



Shapiro Institute

BETH ISRAEL DEACONESS MEDICAL CENTER
HARVARD MEDICAL SCHOOL

Education Strategic Plan 2026



Newsletter
September 2026

LETTER FROM THE EXECUTIVE DIRECTOR

Twenty-three years ago, I was serving as the “designated institutional official,” or DIO for Beth Israel Deaconess Medical Center (BIDMC). In that position, I provided oversight for the graduate medical education programs (residents and fellows) of the still recently merged former Beth Israel and New England Deaconess Hospitals. The Carl J. Shapiro Institute for Education and Research, founded in 1996, was growing into adolescence. I was charged with leading a strategic planning process to make recommendations on how best to organize, develop, and implement programs that would support and grow our education mission.



With the assistance of superb faculty colleagues and the support of our hospital administration, a new structure was created to house the Center for Education and the Shapiro Institute and coordinate oversight of undergraduate medical student education (UME) and graduate (resident and fellow) medical education (GME), and support the faculty upon whom this training depends.

Over the past two decades, this structure has led to tremendous growth and innovation in medical education. BIDMC faculty continue to serve in more leadership roles at the HMS Program in Medical Education than our more numerous colleagues at the larger hospitals in the HMS system, and have contributed disproportionately to the curricular innovation there as well. At the

national level, we have revamped our biannual Millennium Conferences (attended during this time by teams from over 20 different medical schools from across North America), on important education controversies and trends, enhanced education research, and have become known for our presentations at the annual conferences of the Association of American Medical Colleges. The impact of the BIDMC reputation in medical education is reflected by the following comment heard by an HMS student interviewing for internship at a top academic medical center on the West Coast: “We have a strong medical education program here, not as strong as BIDMC’s, but a good one.”

The BIDMC medical education brand is very strong. But one does not stay strong by resting on one’s past accomplishments. We live in tumultuous times; much is changing in medicine and in our society more generally. Artificial intelligence, social media, political polarization, financial stressors – all confound our daily work and affect our faculty and learners. To continue to train curious, humanistic, thoughtful physicians for tomorrow and the years to come, we must continue to address these challenges and adapt and innovate our programs. With these factors in mind, the faculty and staff of the Shapiro Institute and Center for Education initiated a strategic review of our education programs in early 2026. We hope this newsletter will give you some insights into the challenges we face and the ideas emerging from our planning process.

- Dr. Richard M. Schwartzstein

How strategic planning has shaped the Shapiro Institute for more than two decades

When Richard M. Schwartzstein, MD, began leading Beth Israel Deaconess Medical Center's first comprehensive strategic planning process for medical education in 2003, the goal was far more ambitious than producing another planning document. Hospital leadership believed that education deserved the same level of institutional attention as clinical care and research. The question was simple but profound: What would it take for BIDMC to become one of the nation's premier centers for medical education?

More than twenty years later, the answer can be found throughout the Carl J. Shapiro Institute for Education and Research.

Many of the Institute's defining programs—from faculty development and simulation-based education to education research, educational technology, and national educational collaborations—can trace their origins directly to recommendations outlined in successive strategic plans. Rather than serving as reports that were completed and filed away, these plans became roadmaps that guided the Institute's growth, continually adapting to the changing needs of medicine while remaining committed to one central mission: preparing outstanding physicians and educators.

A Vision Takes Shape

By the early 2000s, BIDMC had already completed strategic reviews of its clinical and research enterprises. Education, however, had never undergone the same comprehensive evaluation. Although recognized as one of the medical center's three core missions, educational programs were often decentralized, faculty support varied across departments, and investments in teaching infrastructure lacked a unified vision.

To better understand both its strengths and opportunities, the planning committee undertook one of the most comprehensive reviews of medical education in the institution's history. Faculty, residents, fellows, medical students, department chiefs, hospital leadership, and nationally recognized medical educators all contributed through surveys, focus groups, town hall meetings, and external review. The findings painted an encouraging

picture. BIDMC possessed outstanding educators, highly engaged learners, and a strong institutional commitment to teaching. Yet it also revealed a recurring theme: educational excellence required stronger infrastructure and greater institutional support.

That insight became the foundation of the first Education Strategic Plan.

From Recommendations to Reality

Completed in 2004, the plan outlined an ambitious vision that extended well beyond improving individual educational programs. It proposed creating an integrated system that would support education across every department and every stage of physician training.

Among its recommendations were:

- Creating a centralized administrative structure for medical education.
- Establishing the position of Vice President for Education.
- Expanding faculty development across the institution.
- Developing a comprehensive simulation center.
- Improving educational facilities and dedicated learning space.
- Increasing transparency in educational funding.
- Strengthening education research and educational technology.
- Supporting clinician educators through improved promotion pathways and professional development.

Looking back today, it is remarkable how many of those recommendations have become defining features of the Shapiro Institute.

The creation of the Center for Education unified undergraduate medical education, graduate medical education, faculty development, educational technology, assessment, education research, and simulation within a common vision. The Shapiro Simulation and Skills Center evolved into one of the institution's signature educational resources. Faculty

Building the Future of Medical Education

development expanded from isolated departmental efforts into a coordinated institutional program, while education research and educational technology became recognized areas of scholarship and innovation.

Perhaps most importantly, the plan elevated education to the same strategic level as BIDMC's clinical and research missions—a philosophy that continues to guide the Institute today.

Responding to a Changing World

A decade later, medicine had changed dramatically. Healthcare reform, evolving accreditation standards, advances in technology, and new expectations for physician competencies required educators to rethink how physicians should be trained. Recognizing these challenges, BIDMC launched a second strategic planning process in 2014.

Rather than replacing the original vision, the 2015 Strategic Plan built upon it.

The new plan emphasized teaching methods informed by cognitive science, recognizing that enduring learning requires more than the transmission of facts. It called for expanding educational content beyond traditional medical knowledge to include quality improvement, patient safety, health equity, population health, leadership, high-value care, and clinical reasoning. It also reinforced the importance of developing faculty educators, improving learner assessment, investing in educational research, and ensuring that clinicians who dedicate themselves to teaching receive the institutional support necessary to succeed.

Many of these priorities remain hallmarks of the Institute and Center for Education today.

Faculty development programs increasingly emphasized bedside teaching, coaching, direct observation, and clinical reasoning. Educational programming expanded to address healthcare disparities, cognitive bias, communication, leadership, and systems-based practice. The Institute's education research enterprise continued to grow, contributing new scholarship while supporting faculty pursuing careers as clinician-educators.

Rather than reacting to changes in healthcare, the Institute sought to anticipate them.

Building on Success

One of the defining characteristics of the Shapiro Institute has been its commitment to continuous evolution.

Programs such as the Rabkin Fellowship in Medical Education, the Principles of Medical Education course, Medical Education Week, the Millennium Conference, expanded simulation programming, and numerous faculty development initiatives all reflect priorities identified through successive strategic planning efforts. Each initiative has strengthened BIDMC's reputation as a leader in medical education while helping educators translate educational theory into practical improvements in teaching and learning. shared a common philosophy

What is particularly striking is that each strategic planning cycle has shared a common philosophy.

Rather than beginning with solutions, each has begun by asking questions: What are our educators experiencing? What do our learners need? What challenges are emerging in healthcare? Where should we invest today to prepare physicians for tomorrow?

Those questions have consistently led to investments in people, infrastructure, and educational systems before expanding programs—a pattern that has become one of the Institute's defining strengths.

Looking Toward the Next Generation

Today, the Institute is once again engaged in strategic planning as medicine enters another period of profound transformation.

Artificial intelligence, advances in simulation, new approaches to faculty development, changing expectations for assessment, and the rapid evolution of healthcare delivery are reshaping how physicians learn and practice. The Institute's newest strategic initiatives continue a tradition established more than two decades ago: listening carefully to faculty and learners, identifying emerging needs, and developing thoughtful, evidence-informed strategies before large-scale implementation.

Draft plans currently under development explore how BIDMC can strengthen teaching excellence, expand

Building the Future of Medical Education

simulation as an institutional platform for learning, and prepare faculty and trainees to use artificial intelligence safely, thoughtfully, and effectively. Although the topics have evolved, the underlying philosophy remains remarkably consistent with the Institute's earliest strategic plan—invest in educators, build strong infrastructure, foster collaboration, and create systems that enable innovation to flourish.

A Tradition of Looking Forward

Over the past twenty years, strategic planning has become more than an administrative exercise at the Shapiro Institute. It has become part of the Institute's culture.

Each plan has built upon the accomplishments of the one before it, responding to new challenges while preserving a steadfast commitment to educational excellence. Together, they tell the story of an institution that has never been content simply to react to change, but has instead sought to anticipate the future and help shape it.

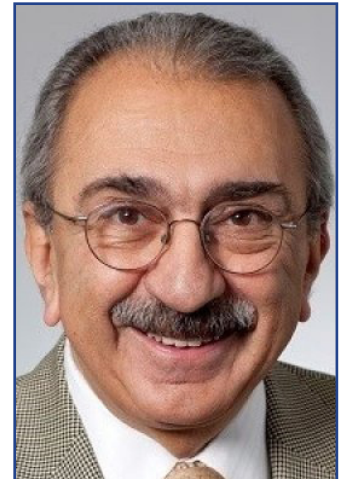
As work continues on the Institute's next strategic plan, that tradition endures. Guided by careful assessment, broad collaboration, and a commitment to continuous improvement, the Shapiro Institute remains focused on the same goal that inspired its first strategic plan more than two decades ago: preparing the physicians and educators who will lead healthcare for generations to come.



Dr. Mitchell Rabkin



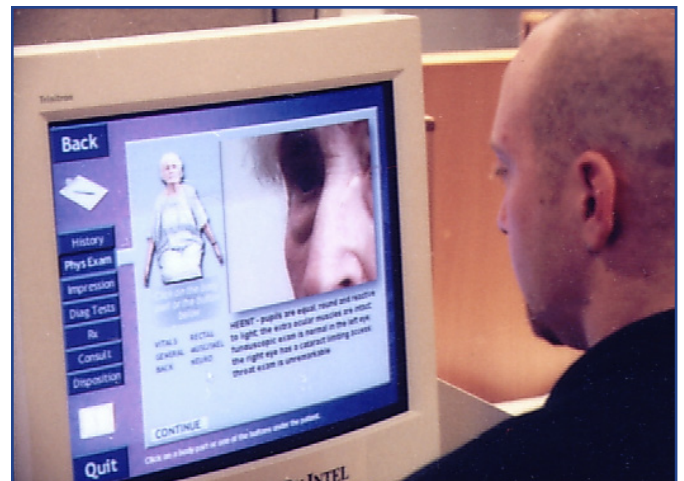
Dr. Daniel Tosteson



Dr. Charles Hatem



Ruth and Carl J. Shapiro



The Virtual Patient Project

Shapiro Institute Historical Timeline

1996	Harvard Medical School-Beth Israel Deaconess Mount Auburn Institute for Education and Research founded by Daniel Tosteson, MD, and Mitchell Rabkin, MD. Michael Rosenblatt, MD, named founding Executive Director.	2011	Millennium Conference: <i>Critical Thinking.</i>
1997	Virtual Patient Project established. First virtual patient, "The Yellow Man," used at BIDMC.	2012	Medical Education Week established - the first organized celebration of its kind at an academic medical center.
1998	Rabkin Fellowship in Medical Education established. Charlie Hatem, MD, appointed first fellowship director.	2013	Millennium Conference: <i>Teaching Value-Added Care.</i>
1999	Institute renamed the Carl J. Shapiro Institute for Education and Research following the Shapiro family's \$6 million gift.	2015	Millennium Conference: <i>Transforming the Post-Clerkship Curriculum.</i> Second BIDMC Education Strategic Plan completed, expanding faculty development and emphasizing clinical reasoning, cognitive bias, healthcare disparities, leadership, and bedside teaching.
2000	Steven Weinberger, MD, named Executive Director.	2017	Millennium Conference: <i>From Student to Doctor: Aligning UME and GME Teaching to Ensure Success.</i> Learning Environment initiatives launched to improve the clinical learning experience.
2001	Millennium Conference I: <i>The Clinical Education of Medical Students.</i>	2018	Continued expansion of simulation, educational research, and learner assessment programs.
2002	Millennium Conference II: <i>The Clinical Education of Medical Students (II).</i> Proceedings from the first two Millennium Conferences published.	2019	Millennium Conference: <i>Self Directed Learning: Training Doctors for a Lifetime of Discovery.</i>
2003	Millennium Conference III: <i>The Continuum of Clinical Training in Undergraduate and Graduate Medical Education.</i> Center for Minimally Invasive Surgery Skills Lab established.	2020	COVID-19 pandemic prompts a rapid transition to virtual medical education and expansion of telehealth education, virtual teaching, and flipped-classroom approaches.
2004	First Education Strategic Plan approved, establishing the Center for Education. Rights & Responsibilities of BIDMC Trainees and Faculty established. Richard M. Schwartzstein, MD, appointed Executive Director.	2021	Shapiro Institute celebrates its 25th Anniversary. Planning begins for the third Education Strategic Plan, including priorities for medical education research and expanded simulation initiatives. Continued institutional focus on diversity, equity, inclusion, wellness, resilience, and preparing physicians for the future of medicine.
2005	Millennium Conference: <i>Medical Simulation - Theory and Practice.</i> First pilot class of the Harvard Medical School Principal Clinical Experience (PCE).	2023	Millennium Conference: <i>Professional Identity Formation: Evolving Concepts of Professionalism for Physicians in a World with Pandemics and Social and Political Upheaval.</i>
2006	Carl J. Shapiro Simulation Center opens.	2025	Millennium Conference: <i>Artificial Intelligence: Prompts, Hallucinations and the Future of Medical Education.</i>
2007	Millennium Conference: <i>A Collaborative Approach to Educational Research.</i> Office of Education Research established.		
2008	First Principles of Medical Education: Maximizing Your Teaching Skills CME course held in Boston.		
2009	Millennium Conference: <i>Patient Safety - Implications for Teaching in the 21st Century.</i> Office of Multicultural Affairs established.		
2010	International education begins with a Kuwait education program. BIDMC Academy of Medical Educators established.		

Spotlight on Scholarship: Education Scholarship Strategic Plan

Current Offerings from the Office of Education Research

- Shapiro Institute Medical Education Scholarship Program: A modular, two-year training program for novice and advanced researchers (faculty, residents, and other professional staff). More information [here](#)
- Consultation services to assist investigators in the design, implementation, and analysis of scholarly projects and writing of manuscripts. Request a consultation [here](#)
- Education Research Grant Program: One or two competitive \$25,000 grants awarded to faculty each year. Grant opportunity announcements will be posted in Spring 2027.
- E-Poster Session: Annual e-poster session (with awards) in June to showcase research and works in progress by faculty, trainees, students, nurses, and interprofessional staff.

As part of the Shapiro Institute's strategic plan, we formed the Education Scholarship Working Group, bringing together education leaders and researchers from departments across the hospital. The group was tasked with identifying the programs and resources needed to support education research at BIDMC.

- 161 respondents (36%) identified research as part of their work.
- Participant interests spanned nearly the full range of medical education topics, most commonly curriculum design and development.
- The biggest barriers were limited time and a lack of funding for research assistants, followed by the need for help with methods, IRB navigation, and writing.
- 61% were unaware of the Consultation Service, and 58% did not know about the Education Research Grant Program.

Our goals for the next three years

- **Facilitate Connection Among Education Researchers.**
We will create a searchable database of research interests across the medical center, followed by a structured mentorship network.
- **Expand Skill-Building Opportunities.**
We will contribute to new research-focused sessions in the Academy of Medical Educators faculty development series; share Shapiro Scholarship Program module announcements throughout the year rather than annually; and develop an expanded Shapiro Institute website with curated readings, IRB templates, and methodological guides.
- **Advance Outreach and Communication.**
We will carry out ongoing, targeted outreach to past e-poster presenters and grant applicants, provide information sessions at faculty meetings, and identify department-level champions to raise the visibility of our new and ongoing offerings.

Announcing the New Shapiro Institute Education Research Database

We are excited to introduce the Shapiro Institute Education Research Database — a searchable collection showcasing the published work of our Shapiro faculty in medical education and health professions scholarship. You can check out the database at -

www.shapiroinstitute.org/education-research-database

Coming Soon – BIDMC Education Researcher Database!

The Shapiro Database is the first step toward a larger, hospital-wide resource launching over the coming months. BIDMC educators will be able to explore the database to discover faculty expertise, browse scholarship by topic or research methodology, and identify potential collaborators who share their interests. Whether you're beginning a new project, or looking for a colleague with specialized experience, this new resource will be a great place to start.

Scan the QR code below
to sign up!



Welcome New GME Program Directors

Aidan Sharkey, MD
Anesthesia Residency

Dr. Sharkey will lead the Anesthesia Residency Program, overseeing resident education, training and professional development. He will draw on his extensive experience as an educator and clinical leader to support residents throughout their training and prepare them for successful careers in anesthesiology.



Vahid Kiarad, MD
Adult Cardiothoracic Anesthesia

Dr. Kiarad will lead the Adult Cardiothoracic Anesthesiology Fellowship, overseeing fellows' clinical training, education and professional development. He will build on the program's strong foundation while expanding opportunities in advanced echocardiography, multidisciplinary cardiovascular care, mentorship, research and educational innovation.



Anupamaa Sheshadri, MD
Surgical Critical Care Fellowship

Dr. Sheshadri will lead the Surgical Critical Care Fellowship, overseeing the education, clinical training and professional development of fellows. She will draw on her experience as a surgeon-scientist, educator and fellowship leader to prepare trainees to provide outstanding care for critically ill surgical patients.



Gunjan Senapati, MD
Breast Imaging

Dr. Senapati will lead the Breast Imaging Program, overseeing education, clinical training and professional development. She will draw on her experience in breast imaging, curriculum development and mentorship while advancing safe, efficient and patient-centered care.



GME Professionals Day

On August 21, we joined in the national celebration of GME Professionals Day, recognizing the effort of our GME administrators across the institution. We are thankful to work with an amazing group of dedicated GME professionals who foster a community of excellence in GME.



GME Welcome Reception

Over the summer, the GME team has welcomed over 300 new residents and fellows to BIDMC where they will join colleagues as they embark on their educational journeys. GME orientations took place on multiple dates in June and July and wrapped up with a welcome reception for fellows on July 30th.



Faculty Spotlight: Dr. Jayme Wilder & Dr. Katie O'Donnell, Boston Children's Hospital

This quarter, we're excited to spotlight Dr. Jayme Wilder and Dr. Katie O'Donnell of the Boston Children's Hospital Pediatrics Clerkship for their work developing and studying the Pediatric Clerkship Core Faculty Model.



Dr. Jayme Wilder

The program pairs ~100 BIDMC and BWH pediatric clerkship students annually with one of six Core Faculty members for longitudinal coaching using four EPA-mapped exercises.

The clerkship leadership used a rigorous quality improvement approach to study the impact of their curricular innovation. The results were notable: Core Faculty feedback was rated higher-caliber than feedback from the broader clinical team (79% vs. 56%), and students received 2.4 times more actionable comments. Students also reported significant improvement in clinical reasoning and teaching skills.

The model demonstrates how structured observation and longitudinal faculty-student relationships can strengthen feedback and clinical learning—and offers an approach other clerkships can adapt.

Foundational Continuity Clinic (FCC) Faculty Development Retreat

This month, our Longitudinal Primary Care preceptors gathered for a retreat led by Dr. Rubaina Zaman, Dr. Sam Joseph, and Dr. Alex Hovaguimian on helping students move from passively observing in clinic to actively participating in patient care. The session introduced the “cognitive apprenticeship” model — modeling, coaching, scaffolding, and fading support as students show readiness — along with concrete “micro-roles” preceptors can hand off without adding to visit time, plus ten actionable feedback strategies preceptors can weave into a normal clinical day.

Preceptors left with a simple starting point: one student, one micro-role, one directly observed skill. Thank you to Dr. Zaman, Dr. Joseph, and Dr. Hovaguimian for a practical, well-researched session!



FCC Faculty Development Retreat

New Initiative: Peer-Led Epic Training Videos for Incoming PCE Students

This fall, PCE Medical Education representatives are teaming up with former PCE students, now serving as Near-Peer PCE Advisors, to create practical Epic training videos for the incoming class.

The series will cover essential Epic workflows—including personalization, patient lists, SmartPhrases, Secure Chat, prerounding, Handoff, Haiku, and inpatient and clinic notes—to help students navigate Epic with confidence from day one.

By tapping the firsthand experience of recent PCE students, the videos will offer approachable, student-to-student guidance on the unwritten rules of using Epic on the wards.

A big thank you to our Near-Peer PCE Advisors for helping prepare the next class for success!

2026 S. Robert Stone Award for Excellence in Teaching Announced

The Carl J. Shapiro Institute for Education and Research is proud to announce that Charles S. Parsons, MD, FACS, has been named this year's recipient of the prestigious S. Robert Stone Award for Excellence in Teaching from Harvard Medical School.

Established in 1981, the Stone Award was the first Harvard teaching award created at an academic affiliate, honoring the late S. Robert Stone, Honorary Trustee and former Chair of the Board of the former Beth Israel Hospital. Presented annually, the award reflects Beth Israel Deaconess Medical Center's enduring commitment to excellence in medical education and recognizes faculty for outstanding contributions to the teaching of medical students and house staff.



Dr. S. Robert Stone

The award ceremony will be held on Monday, October 26, at Harvard Medical School.

Stone Award Recipient Charles S. Parsons, MD, FACS Instructor in Surgery



Dr. Parsons has been named the 2026 recipient of the S. Robert Stone Award for Excellence in Teaching. He earned his medical degree and completed his surgical residency at the University of Vermont before completing a fellowship in Surgical Critical Care at Beth Israel Deaconess Medical Center (BIDMC). He joined the BIDMC faculty in 2017 and is an Instructor in Surgery at Harvard Medical School. A dedicated educator, Dr. Parsons teaches Harvard medical students across all years of training, covering core topics including surgical anatomy, fluids and electrolytes, trauma, and clinical reasoning. He serves as Associate Program Director for the Surgery Residency and previously served as Co-Director of the HMS Pre-Internship Surgical Boot Camp and the Shapiro Skills and Simulation Center, where he helped shape simulation-based surgical education for nearly a decade. Dr. Parsons has received numerous teaching honors, including the George B. Starkey Award for Excellence in Medical Student Teaching and the Harold Bengloff Award for Humanism in Teaching.

Celebrating Postdocs Through Wellness and Community

BIDMC celebrated National Postdoc Week, September 14–17, with four days of activities designed to recognize the important contributions of our postdoctoral community while supporting connection, professional growth, and well-being.

The week began with an ice cream social and networking event, followed by the annual Postdoc Symposium. A "Say Cheese!" event offered another opportunity for postdocs to take a break and connect, and the celebration concluded with a full-day research retreat. Together, the events provided a welcome balance of scholarship, collaboration, and wellness while recognizing the postdocs whose work helps drive discovery across BIDMC.



Join Us for “Teaching the Teacher” The BIDMC Toolbox for Effective Educational Practices

Join us for dinner and an evening of skill-building designed to enhance teaching, mentoring, and student engagement. This program is especially for new BIDMC faculty who have joined in recent years and are looking to strengthen their teaching for the upcoming academic year. Topics will include:

- Best practices for teaching in clinical settings
- Giving effective, motivating feedback
- How to teach clinical reasoning skills in the age of AI

The program will be offered twice this fall - September 29 and October 8, from 5–7 PM in the Leventhal Conference Room. Register at:

www.shapiroinstitute.org/teachingtheteacher

Simulation Center Welcomes Hannah Duffy

We would like to extend a warm welcome to Hannah Duffy, MSN, RN, as our new Simulation and Skills Education Specialist. Hannah joins us from Klarman 7 where she served as a resource nurse.



Join Us for “Principles of Medical Education: Maximizing Your Teaching Skills”

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

Case-based and hands-on learning are a hallmark of this course, with significant participant interaction and active modeling of instruction techniques. Whether you are newer to teaching or a seasoned educator and mentor, this course will give you modern tools and practices to optimize skills transfer and learner success.

The 2026 program has been enhanced for distance learning. In addition to being live streamed, all sessions will be recorded and made available to participants for online viewing for 90 days after the end of the course. Register at: learn.hms.harvard.edu/medicaleducators

**HARVARD**
MEDICAL SCHOOL

This course sells out!
To be assured a spot in the
program, early registration is
strongly advised.

PRINCIPLES OF MEDICAL EDUCATION
MAXIMIZING YOUR
TEACHING SKILLS

Oct. 20-22
2026

Best Practices to Teach, Engage, and Inspire
Medical Students, Residents, Fellows, Faculty, Nursing and PA Students



This course sells out
REGISTER TODAY!

Strategies, Best Practices
and Techniques to Improve:

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

Course held via
live stream

From all of us at the Shapiro Institute, we hope you enjoy the beautiful fall season!

Follow Us!



@BIDMC_Education



ShapiroInstitute

www.ShapiroInstitute.org