outside the tutorials from individual students should they have issues or problems
- Report concerns or issues with students to the site director, and possibly longitudinal mentors, or other leaders of the PCE at your teaching hospital
- Participate in reading and providing feedback with three reflection papers
- Participate in evaluating students in the annual Giving Bad News Clinical Exercise
- Provide ongoing feedback and evaluation at least twice during the PCE
- Continue to learn how to facilitate small group discussions as part of one's professional development through retreats, workshops, HMS Academy workshops and other means of professional education.

Time Commitment:

- 24 hours/AY tutorial and Giving Bad News exercise, plus time for reading and providing feedback on 1-2 page reflection essays
- Expected commitment is a 3-year renewable term

Qualifications:

- Interest in non-didactic teaching through facilitating and modeling reflective practice and group discussion
- Familiarity with PCE rotations and requirements of the clerkships
- Understanding of the longitudinal components of the PCE Curricula
- Does NOT serve as a Clerkship Director for PCE clerkships
- Accessibility and compassion

How to Apply:

- Please contact education@bidmc.harvard.edu for more information.

Giving Bad News Exercises:

Primary Responsibilitites / Overview:

- All students in the PCE will be participating
- This is a form of practicing the kinds of interpersonal and communication skills students will need to learn for the rest of their careers.
- While the cases involve metastatic cancer, Giving Bad News is something we do every day, whether we are conveying the news about cancer, asthma, diabetes or a ganglion cyst that needs excision.
- This difficult kind of communication, though specific to a medical condition, is rather generic. Students must be reflective, sensitive to the patients' emotional reactions, aware of their own reactions, and have some sense of what kinds of responses patients have and how to respond appropriately. There may be other kinds of communication that approximate this, such as apologizing for medical errors, etc.
- We hope that this exercise will be a helpful and learning experience. While set up as an "examination," it is practice, and we want it to be educational. If the students find these sessions emotionally difficult, we hope students and faculty will work together to improve the skills.
- Faculty should review preparation materials along with their assessment schedule

Qualifications:

- HMS affiliated

How to Apply:

- Please contact education@bidmc.harvard.edu for more information.

UNDERGRADUATE MEDICAL EDUCATION TEACHING OPPORTUNITIES

Clinical Physiology Grand Round Core Faculty:

Primary Responsibilitites

- Clinical Physiology Grand Rounds (CPGR) is a required component of the BIDMC PCE Curriculum. It is a monthly evening session held at BIDMC that is open to all HMS students from all classes, but the sessions are mandatory for BIDMC PCE students. The sessions are directed toward PCE-year students on their clinical rotations
- CPGR core faculty will work with student-presenters to develop and implement their presentations (including the summary teaching points and shelf-style questions), with an emphasis on using interactive, active teaching strategies during the CPGR session. These sessions with the faculty are also opportunities for you to get personal coaching on the clinical and basic sciences underlying the case along with teaching tips

Qualifications:

- HMS affiliated

How to Apply:

- Please contact education@bidmc.harvard.edu for more information.

Misc. Teaching Programs

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Primary Responsibilitites: TBA

Qualifications: HMS affiliated

How to Apply: Please contact education@bidmc.harvard.edu for more information.

Capstone

Primary Responsibilitites: TBA

Qualifications: HMS affiliated

How to Apply: PPlease contact education@bidmc.harvard.edu for more information.

Advanced Clinical Electives

Primary Responsibilitites: TBA

Qualifications: HMS affiliated

How to Apply: Please contact education@bidmc.harvard.edu for more information.

Underrepresented in Medicine and Visiting Clerkship Programs

Primary Responsibilitites: TBA

Qualifications: HMS affiliated

How to Apply: Please contact education@bidmc.harvard.edu for more information.