

# 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  
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**MILLER SCHOOL  
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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.

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