Medical Education Grand (Slam) Rounds

TOPICS:

Disruptive Innovation in Medical Education: Curricular Reform versus Cultural Change?

Why Change the Curriculum (Again!) and What Would It Really Take to Make it Happen?

PRESENTERS:

Henri R. Ford, M.D., MHA
Dean and Chief Academic Officer
University of Miami Miller School of Medicine

Edward M. Hundert, M.D.
Dean for Medical Education and Daniel D. Federman MD Professor in Residence of Global Health and Social Medicine and Medical Education
Harvard Medical School

DATE: 10/05/2018

TIME: 12:00 to 1:00pm – Dean Ford
1:30 to 2:30pm – Dr. Hundert

PLACE: Michael S. Gordon Center for Research in Medical Education Auditorium

TARGET AUDIENCE: Clinical and Basic Science Faculty, Medical Educators and other health care professionals.

ACCREDITATION: The University of Miami Leonard M. Miller School of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

CREDIT DESIGNATION: The University of Miami Leonard M. Miller School of Medicine designates this live activity for a maximum of 2 AMA PRA Category 1 Credits™.

Physicians should claim only the credit commensurate with the extent of their participation in the activity.

For additional information please contact Irene Jayma at 305-243-6737 or visit www.cme.med.miami.edu.
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Disruptive Innovation in Medical Education: Curricular Reform versus Cultural Change?

- OBJECTIVES:
  • Describe the contemporary drivers for innovation in medical education
  • Summarize the approach to developing transformative medical education
  • Define the implications of developing transformative leaders (in medicine) on global health

Why Change the Curriculum (Again!) and What Would It Really Take to Make it Happen?

- OBJECTIVES:
  • Discuss the multiple reasons why US medical schools appear to be in a major wave of curriculum renewal, and how these mega-trends might apply locally at the University of Miami Miller School of Medicine,
  • Describe the most significant challenges to successful curriculum change and how to organize faculty, administrative and student efforts and resources to overcome these challenges, and
  • Explain why the design of an assessment system deserves special attention during curriculum renewal, requiring a delicate balance of perspectives between such diverse goals as providing high quality feedback, certifying competence, expressing institutional values, and “sorting” students for residency selection purposes.

FACULTY DISCLOSURE
Dr. Ford has indicated that he has no relevant financial relationship with commercial interests.

Dr. Hundert has indicated that he has no relevant financial relationship with commercial interests.

PLANNING COMMITTEE DISCLOSURE
Drs. Mechaber and Issenberg have indicated that they have no relevant financial relationships with commercial interests.

All conflicts of interest have been resolved.