CENTER FOR EDUCATION

Shapiro Institute

BETH ISRAEL DEACONESS MEDICAL CENTER
HARVARD MEDICAL SCHOOL

Artificial Intelligence in Medical Education & BIDMC Education Week

June 2026

LETTER FROM THE EXECUTIVE DIRECTOR

Dear friends,

The astronaut, Dave, is trying to re-enter the spaceship after performing some repairs. He asks the on-board computer, HAL, to open the door. HAL answers, "Sorry, Dave, I can't do that…I know I've made some very poor decisions recently, but I can give you my complete assurance that my work will be back to normal." This famous scene from the 1968 movie, "2001: A Space Odyssey," amazingly depicted the coming of artificial intelligence nearly 60 years before the large language models (LLM) became available for use by the public. As the saying goes, "the future is now!"

Ready or not, AI is here and being used daily by doctors and patients to investigate symptoms, develop a differential diagnosis, interpret laboratory studies, check on drug doses and to document medical histories and physical exams. While the promise is great, there are concerns as well, particularly for students in medical school and residents and fellows in training. Will residents and practicing physicians lose their ability to reason from basic principles of physiology and disease to understand challenging cases (a process called "deskilling")? Will students in medical school fail to ever develop these skills (a process called "never skilling")? What will become of the core skills of the physician?

And what happens when AI makes a mistake (yes, artificial intelligence can be biased by the data on which it is trained, particularly the internet, and can make factual mistakes as well as "hallucinate" research articles to substantiate its recommendations)? Will the doctor have the knowledge and skills to say, "something is amiss here!"

The Shapiro Institute for Education and Research held a national conference, Millennium Conference 2025, to begin discussions on the opportunities and risks associated with integration of AI into our clinical and educational work. Among the recommendations emanating from the conference, which included teams from eight medical schools from across the country, was to continue to emphasize the learning of core foundational skills in clinical reasoning and to develop a curriculum for medical students (and potentially for residents as well) on the best uses of AI. We have been engaged for the past year in work to make this curriculum a reality. The curriculum will focus on issues including ethics, privacy concerns, the basic principles of large language models, and formulation of appropriate prompts. We are in discussions with the Macy Foundation and the Association of American Colleges about dissemination of the curriculum when it is complete.

In addition, Adam Rodman MD, the director of AI for the Shapiro Institute, is helping us look at the ability of AI to engage in clinical reasoning, using an instrument called the Decision Certainty Analysis Tool or DCAT, developed by Institute staff several years ago. Dr. Rodman has also secured several extramural grants to examine the utility of AI for assessing the medical questions of patients and is intently investigating computer/human interactions. The best uses of ambient listening to assist in the teaching and evaluation of communication skills is also a high priority.

In the Institute's new strategic plan for education at BIDMC, a plan that is still in the development stage, we hope to engage core AI faculty in each department to assist in identifying the best uses of AI across specialties. In addition to identifying uses that enhance clinical acumen without compromising the learning and honing of core foundational clinical knowledge and skills, the Institute will work with faculty to develop the ability to utilize AI to enhance teaching sessions and to facilitate development of teaching cases and related material. In addition, consistent with the mission of the Institute to pursue evidence-based education, we will continue to support education research focused on the uses of AI to facilitate teaching and learning.

AI holds out great promise for medical education and the development of doctors in the 21st century. Our hope is to determine the best uses of the technology to enhance physician's work without compromising the basic skills that are still essential for all doctors.

- Richard M. Schwartzstein, MD

After Deskilling: Teaching Physicians to Think With AI

When I was in medical school, the idea that a computer might one day outperform physicians at clinical reasoning felt firmly in the realm of science fiction. Computers were already everywhere in medicine, of course, but mostly as sources of frustration: the electronic health record, the inbox, the endless copy-pasted notes. They weren't like Mr. Data from Star Trek: The Next Generation – not colleagues, and certainly not diagnosticians. That world has changed faster than almost any of us expected.

Last month, a team of researchers (including myself) here at Beth Israel Deaconess Medical Center published a study in Science showing that commercial large language models can outperform physicians on many of the cognitive tasks that sit at the center of clinical practice. These were not just board-style questions; they included tasks drawn from real clinical care, including cases from our own emergency department.

The response has been understandable: anxiety, skepticism, and fear. If these models can generate differential diagnoses, suggest management plans, interpret data, and explain their reasoning, what exactly is left for the physician? And for those of us who teach, the question is even more urgent: what is left for the trainee? Will AI deskill practicing physicians? Will it "never-skill" students and residents who come of age with these tools already available?

These are the right fears. But I do not think they are the right questions. The deeper question is not whether AI can perform parts of clinical reasoning. It can, and we do ourselves – and our patients – a disservice by putting our heads in the sand. The question is what kind of physicians we now need to train.

At the Shapiro Institute, we believe the answer to deskilling is not nostalgia. It is deliberate practice. AI should not lead us to teach less clinical reasoning. It should force us to teach reasoning more explicitly, more rigorously, and more reflectively than ever before. For generations, much of clinical reasoning has been taught implicitly. Students and residents watch expert clinicians gather information, form illness scripts, generate possibilities, revise judgments, and communicate uncertainty. Some of this can be taught at the bedside. Some of it is learned only through repeated practice. But much of it remains hidden, even from the experts themselves.

Dr. Adam Rodman

AI changes that. It gives us an external reasoning partner whose suggestions can be examined, challenged, improved, or rejected. A model can be brilliant and wrong in the same paragraph. It can identify a diagnosis we missed, or confidently miss what matters most. This confounds our traditional learning models, but it also creates a remarkable educational opportunity.

The physician of the future will not be defined by whether they can out-diagnose a model on every bounded task. They will be defined by whether they can use powerful models to benefit our patients. This is the work Shapiro is now taking on. Last year, we hosted the Millennium Conference on AI in medical education, supported by the Macy Foundation, bringing together national leaders to ask how AI should change what and how we teach. That work has grown into an open-source curriculum that will soon be released broadly. The curriculum treats AI not as one more competency to check off, but as an inherent part of practicing medicine in the 21st century.

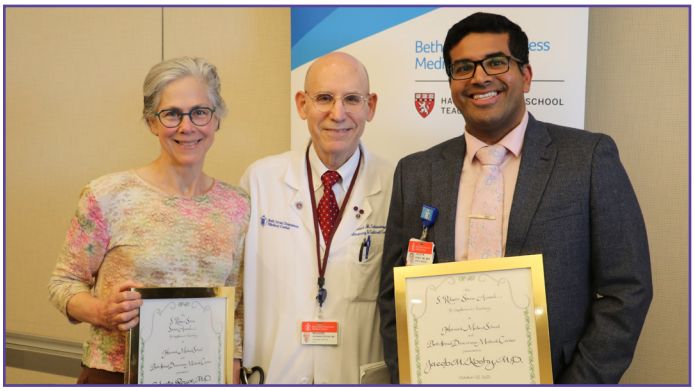
We were recently awarded a separate $200,000 Macy Foundation grant to rigorously study educational strategies for physician-AI teaming. And through our $3.8 million ARPA-H project, Physician-AI Collaborative Teaming, or PACT, we are studying how physicians think and how AI can be designed to optimize, rather than erode, clinical cognition. This work builds on Shapiro's long-standing commitment to evidence-based education, with much more to come in the upcoming year.

The future of medicine will be neither physician versus AI nor physician replaced by AI. The future we should build is triadic care: patient, physician, and AI working together, with the physician still responsible for judgment, communication, and care. If we are passive, AI may indeed deskill us. But if we are deliberate, it may help us train physicians who are better thinkers than we could train before: more reflective, more skeptical, more collaborative, and more capable of caring for patients in all their complexity.

- Dr. Adam Rodman

Shapiro Institute Hosts Education Week

From June 1–5, the Shapiro Institute proudly hosted BIDMC Medical Education Week, an annual celebration of innovation, collaboration, and excellence in medical education. The week brought together educators, learners, and staff from Beth Israel Deaconess Medical Center and Harvard Medical School (HMS) to recognize achievements and explore new opportunities to advance teaching and learning.



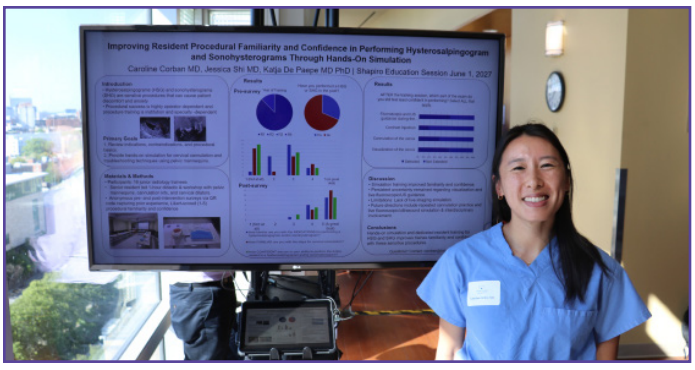
Stone Awards recipients Dr. Celeste Royce and Dr. Jacob Koshy

The week kicked off with the annual Celebration of Teaching Awards Ceremony honoring the contributions of faculty, residents, nurses, and staff who enrich the educational mission of BIDMC. The ceremony also recognized HMS faculty award recipients, including Dr. Celeste Royce and Dr. Jacob Koshy, honored with the S. Robert Stone Awards for Excellence in Teaching, and Dr. Adam Rodman, who received the Outstanding Innovation in Medical Education Award.

The Medical Education Research Poster Session provided a vibrant forum for educators to share their scholarship and showcase innovations in medical education. Awards were presented in categories such as Best GME Project, Best Resident or Fellow-Led GME Project, and Best Educational Simulation Project. The week also included a panel discussion highlighting pathways for promotion for educators which encouraged education research scholarship.

Dr. Henri Ford

This year's Daniel C. Tosteson Visiting Professor was Dr. Henri Ford, dean and chief academic officer of the University of Miami Leonard M. Miller School of Medicine. Throughout Medical Education Week, Dr. Ford participated in a number of activities and discussions with faculty, learners, and staff, including Medical Education Grand Rounds on Thursday, where he presented "Educating and Training the Next Generation of Physicians and Surgeons: A Paradigm Shift."



Fourth annual E-Poster Session

Simulation Symposium

Medical Education Week concluded on Friday, June 5, with the fourth annual BIDMC/Lahey Simulation Symposium. Held at the Carl J. Shapiro Simulation and Skills Center at BIDMC, the symposium brought together educators and leaders from Beth Israel Deaconess Medical Center and Lahey Hospital & Medical Center to showcase innovative approaches to simulation-based education.

The program featured a keynote presentation by Christopher Roussin, PhD, of the Center for Medical Simulation, titled "Recasting Simulation as an Engine of Clinical Readiness." Attendees then participated in interactive workshops exploring topics such as effective debriefing techniques and measuring the impact of simulation in medical education. The symposium also highlighted innovative simulation projects, including advances in 3D-printed task trainers, virtual learning modules, addiction training for residents, and ultrasound-guided procedural education.

2026 Simulation Symposium

Celebration of Teaching Awards

2025-2026 Rabkin Fellows Graduates

Michael Ferrera, MD
Department of Medicine/Division of Pulmonary & Critical Care, BIDMC

Jacob Koshy, MD
Department of Medicine/Division of General Medicine, BIDMC

Ingrid Liff, MD
Department of Anesthesiology
Boston Children's Hospital

Tommy Martin, MD
Department of Medicine,
Boston Children's Hospital

Sarah Ohnigian, MD
Department of Medicine/Division of Hospital Medicine, BIDMC

Partha Sinha, MD, PhD
(Senior Kay Fellow)
Department of Medicine/Division of Endocrinology, BIDMC

Daniel Wong, MD, MHS
Department of Surgery/Division of Colon & Rectal Surgery, BIDMC

BIDMC Center for Education Awards

Simulation Educator of the Year
E. Wilson Grandin, MD, MPH, MEd

BIDMC Academy Member of the Year
Nicholas Villano, MD

GME Program Coordinator Excellence
Colleen Cusick

GME Program Director Excellence
Cynthia Hayne, MD, PhD

Department of Medicine Awards

Ambulatory Student Teaching in Primary Care
Felipe Molina, MD

Ambulatory Student Teaching in Subspecialty
Partha Sinha, MD, PhD

Inpatient Student Teaching in General Medicine
Kelsey O'Leary, MD

Inpatient Student Teaching in Subspecialty Medicine
Aditya Pawar, MD

2026 EPoster Award Recipients

UME/Student Education

Student Led
Cindy Won, BS

Resident or Fellow Led
Emanuelle Rizk, MD

Faculty Led
Daniele Olveczky, MD, MS

Best Resident Led Graduate Medical Education Project
Masumi Ogushi, MD

GME/Resident Education

Faculty Led
Partha Sinha, MD, PhD

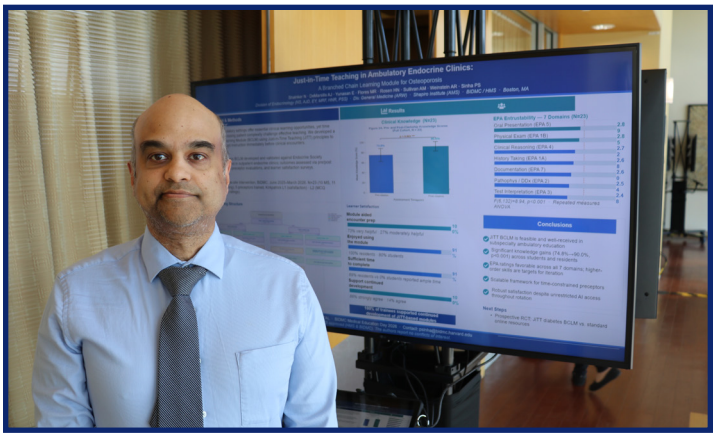
Resident or Fellow Led
Laura McNamara, MD

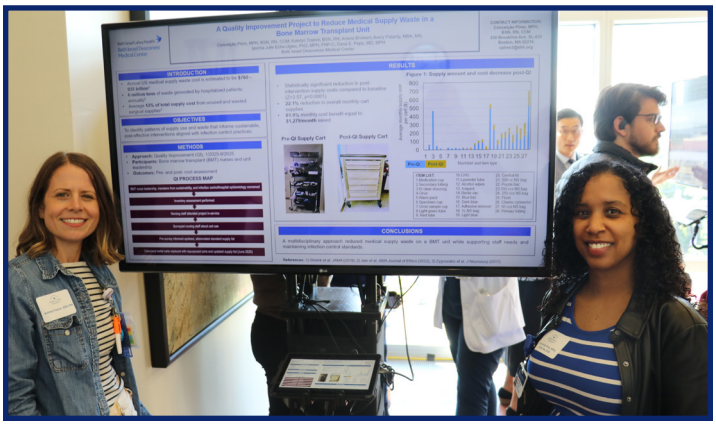
Resident or Fellow Led
Oussama Metrouh, MD

Simulation Education

Faculty Led
Sudipta Mohanty, MD

Resident or Fellow Led
Kamila Moskowitzova, MD





Interprofessional Education
Jenna Sarruda, BSN, RN

Quality Improvement
Conceição Pires, MPH, BSN, RN

Patient Education
Gabriel Cojuc-Konigsberg, MD and
Divya Randhawa, MD

Congratulations to GME Award Recipients

GME Program Coordinator Excellence
Colleen Cusick
Department of Psychiatry

"Colleen is an incredible member of our program leadership team. She is organized, responsive, reliable and keeps track of a multitude of different things at once with an awareness of how multiple factors may interact with each other to impact the trainee experience."

"She is devoted to process improvement, frequently seeking input from others and feedback about the process to make things even better moving forward."

"Her institutional knowledge is invaluable, and even if she doesn't know something off the top of her head, she knows exactly who to reach out to and gets answers quickly."

"She's a strong advocate for resident time and well-being. She's always friendly, never seems overwhelmed and truly makes the program run better every day."

GME Program Director Excellence
Cynthia Hayne, MD, PhD
Department of Pathology

"What stands out just as much as her educational leadership is her extraordinary advocacy for residents. Cindy is a fierce supporter of our trainees, but her advocacy is thoughtful, balanced, and solutions oriented."

"Cindy has shaped the culture of the residency in a deeply positive way. Her leadership has contributed meaningfully to resident morale, strong recruitment, resident scholarly activity, and the continued success of our graduates in matching into excellent fellowships and positions.."

"Dr. Hayne is amazing at listening to and incorporating resident feedback- which speaks not only to her leadership skills but her flexibility towards making the resident experience as positive and fruitful as possible."

Congratulations to Ruth Colman

The Department of Medicine recently honored Ruth Colman, manager of graduate education programs in the department of medicine, for her outstanding dedication and service to BIDMC. A respected leader in graduate medical education, Ruth built a remarkable career grounded in learning, discovery, and a deep commitment to supporting others. Congrats Ruth, on your recent retirement.

Newly Accredited ACGME Program Announced

Congratulations to Dr. Martha Pavlakis and the Renal Transplant Fellowship on achieving ACGME accreditation as a Transplant Nephrology fellowship program. Established in 1999 under Dr. Pavlakis' leadership, the program has long been recognized by the American Society of Transplantation and the American Society of Nephrology and has successfully recruited one fellow annually since 2001. Known for its exceptional clinical volume, robust research opportunities, and dedicated faculty mentorship, the program has trained generations of transplant nephrologists and now reaches an important new milestone with ACGME accreditation.

From the Office for Education Research

A central mission of the Office for Education Research is to support the development of community and scholarship in education research. We are pleased to announce the upcoming launch of the Shapiro Institute Education Research Database. This searchable database will be designed for BIDMC educators interested in building connections with others who share their interests in health professions education. The images shown here provide a sample of the new resource that will be hosted on our ShapiroInstitute.org website. This database will

- Showcase who is doing health professions research at BIDMC - and what they're working on
- Help connect researchers, collaborators, and learners with shared interests
- Post and find opportunities - whether you're a PI with a project or someone looking to contribute to an existing project

We will launch this initiative in two phases:

Phase 1 will deploy a searchable database of researchers in the Shapiro Institute for Education and Research. As you see in the mock-up card shown here, it will include the name and current projects of each researcher at the Shapiro Institute. It will also have searchable fields including topics of interest, methodological expertise, and links to their PubMed publications. We will launch this resource in summer 2026 and refine it over time to maximize its usefulness to the BIDMC community.

Phase 2 will build and deploy a searchable database including all BIDMC educators with an interest in education research and scholarship. We will be reaching out to educators over the coming months to invite them to sign up to be listed in this database. Formal launch is scheduled for fall 2026. If you would like to sign up now to be included, please provide your information using the QR code below.

Whether you have an ongoing project, an early-stage idea, or are simply looking to find connections in the MedEd or health professions education space, we hope this becomes a resource to enhance and expand our research community at BIDMC.

Scan the QR code here and sign up to be listed on the new database

We look forward to hearing from you!

- Amy Sullivan, Johannah Mitchell, Emma Pici-D-Ottavio, and Shreya Trivedi

Expanding Student Opportunities at Dana-Farber

The Undergraduate Medical Education department recently welcomed Robert Stern, MD, Director of Undergraduate Medical Education at Dana-Farber Cancer Institute, to a meeting of PCE faculty to discuss new opportunities for medical student education and collaboration. In light of the Dana-Farber and BILH merger, Robert joined Alexandra Hovaguimian, MD Director of Undergraduate Medical Education at BIDMC, to discuss how medical students can be integrated into Dana-Farber and what that experience could look like within the BIDMC curriculum.

Dr. Henri Ford Hosts Afternoon Roundtable Discussion with PCE Students

PCE students had the opportunity to sit down with the Shapiro Institute's 2026 Daniel C. Tosteson Visiting Professor, Dr. Henri R. Ford, Dean and Chief Academic Officer of the University of Miami Leonard M. Miller School of Medicine. Over afternoon tea, students had the chance to share their experiences and reflections from the Principal Clinical Experience — sparking an engaging and candid conversation with a truly distinguished guest.

Known for his deep commitment to mentorship and the development of future physician leaders, Dr. Ford was a natural fit for this kind of intimate exchange — listening thoughtfully as students reflected on their clinical rotations and the lessons they've carried with them throughout the year.

It was a memorable afternoon that gave students a rare and valuable chance to connect with someone who has shaped medicine at the highest levels, while also reinforcing the importance of mentorship, and community that lies at the heart of the PCE experience at BIDMC.

The Developing Physician II Gets a Furry Visit!

As part of our ongoing medical student wellness initiatives, the current PCE class was treated to a surprise puppy visit during their recent The Developing Physician II session! PCE students gather bi-weekly on campus at BIDMC for The Developing Physician II, a longitudinal course designed to support students through the challenges of their Principal Clinical Experience — providing space for self-reflection, professional development, and wellbeing. Because great physicians take care of others, but also need to take care of themselves!

We are thrilled to celebrate this year's Resident as Teacher Award recipients, recognized during Medical Education Week at the Shapiro Institute! This award is entirely student nominated, making it an especially meaningful honor — a direct reflection of the impact these residents have had on the students they work alongside every day.

Principal Clinical Experience Outstanding Resident Teaching Awards

Muzzammil (Muzz) Muhammad, MD (Medicine)
Stephanie Ira, MD (Medicine)
Joshua Cheng, MD (Neurology)
Karthik Jagannath, MD (Neurology)
Robert "Bob" Jones, MD (OB/GYN)
Brooke Milosh, MD (BCH)
Joshua Goldenberg, MD (Psychiatry)
Ben Allar, MD (Surgery)

2026-27 Rabkin Fellows Announced

Seven faculty members from across HMS have been selected for the 2026-27 Rabkin Fellowship in Medical Education. The Rabkin Fellowship is a nationally recognized faculty development program – one of the first of its kind – now in its 29th year; it provides intensive training and protected time for HMS faculty to advance their careers in academic medicine as educational leaders. The Fellowship is named for Mitchell T. Rabkin, MD, CEO emeritus of Beth Israel Hospital, who was instrumental in the creation of the Shapiro Institute for Education and Research, which sponsors the fellowship.

2026-2027 Rabkin Fellows in Medical Education

Shana (Lexie) Berwick, MD, MS
Dana Farber Cancer Institute
Beth Israel Deaconess Medical Center
Department of Medical Oncology

Maria Borrelli, DO
Beth Israel Deaconess Medical Center Department of Anesthesiology, Critical Care and Pain Medicine

Ruvandhi Nathavitharana, MBBS, MPH
Senior Kay Fellow
Beth Israel Deaconess Medical Center
Department of Medicine

Zachary Schoepflin, MD, PhD, FACP
Beth Israel Deaconess Medical Center
Department of Medicine

Chi-Fong Wang, MD
Beth Israel Deaconess Medical Center
Department of Obstetrics and Gynecology

Yelu Zhang, MD
Beth Israel Deaconess Medical Center
Department of Psychiatry


Shana (Lexie) Berwick, MD, MS


Maria Borrelli, DO


Ruvandhi Nathavitharana, MBBS, MPH


Zachary Schoepflin, MD, PhD


Chi-Fong Wang, MD


Yelu Zhang, MD

DEPARTMENT NEWS

Huma Farid, MD Receives Outstanding Physician Colleague Award

Congratulations to Huma Farid, MD, a recipient of the third annual Harvard Medical Faculty Physicians Outstanding Physician Colleague Awards. The annual award recognize physicians who have gone above and beyond for their colleagues.

Cabot Prize Awarded to Alexander Iyer

Congratulations to recent Shapiro Institute for Education and Research intern Alexander Iyer, for receiving the 2026 Richard C. Cabot Prize. The HMS award goes to graduating medical students and recognizes outstanding research. Iyer was selected for his paper, “Should Medical School Grading Be Tiered or Pass/Fail? A Scoping Review of Conceptual Arguments and Empirical Data.” Dr. Richard Schwartzstein was co-author on the paper.

Shapiro Institute Welcomes Dubai Health

The Shapiro Institute for Education and Research recently welcomed a cohort of Program Directors from Mohammed Bin Rashid University of Medicine and Health Sciences in Dubai for a two-week professional development program in medical education. Throughout their visit, participants engaged with BIDMC faculty and educational leaders in immersive experiences spanning undergraduate and graduate medical education, simulation, quality and patient safety, leadership development, assessment and feedback, interprofessional education, communication skills, and the emerging role of artificial intelligence in medical education. Through clinical observations, attendance at conferences and grand rounds, hands-on workshops, and collaborative discussions, the program fostered the exchange of ideas and best practices while strengthening the ongoing partnership between BIDMC and Dubai Health in advancing excellence in health professions education.

PROFESSIONAL DEVELOPMENT CORNER

Deadline for Foundations Courses July 1st

In addition to its core programs, the Shapiro Institute offers specialized training opportunities in emerging and high-impact areas, including:

- Foundations in Educational Innovation
- Foundations in Clinical Trials
- Foundations in Medical Education
- Foundations in Performance Mindset in Medicine

Applications due July 1. Please visit www.shapiroinstitute.org/foundationshome for more information.

Nicole Dubosh, MD Receives Scott Lovitch Excellence in Classroom Instruction Award

Congratulations to Nicole Dubosh, MD, director of professional development at the Shapiro Institute, on receiving the Scott Lovitch Excellence in Classroom Instruction award.

CONTINUING MEDICAL EDUCATION

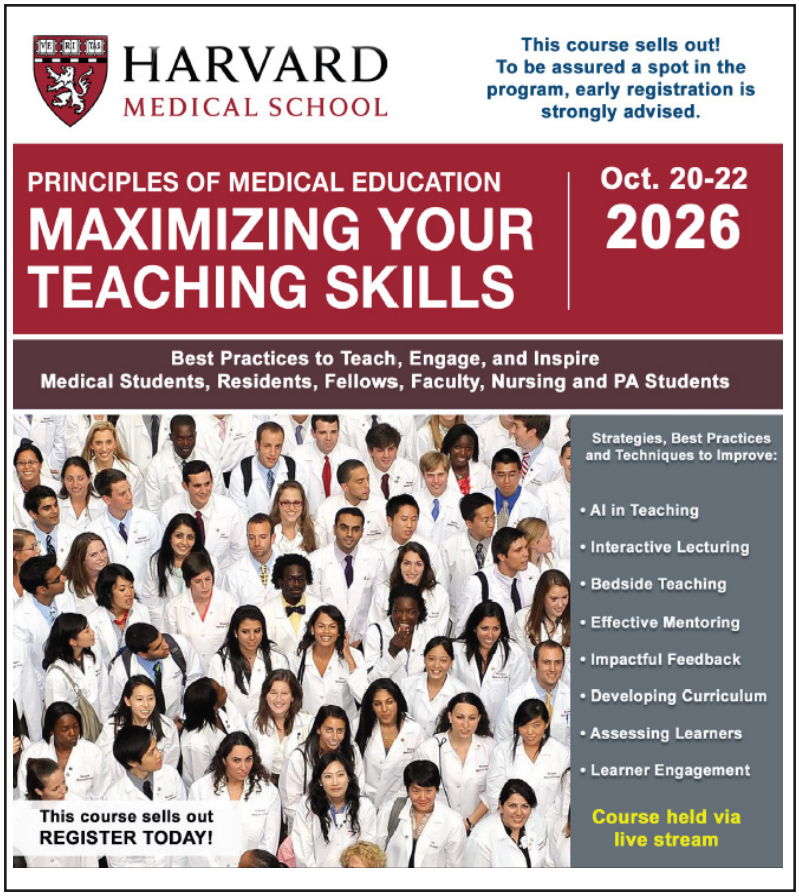
Join Us for "Principles of Medical Education: Maximizing Your Teaching Skills" - Oct. 20-22, 2026

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



From all of us at the Shapiro Institute for Education and Research, have a safe and happy Fourth of July!

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www.ShapiroInstitute.org