

Beth Israel Deaconess  
Medical Center



HARVARD MEDICAL SCHOOL  
TEACHING HOSPITAL

# Hospital Medicine



Beth Israel Lahey Health   
Beth Israel Deaconess Medical Center

# Welcome

**Welcome, and thank you for taking the time to learn more about the incredible opportunities that BIDMC's Hospital Medicine program has to offer.**



**Joseph Li, MD**  
Section Chief  
Hospital Medicine

Our group was formed in 1998, the same year as the first meeting of the National Association of Inpatient Physicians (later renamed Society of Hospital Medicine). Even though there were only two of us at the beginning, we have always maintained the same values as we have grown, which include taking care of our patients as well as each other. We see BIDMC as not just a place to work, but a family of support, as we help people grow in their careers to reach their utmost potential.

In 2014, BIDMC Boston joined with three community hospitals: Beth Israel Milton, Beth Israel Needham, and Beth Israel Plymouth. These hospitals allow us to provide excellent care directly to our patients in the communities where they live. We also see a wide range of cases and teach in the majority of these settings. Over 160 BID-hospitalists are based across the different sites.

In 2019, BIDMC became part of Beth Israel Lahey Health, a new hospital system serving patients throughout eastern Massachusetts. While this allows for expanded resources for our patients around the region, Hospital Medicine departments outside of BIDMC are staffed and operate independently.

Hospital Medicine lies within the Division of General Medicine, which also includes Primary Care, Research, and Palliative Care. The Division offers fantastic opportunities for mentorship, career development advising, and engagement in clinician scholarship. The Division also provides annual reviews, has suites for meetings, working, and collaboration, and offers opportunities to work with generalists across different disciplines. Our members represent leadership of most of BIDMC's teaching programs in Internal Medicine.

We are fortunate to have physicians from all over the country and the world help us continue our mission, and we invite you to learn more about our group and reach out. We are always interested in connecting with physicians who will continue to make this group one of the most successful in the country.

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# Our Hospitals

Below is specific information and opportunities for doctors based at these institutions:

## Boston



**Caleb Hale, MD**  
Associate  
Chief of Hospital  
Medicine; Boston  
Site Director

Beth Israel Deaconess Medical Center was founded in 1996 with the merger of Beth Israel Hospital (founded in 1916) and New England Deaconess Hospital (founded in 1896). The hospital spans 4 blocks in the heart of the Longwood Medical Area, just blocks from Harvard Medical School and Fenway Park.

BIDMC Boston is the flagship hospital, performing tertiary and quaternary care. Our faculty primarily have appointments at Harvard Medical School (HMS) and work with both HMS students and BIDMC Internal Medicine Residents. We participate in direct patient care, as well as work on the teaching service.

Our goal is to consistently grow to better serve the needs of both our patients and our colleagues. There is a wealth of opportunity at BIDMC. Alumnae of our Department have gone on to develop regional, national, and international reputations. We welcome you to learn more and help contribute to our mission.



## Milton



**Daniel Siao, MD**  
Site Director

Milton is just the right size. You get to know the people, the nurses, the techs, the teams, consultants, and the support staff. Everybody knows one another and we help each other out. It's like coming to work and spending time with your friends; we always try to make an effort to take a break during lunch together, time to share stories, successes of the day, share challenges, wind down, decompress, and support each other. You are never practicing alone here. This is how we want the Milton culture to be.

Milton is a very welcoming community where hospitalists are respected and listened to. We see a wide array of patients. We see patients from a variety of socioeconomic levels and serve a lot of diverse communities, including immigrant populations.

The hospitalist program at Milton has been integral to the institution's success and we are very well integrated within the institution. I love being here and want to make sure our group serves on committees that align with our interests. Every quality improvement metric has our mark. We are a diverse group that respects and celebrates our diversity. We recently launched an initiative to promote diversity and inclusion, which continues to empower us and the hospital to continue growing stronger.



## Needham



**Ghania Y. El Akiki, MD**  
Site Director

Needham is a great place to work. It is a 50-bed community hospital with an open ICU and excellent sub-specialist support. People love working here because we support and take care of each other. Hospitalists are highly respected and provide the backbone of the institution. The administration is highly supportive and has always gone above and beyond to see how they can help us in our daily work.

We understand challenges of busy days and practice flexible staffing to meet our needs in a dynamic way. Our colleagues are glad to come in and help support the team if needed. We work extremely well with nurses and have a great sense of mutual respect for each other. We are always here for each other.

Needham hospitalists who choose to teach will also receive a Boston University academic appointment for teaching BU medical students.

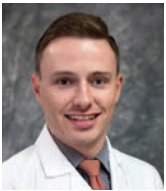


**Anthony Garcia, DO**  
Site Co-Director

## Plymouth

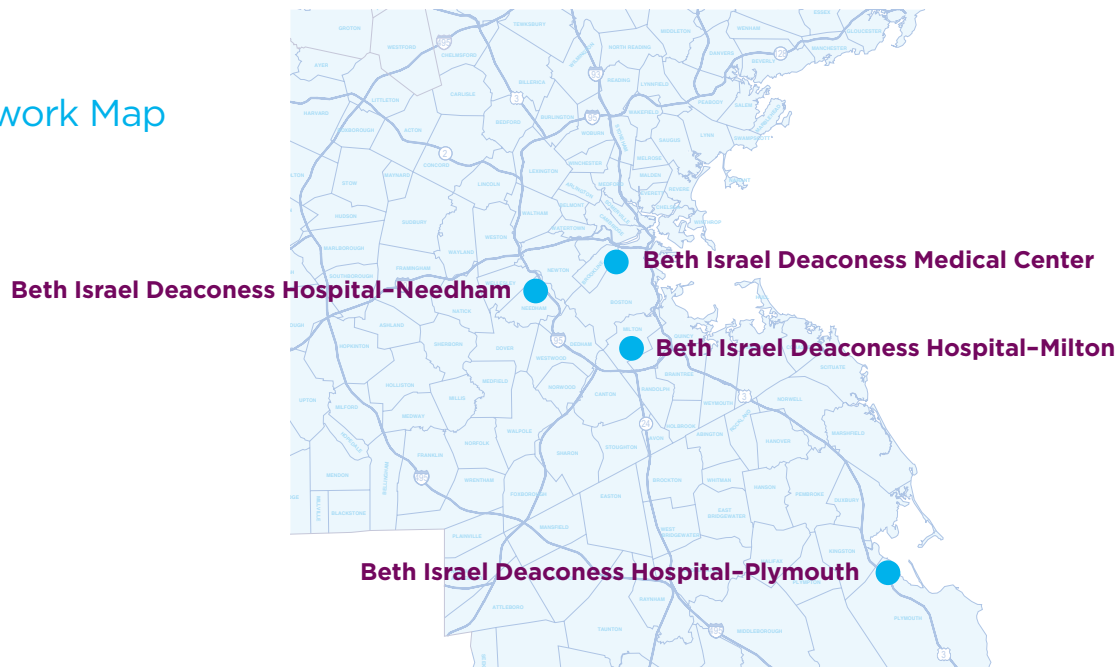
Plymouth is a fantastic ocean-side community and a beautiful place to live and work. Our Hospital Medicine team practices quintessential inpatient medicine. Since we often make primary diagnoses for our patients, our practice fosters a constant sense of intellectual curiosity as we think about our patients' care. Our patients trust, respect, and appreciate their physicians.

Our staff live in the community, care deeply about their work, and we focus on a strong multidisciplinary hospital care team. As the largest team in the hospital, we participate in all the hospital committees and we are a primary force in driving quality improvement and change. Plymouth hospitalists who choose to teach will also receive a Boston University academic appointment for teaching BU medical students.



**Kevin Winters, MD**  
Site Co-Director

## Network Map



# Who We Are

## Hospital Medicine Leadership

The Hospital Medicine Leadership Team is a group of leaders within the Section of Hospital Medicine that is responsible for overall operations. Members applied for positions, were selected, and most receive administrative funding for their continued support of various programs. Many members of the Leadership Team belong to the Executive Committee, which meets once a month to discuss ways to support the Hospitalist Program in both its growth and success.

### **Joseph Li, MD**

Chief, Section of Hospital Medicine

### **Caleb Hale, MD**

Associate Chief of Hospital Medicine; Boston Site Director

### **Alicia “Lish” Clark, MD**

Assistant Chief of Operations  
Director of Quality Improvement

### **Neal Biddick, MD**

Executive Committee Member at Large

### **Joséphine Cool, MD**

Director of Hospital Medicine Procedure Service

### **Jonathan Crocker, MD**

Director of the Global Health Program and Fellowship

### **Siddhant “Sid” Datta, M.B.,B.S.**

Director of Clinical Scheduling

### **Lauren Doctoroff, MD, MBA**

Medical Director of Utilization Management

### **Shoshana “Shani” Herzig, MD, MPH**

Director of Hospital Medicine Research

### **Matthew Hill, MD**

Director of Operations, East Campus

### **Andrew Junkin, MD**

Director of Hospital Medicine CME

### **Rusty Phillips, MD**

Director of Physician Recruitment and Retention

### **Anjala Tess, MD**

Associate Chair for Education, Department of Medicine

### **Erin Truitt, MD**

Co-Director of Clinical Scheduling

### **Julius Yang, MD, PhD**

Vice Chair for Clinical Affairs  
Medical Director of the Silverman Institute  
for Health Care Quality and Safety



**Joe Li, MD, and Rachel Hensel, MD**



**Rusty Phillips, MD, and Mary Frattaroli, Division Manager**



**Shoshana Herzig, MD, MPH**

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We are also fortunate to have the incredible support of administrative colleagues of the Hospital Medicine Team.

# Get to Know BIDMC's Hospital Medicine Physicians

## Anjala Tess, MD



After attending Washington University for medical school, I came to Boston thinking it would only be for residency. However, it ended up becoming a home for me and the right place to stay, and now I have been here for 23 years. My husband is a PCP and we have 2 kids

who are pre-teens (both of whom were born at BIDMC). Even though life is busy, I am happy in my work.

I was initially attracted to BIDMC because of the opportunities for medical education; what keeps me here now are the people I work with and the quality of care we deliver as a team.

Within the Division, I have been encouraged by others and given a lot of room to decide how I wanted to develop my career, even when what I wanted to develop my career in an area that did not yet exist. Quality Improvement education was not really a discipline when I began my career, but I was asked to figure out what it could be at BIDMC, which turned out to be the right path for me. It led me to create and run a new [master's program at Harvard for Safety and Quality Improvement](#).

The culture and the environment of BIDMC feel very open to me, and it's clear to me that there's a definite partnership between the physicians working here and the staff of the hospital. This allows for more interactions and exposure to different perspectives, which fuels the diversity that we celebrate here.

## Adam Rodman, MD



I am originally from North Carolina; I went to medical school at Tulane University School of Medicine in New Orleans and completed my residency in internal medicine at Oregon Health and Science University in

Portland. I then completed a fellowship in Global Health at BIDMC (well, technically in Molepolole, Botswana). After that experience, I loved HMed so much that I decided to stick around. I've been a member of the group since 2016.

Besides clinical care and teaching my residents and students, my major focus is on new media in medical education. I've been the host of the medical podcast [Bedside Rounds](#) for over five years, which is one of the top medicine podcasts on the Apple Podcasts chart and has been written up in the British Medical Journal, ACP Hospitalist, and Internal Medicine News. My colleagues at BIDMC have been incredibly supportive as the podcast has grown and as I've traveled around the country to speak about medical history and new media. With support from the amazing people at HMed and BIDMC, what started as a somewhat obscure hobby has become a real push to fundamentally reform medical education. In 2020, I helped launch and became the co-director of [iMed](#), Innovations in Media and Education Delivery at BIDMC, which is dedicated to research, evaluation, and advocacy of all sorts of new media education.

I think that gets to the core of what makes me love my job here at HMed: my supportive and amazing colleagues. Each day I come work is a day I spend with my friends, who intellectually and creatively challenge and support me to be both a better doctor and a better person. I cannot imagine a better place to be an academic hospitalist.

“Each day I come work is a day I spend with my friends, who intellectually and creatively challenge and support me to be both a better doctor and a better person. I cannot imagine a better place to be an academic hospitalist.” —[Adam Rodman, MD](#)

## Zahir Kanjee, MD, MPH



I am originally from Toronto, Ontario. I attended Yale for medical school and did my residency in Internal Medicine and Global Health

Equity at Brigham and Women's Hospital, where I also received my MPH from the Harvard T.H. Chan School of Public Health. I joined HMED at BIDMC right after my residency in 2015.

My academic interests are in evidence-based medicine (I've edited a couple books on key studies to guide practice and I am an Assistant Editor for an Annals of Internal Medicine series called "**Beyond the Guidelines**", physical diagnosis (I teach on this topic in various capacities to medical students, residents, and faculty) and global health (I have done research, taught, and worked clinically all around the world).

BIDMC has been an amazing place to develop my academic interests, particularly in medical education. For me, BIDMC is the premier medical education hospital in the country. I cannot think of anywhere else where the focus on medical education, both for trainees and medical educators, is more deliberate and obvious. I have had so many opportunities to develop as a medical educator here, whether it's informally through peer observation and asking mentors for advice or through formal programs, such as the **Academy of Medical Educators**' monthly workshops on medical education skills, the Core Faculty in Education program, the **Rabkin Fellowship**, or **BIDMC's Physiology on the Fly Course**. The teaching opportunities here are endless, which has given me the time and place to further hone my approach and skillset while building connections at the hospital and medical school.

## Monica Midha, MD



I grew up near Boston and pursued the majority of my training and education in New York and New Jersey. After residency, it

was an easy choice to move back to Boston and I joined BIDMC knowing I would split my clinical time between Boston and Needham. Working at both BIDMC Boston and BIDH-Needham, has given me the opportunity to network with a variety of colleagues and also to care for patients with a multitude of issues. My role here has allowed me to engage in faculty positions at both Harvard Medical School and the Boston University School of Medicine to teach residents and students from both institutions. In addition to being one of the co-chairs of the Diversity, Equity and Inclusion Committee at BIDH-Needham I also have interest in microaggressions and what we can do about them. I've also been fortunate to work on a couple of projects related to Diversity and Inclusion, including the BRIM study (Bias Reduction in Internal Medicine) and am currently working on submitting a publication related to microaggressions. It's such an important area that is gaining traction all over but in particular in health care, where we already have so much burn out. Finding ways to mitigate one more stressor can only help.

## Brian Persaud, MD



I was fortunate to know what I wanted to do at an early point in my career. Education was my ticket to a better life, and I wanted to

share it with others. I started off as a high school teacher, then became an adjunct professor at Boston University and Bentley University, before ultimately deciding to pursue medicine as an attempt to reach a larger audience. Through medical school and residency, I felt that there were talented educators and opportunities for academic reform, but it was difficult to find support to pursue these goals. During my year as Chief Resident at Yale, I knew I wanted to dedicate my career toward improving the quality of medical education, but I desired more formal training.

I began looking for institutions that invested in supporting the growth and training of clinician educators. BIDMC not only offers multiple medical educator training programs for faculty, but they were both financially supported and accessible to early career physicians. I joined the group in 2019, and have absolutely loved my first year here. The HMED group supported my involvement in these programs, worked to adapt my schedule to accommodate them, and celebrated each position I obtained.

This includes the **HMS Training to Teachers (T2T)** program which provides clinician educators in Egypt an opportunity to learn the principles of Adult Learning Theory with the ultimate goal of crafting an educational proposal (known as a Capstone) to fill a self-identified educational need at their home institution. As Capstone Director, I recruit, support and manage 40+ Harvard Teaching Faculty as they longitudinally mentor and refine over 500 Capstones per year.

## Grace Huang, MD



My hometown is Charlotte, North Carolina. I went to Stanford for college, Washington University in St. Louis for medical school, and I

came to the Beth Israel Deaconess for residency. I joined HMED afterwards, and was thereby welcomed into a warm, compassionate culture that continues today.

It is in that supportive context that I found my way in medical education. I started with teaching medical students, became an associate program director for the Internal Medicine Residency, and then finally discovered my ultimate love in career development. I “grew up” in an era when solely being a medical educator was not a viable career trajectory, and yet I’m grateful for how academic leaders and mentors at BIDMC, including those in HMED, allowed me to explore my academic interests in procedure training, critical thinking and cognitive bias, high value care, and innovations in residency education. I’ve had the privilege of directing the **Rabkin Fellowship in Medical Education**, co-directing the **BIDMC Academy**, serving as Vice Chair for Career Development and Mentoring, and overseeing career development at the institutional level, supporting educators, clinicians, and investigators. But I am most proud of the opportunities I’ve had to mentor students, residents, and faculty (many of them HMED hospitalists) to discover their passions in teaching and helping them find their voice in writing, whether academic, for the lay press, or for personal growth. In the Summer of 2021, I transitioned mostly full-time to Harvard Medical School as **Dean for Faculty Affairs**, but I am retaining a portion of my clinical home at HMED, where I have always felt like I belonged.

## Shreya Trivedi, MD



I recently finished a General Internal Medicine Fellowship in the Department of Population Health at New York University, and am completing a

Master’s in Health Professional Education (MHPE) from NYU/Maastricht University.

As a new hospitalist at BIDMC, I am really impressed with the caliber of the residents and my colleagues in delivering excellent patient care. Everytime I go off-service, I know my patients are in the hands of people I would trust with my own family members. Time and time again, I have seen hospitalists step up to help each other out. I am also very appreciative of the leadership who really see everyone as individuals and genuinely care about our well-being.

Being a hospitalist at BI allows me to balance my other passions. I am also a champion for new avenues of self-directed learning and am the founder and Chief Executive Producer of **Core IM**, a national collaborative podcast that aims to inspire curiosity and critical thinking in Internal Medicine (IM). I also spearhead the Women in Medicine series on **The Curbsiders**. This year, I launched an Initiative in Media and Education Delivery (iMED) with my co-director, Adam Rodman, MD. Our mission is to reimagine educational experiences with new mediums.

I took a chance moving my family to Boston and am grateful I did.

## Emmanuel Mensah, MD, MBA



My first exposure to BIDMC was as a first-year medical student. It was here I learned to interview patients. After completing a Sub-I

here, I knew this was where I wanted to train as a physician after graduating from Harvard Medical School and Harvard Business School in the joint MD/MBA program.

I am originally from Ghana and had always planned on a career path that would allow me to contribute to healthcare in Africa. My interests are in healthcare systems, medical education and disparities in care delivery, and global health. BIDMC has been an amazing place to develop my skills and interests.

I joined HMED after residency and the support from leadership and colleagues allowed me to initially split my time in three: seeing patients both at BIDMC and in Ghana, while also spending time working in management consulting at McKinsey & Company, focusing on healthcare in developing countries. As I transitioned out of consulting to take on a leadership role that would allow me to spend more time working with different countries in West Africa (as the West Africa Lead for the **NCDI Poverty Network**, established through the work and support of the Lancet NCDI Poverty Commission), BIDMC was again incredibly supportive, creating opportunities that would allow me to balance my time in different ways. I am also very blessed to serve as Firm Chief within BIDMC’s Internal Medicine Residency and further combine medical education to my career path.

BIDMC is home – I love my job as an academic hospitalist and it is wonderful to be in an institution, surrounded by friends and mentors, that support me in pursuing my interests and passions.



# Who We Are

## Diversity and Inclusion

### Prioritizing Diversity and Inclusion in Hospital Medicine

In Hospital Medicine, we understand that diversity and inclusion are at the heart of what we do. An important component to our mission is the recruitment and mentorship of diverse physicians. These doctors will play a crucial role in caring for our diverse population of patients, training our residents and medical students, while staying true to our ideals of quality, service, and commitment to all. We are committed to your success and development as a physician.

BIDMC has a rich history of commitment to openness and non-discrimination. Service to community is at the core and an important part of our mission; we have a covenant to care for the underserved and to work to change disparities in access to care. Today, we are proud to continue this legacy with a number of programs and initiatives aimed at fostering inclusion and diversity among our faculty, staff, trainees, and patients.

Members of HMED, including Drs. **Daniele Ölveczky**, **Jon Crocker**, and **Monica Midha**, are working on a residency workshop on unconscious bias to introduce residents to both improving accessibility for patients and community advocacy.



As a medical center in an urban center that serves a number of community health centers, we are a diverse group of clinicians who serve a diverse group of patients. They speak a wide range of languages and represent various spiritual faiths. On any given day, HMED works together with Interpreter Services to communicate with patients in 10 languages, including Spanish, Vietnamese, Haitian Creole, Mandarin, and Cape Verdean.

### Other Resources

- [BIDMC's Office for Diversity, Inclusion and Career Advancement \(ODICA\)](#)
- [Harvard Medical School's Office for Diversity, Inclusion & Community Partnership \(DICP\)](#)
- [Harvard Medical Faculty Physicians Diversity Statement](#)



## Learn More About HMED's Opportunities for Career Advancement

Professional development is deeply important to us in Hospital Medicine and begins the first year someone joins the group. A unique feature of our program is not only the breadth of programs in which people can participate but the funding that comes along with each one. Some roles are more involved than others, and people may seek to participate in more than one in a given year. With additional roles, some doctors choose to offset this time by decreasing the number of clinical shifts, while others choose to maintain their clinical shifts in order to have an increase in salary.

We strive to help people develop life-long, satisfying careers and consider career mentorship to be an integral feature of our program.

We are currently creating a new project to develop career "tracks" for those who have an academic interest within Hospital Medicine such as Quality Improvement, Research, and Medical Education.



**Anita Vanka, MD, and Grace Huang, MD**

# Education Conferences

## Education Opportunities in HMED

The Section of Hospital Medicine, as well as the Department of Medicine and the medical center, offer a number of educational opportunities for faculty and staff on a regular basis. Read below to learn more about various educational conferences, clubs, and committees.

### HMED Opportunities

#### Journal Club

This conference is a Hospitalist-run educational session where we review 3-4 articles that have significant implications for clinical care. We volunteer to lead different sessions and facilitate group discussions. This is one of our favorite conferences. CME credit is provided.

#### Ethics Conference

This conference is specifically designed for our group in Hospital Medicine, with the conversation facilitated by one of the members on the Ethics Committee. People bring examples from recent clinical cases that posed an ethical question, and the group discusses the information and helps illuminate the challenges while supporting the team members involved.

#### CME Thursday

On many Thursdays of the month, we host a Hospitalist-based series of lectures. Topics have included clinical updates, educational and skill development, and point-of-care ultrasound training just to name a few. CME credit is provided.



**Emmanuel Mensah, MD, MBA**

### BIDMC Opportunities

#### BIDMC Academy

The BIDMC Academy is designed to enhance and foster the educational development of physicians and other health care providers. They create a series of lectures and events that promote innovative approaches and skills to allow participants to become better educators.

#### Medical Grand Rounds

The Department of Medicine's weekly Grand Rounds lectures cover a broad range of timely and clinically-important topics. Speakers are drawn from BIDMC, Harvard Medical School, and other regional and national institutions.

#### General Medicine Grand Rounds

The Division of General Medicine holds lectures every Friday morning to address a particular topic of interest that has bearing in both the inpatient as well as the outpatient setting. Topics have ranged from clinical topics, to bias reduction, systems improvements, and much more.

#### Morbidity and Mortality Conference

A weekly conference where one of the residents presents a case that highlights different aspects of a clinical case that offers an opportunity for us to expand our knowledge. This conference is well attended by faculty and residents, with great representation by Hospital Medicine.

#### Simulation Center

The Carl J. Shapiro Simulation and Skills Center is committed to the development of state-of-the-art educational tools for the training of medical students and house staff. While not a conference, our group has enjoyed teaching in this setting. The scope and scale of the Center make it one of the most comprehensive simulation training centers in the country.

# Professional Development Roles

## Funded HMed Roles at BIDMC

Teaching does not just happen when attending on the wards. BIDMC offers an incredible array of opportunities for physicians in all stages of their careers. These are some that our group has participated in over the years.

### Teaching Opportunities at HMS/BIDMC

#### Ward Teaching Attending

While on the inpatient wards, attendings lead their team comprised of BIDMC medical residents and HMS students. In addition to teaching on rounds and demonstrating patient interaction and exam techniques, attendings facilitate discussions and give presentations on different clinical topics to further each learner's development.

#### Practice of Medicine

The Practice of Medicine (POM) course is the foundational clinical skills course for first-year medical and dental students. Through various integrated components, this course focuses on the fundamentals of patient-doctor communication, physical exam and clinical reasoning skills, oral and written presentation skills, and personal and professional reflection (each detailed below). Faculty participate as longitudinal preceptors in the various POM components and/or as core teaching faculty for sessions located at BIDMC & HMS.

#### Interviewing Skills and Communication (ISC) Preceptor

Faculty work with the same pair of students to teach and develop their interviewing and communication skills in small groups and with hospitalized patients. Faculty also review student write-ups regularly.

#### Physical Diagnosis & Reasoning (PDR) Preceptor

Faculty work with the same pair of students to teach and practice physical exam, clinical reasoning, and oral presentation skills with hospitalized patients. Faculty also review student write-ups regularly.

#### The Developing Physician I (TDP1) Preceptor

Two faculty members serve as preceptors for a small group of students, meeting monthly to discuss the professional and personal issues that may come up as students learn the art of medicine and what it means to be a healthcare provider. This occurs prior to their principal clinical year.

#### The Developing Physician II (TDP2) Preceptor

In this role, faculty serve as non-clinical skills preceptors for a small group of students during their principal clinical year, meeting regularly to discuss professional and personal topics as it relates to the students' development. These sessions provide a venue for wellness and resilience building of our students.

#### Student Teaching Attending

During the Core I Medicine Clerkship of the core clinical year (also known as the Principal Clinical Experience), medical students work in small groups with a dedicated teaching attending for one month, focusing on further development of medical knowledge and clinical skills. These one-hour sessions, precepted 4 days a week include learning via didactics, case presentations, and bedside exams.

#### Core Faculty in Clinical Skills Assessments

Core Faculty in Clinical Skills Assessments are responsible for directly observing and assessing medical students' clinical skills during standardized patient objective structured clinical examination (OSCE) sessions. These faculty receive development workshops and have the opportunity to work with HMS students during all 4 years of their education.

#### Case Conference Leader

Working closely with both BIDMC PCE Leadership and a co-leader, case conference faculty provide an opportunity for small group teaching of both student as teacher skills and a wide range of general medical knowledge.

#### Course Instructor/Course Director

Members of the Section of Hospital Medicine have served as teachers in other classes at Harvard Medical School as well as in leadership roles in educational courses during clinical rotations.

#### Crimson Care Collaborative

The Crimson Care Collaborative is an excellent opportunity for hospitalists looking to spend more time teaching medical students and keep up their outpatient skill set. The clinic provides free care to members of the community. The visits include urgent care visits and longitudinal encounters for chronic issues. Each preceptor typically does 1-2 sessions per month. This program can either be funded or volunteer.

## Leadership Opportunities

### Executive Committee

The Hospital Medicine Executive Committee is a group of leaders within the Section of Hospital Medicine that is responsible for its overall operation.

### Core Faculty in Education

Core Faculty in Education is a two-year position for faculty who are interested in medical education. Participants join a group of fellow faculty for two years to teach students and residents on the wards, participate in faculty development, and complete an educational project.

### Quality Improvement and Patient Safety (QIPS) Core Faculty

Junior and senior residents rotate on the Stoneman patient safety and quality improvement clerkship. As a core faculty, you teach and mentor residents in a quality improvement project and root cause analysis of a patient safety case. Additionally, you are a resource for QI teaching in the department and participate in QIPS faculty meetings.

### Student Advisor, Principal Clinical Experience

During the core clinical year, also known as the Principal Clinical Experience (PCE), students are assigned an onsite faculty advisor, who serves as a coach and mentor, providing longitudinal feedback supporting the student's growth and development. Advisors are part of the Core PCE faculty at BIDMC and participate in regular meetings with PCE Leadership.

### Associate Program Directors for Residency

A number of our Hospitalists serve as Associate Program Directors in the BIDMC Internal Medicine Residency Program. It is one of the top programs in the country and attracts more than 3,700 applicants for 64 internship spots each year.

### Firm Chiefs

The Internal Medicine Residency program is organized into "firms" that organize teaching, social events, and provide mentorship and feedback. Some of our hospitalists serve as Firm Chiefs to work with the house staff and help organize Firm Conference, an in-depth teaching case that occurs each week.

### Physician Leadership Program

The Physician Leadership Program is for early to mid-career physicians who are in a leadership role at BIDMC, BIDH-Milton, BIDH-Needham, or BIDH-Plymouth. They participate in a 12-month leadership development program designed to help physician leaders focus on strengthening leadership competencies.

### Inpatient Unit Medical Director

Some physicians in Hospital Medicine serve as the Medical Director for a particular unit or floor. In this role, they work closely with nursing leadership and other staff to optimize operations, solve problems, and improve the experience for the patients, doctors, nurses, and other health care workers.



**Julius Yang, MD, PhD** (right)

## **Fellowships in Education and Innovation**

### **HMS Academy Medical Educational Fellowship**

The HMS Academy Medical Educational Fellowships provide physician educators with dedicated time over the course of one academic year to increase their knowledge of educational principles, to improve their skills as teachers, and to pursue a scholarly project in medical education.

### **HMS Academy Fellowship in Medical Education Research**

The HMS Academy Fellowship in Medical Education Research is a one to two-year program available to current members of the faculty. The focus of the program is to develop core skills in social science research methods as applied to undergraduate, graduate, and continuing education in the health professions.

### **Rabkin Fellowship**

This one-year educational fellowship provides individuals with an opportunity to develop the expertise and skills needed to launch or advance academic careers in medical education and educational leadership. It encompasses the breadth of medical education, from fundamental theory to practical application to skills critical to career advancement.

### **Patient Safety and Quality Fellowship**

This innovative two-year program creates future leaders in patient safety and quality and includes didactics and extensive hands-on experiences. Fellows receive a per annum stipend and a tuition-paid Master's Degree of Healthcare Quality and Safety at Harvard Medical School.

### **Global Health Fellowship**

Launched in 2015, the Global Health Fellowship enables clinicians to become leaders in addressing global health disparities by developing and strengthening skills as effective, humble practitioners and innovators in resource-challenged settings. The fellowship centers on core responsibilities in clinical stewardship, medical education and quality improvement provided in the context of a robust, long-term partnership with Scottish Livingstone Hospital in Botswana.

### **Linde Fellowship**

This one-year educational fellowship is designed to create a reliable pipeline of physicians with the skills needed to become influential leaders in primary care practices in the future. Even though the majority of these are given to outpatient physicians, hospitalists are eligible and have received the grant to help transform an area of practice.

### **Shore Fellowship**

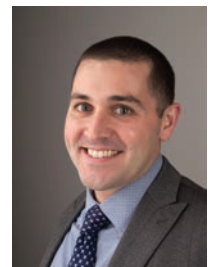
The Shore Fellowship strives to support the Faculty of Medicine by administering a range of award opportunities to support academic activities. They may be used for protected time from clinical, teaching, or other responsibilities to pursue academic work, including research, or developing a new clinical or teaching program.

### **Fellow, Sexuality and Gender Minority Health Equity Initiative**

Harvard Medical School's Sexual and Gender Minority (SGM) Health Equity Initiative is a program to enhance the ability of HMS graduates to provide evidence-based care for lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other sexual and gender minority patients by integrating SGM health content across the curriculum. Fellows work as a member of a team of experts and mentors to help actualize this mission.

**“The Rabkin Fellowship was a gift. The curriculum, friendships, and mentorship supported, inspired, and transformed me from clinical teacher to educator and scholar.”**

**—Daniel Ricotta, MD**



## Additional Opportunities

### ECHO-CT

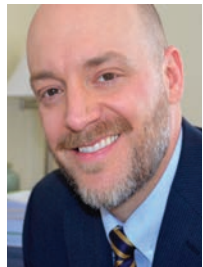
This Quality Improvement/Patient Safety initiative consists of a weekly session using video-conferencing technology to facilitate better communication with local skilled nursing facilities. Each session is facilitated by one of our ECHO hospitalists, and recently discharged patients are discussed.

### Utilization Review/Physician Advisors

The hospital funds a group of physicians to serve as physician advisors, who sit on the Medical Executive subcommittee, the Utilization Review Committee. In this role, they support case management and help the hospital comply with the rules and regulations of Medicare by reviewing cases for medical necessity and assessing for appropriate inpatient or observation status.

### Intern Applicant Interviewer

The leadership of the residency program invite faculty to help in the interview process for new interns. Physicians in this role are familiar with the residency curriculum, review applications, interview individual applicants, and provide feedback to the program.



“We work hard to accommodate, nurture and develop both the clinical and academic professional interests of each member of our team. Our goal is to foster an environment where our physicians thrive not only through the care they provide – but also as leaders in medical education, healthcare quality, research and administration.” – Caleb Hale, MD



### Training to Teachers (T2T)

The HMS-Egypt Training to Teachers (T2T) program is targeted to an audience of physician educators who live and practice medicine in Egypt who are seeking to develop skills in medical education. Hospitalists can help lead small group sessions and advise on medical education projects in this incredible international teaching opportunity.

### Opioid Care Committee

The Opioid Care Committee is a multidisciplinary team of MDs and NPs from surgery, medicine, anesthesia, and primary care with the specific goal of developing guidelines for the use of non-opioid and non-pharmacologic alternatives in pain management. Their goal is to ensure a comprehensive approach when considering safe prescribing of opioids, treatment for Opioid Use Disorder, and alternative therapies for pain management. The committee ensures BIDMC providers follow best practices when assessing, prescribing, treating, and educating patients within the context of opioid use/misuse.

# HMED Research

## Pursuing a Research Career in HMED

### About Us



#### **Shoshana Herzig, MD, MPH**

Director of HMED Research

I went into medicine with the intent of becoming a hospitalist. The decision was clear for me early on; the hospital environment invigorates me. Teaching

was the thing that brought me the greatest satisfaction during residency, so I had anticipated becoming a medical educator, but along the way, I realized that I also liked trying to find answers to previously unanswered clinical questions, and that in order to do so, I would need to acquire new skills.

I pursued a General Medicine Research fellowship through Harvard Medical School, through which I obtained a master's degree in Public Health. Most of my work lies in pharmacoepidemiology, but I also find great enjoyment in working with colleagues and mentees answering any question designed to improve the care of hospitalized patients. I have worked with other HMED faculty on projects ranging from predicting long-stay hospitalizations, to perceptions of VIP care, to whether one should modify chronic medications during an inpatient stay.

I find research to be a nice complement to clinical care. Research provides a less direct, but broader impact, on countless patients I will never even meet. Clinical care

offers a narrower, but more palpable, impact on the patient sitting in front of me. My dream of becoming a medical educator was put on hold while establishing my research career, but I was recently able to come full circle and take on a Firm Chief role within BIDMC's Internal Medicine Residency. I now have my dream job of a roughly equal split between clinical care, research, and teaching.

### Apply to Join Our Research Team

We currently have a research faculty position available in HMED. Qualified applicants will generally have completed advanced training in research methodology (e.g., General Medicine Fellowship or equivalent, with associated MPH/ MSc degree), and be interested in a career as a clinician investigator. If you are interested in pursuing a career as a clinician investigator, but have not yet obtained research training, we can help you identify next steps.

For those not interested in pursuing a career as a clinician investigator, but who nonetheless would like to conduct research projects periodically, we have HMED resources to help you along the way, in the form of dedicated mentorship and biostatistical support. Our goal is to promote the academic advancement of all BIDMC hospital medicine faculty.

**Shoshana Herzig, MD, MPH**

**617-754-4677**

**[sherzig@bidmc.harvard.edu](mailto:sherzig@bidmc.harvard.edu)**



Our Hospital Medicine Research Team



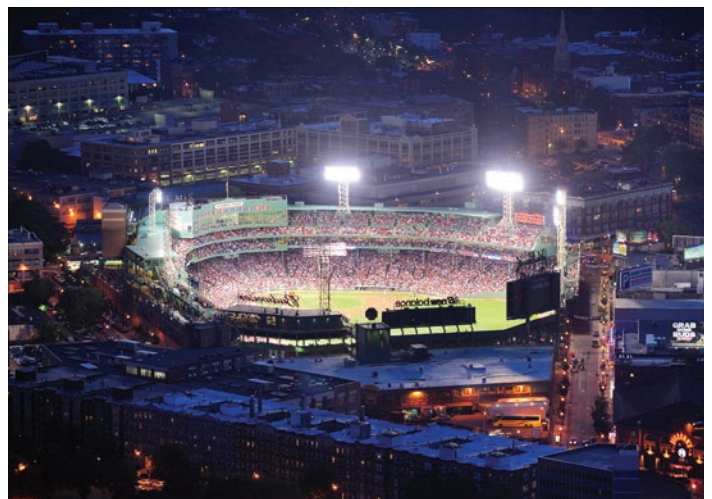
# Living and Working in Boston

We are lucky at Beth Israel Deaconess to call the Greater Boston area home and benefit from all that comes with living here. A historic and cultural city, Boston is home to some of the finest museums, restaurants, outdoor recreation, live sports and events in the country.

Boston is a highly walkable city, leading the nation in the percentage of citizens who walk to work. Our subway system, the T, will take you across the city and beyond while our commuter rail system facilitates journeys in and out of Boston with ease. In the heart of New England, Massachusetts is a gateway to beautiful places to explore and vacation with Cape Cod and the Islands, Rhode Island, New Hampshire, Vermont, and Maine all within a few hours.

If you asked several of our team members the best thing about living and working in and around Boston, they would have a spectrum of answers, because we have a wealth of things to choose from! Some of our favorite places:

- **Museums:** the Museum of Fine Arts, Isabella Stuart Gardner, Institute of Contemporary Arts, Harvard Art Museums, Children's Museum, Museum of Science, Peabody Essex
- **Outdoor Recreation:** Charles River Esplanade, Walden Pond, World's End Reserve, Beaches on the North and South Shores
- **Time Out Market:** 24 restaurants featuring the city's top chefs, 8 bars, a dozen shops, and music venue, blocks from the BIDMC campus
- **The Sports Teams:** Red Sox, Patriots, Bruins, Revolution, and Celtics
- **Breweries:** Nightshift, Trillium, Harpoon, Aeronaut, Lord Hobo, Downeast Cidery, and so many more
- **Restaurants:** From the North End with over 80 Italian restaurants to a vibrant Chinatown, Boston is the home of world-class, multi-cultural eateries
- **History:** The Freedom Trail, Old North Church, the USS Constitution, the Boston Tea Party, Bunker Hill
- **Our Parks:** Boston Common, Public Garden, The Esplanade, Rose Kennedy Greenway, the Arnold Arboretum, and so many more
- **Our Plymouth campus** is less than 10 minutes from the beach, hiking, and biking trails
- **Live Entertainment:** theater, concerts, ballet, the Boston Symphony Orchestra, Boston Calling Music Festival, and so many more



## Join the HMED Team at BIDMC

We are currently hiring and open to applications. Whether you are looking for a career in hospital medicine or a short term position before embarking on another endeavor, we encourage you to apply!

- We are an equal opportunity employer.
- We offer competitive medical and dental plans as well as short-term disability and retirement savings plans. A summary of the benefits can be found [here](#).
- We offer access to childcare services in case of emergencies as well as paid parental leave time.
- The Department has a reimbursement program for some professional expenses, such as books, professional license fees, conferences, or computers used for work purposes.
- Those with a Harvard ID can gain free admission to various museums in the city including the Museum of Fine Arts and the Institute for Contemporary Art.
- Anyone with a BID ID is able to access \$5 tickets to a Red Sox game for them and a guest. Ticket sales open 30 minutes after first pitch on game days and are given on a first-come, first-served basis.
- We are happy to provide advice and assistance on finding apartments and housing in the Greater Boston area.

[Click here to apply to our Hospital Medicine Program](#)



If you have any questions or would like to know more,  
please do reach out to us at:

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Director of Physician Recruitment and Retention

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Beth Israel Deaconess  
Medical Center



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