



REQUEST FOR APPLICATIONS

Millennium Conference 2019

Self Directed Learning: Training Doctors for a Lifetime of Discovery

**Co-Sponsored by
Carl J. Shapiro Institute for Education and Research
Association of American Medical Colleges**

**Babson Executive Conference Center
Babson College
Wellesley, MA
May 1-3, 2019**

I. Request for Applications

The Carl J. Shapiro Institute for Education and Research at Harvard Medical School and Beth Israel Deaconess Medical Center and the Association of American Medical Colleges (AAMC) request applications from medical schools and affiliated teaching hospitals wishing to participate in *Millennium Conference 2019*. This conference will generate ideas for innovations to enhance self-directed learning.

Over the four or more decades of a doctor's career, there is one guarantee: there will be many changes. There is an old adage that half of what is taught in medical school will ultimately prove to be wrong; the challenge is to figure out which half. With increasing knowledge about the human genome and the role of immunology in an increasing array of diseases, along with advancing technology changing the way many diagnostic and therapeutic procedures are done, the doctors we graduate today will need to be flexible in their thinking and have the ability to seek, identify, evaluate and digest new information. In addition, the healthcare system remains in flux. Electronic medical records and accountable care organizations are dominating headlines today, but are likely to be replaced by other systems of care in the future. While there is much discussion among medical educators about ensuring that our graduates are ready on day 1 to work in our present systems, it is likely more important that we produce graduates who have the knowledge and skills to adapt to new work environments and expectations, and to learn throughout their professional lives. In short, our job is not merely to have a highly functioning doctor in year 1 of her career, but also in year 20 and beyond.

To address these pressing issues for both undergraduate and graduate medical education, the focus of Millennium Conference 2019 will be to discuss strategies for enhancing self-directed learning and the development of adaptive expertise across student, resident, and faculty's educational experiences.

II. Background on the Millennium Conference Series

The Carl J. Shapiro Institute for Education and Research at Harvard Medical School and Beth Israel Deaconess Medical Center has sponsored nine working conferences since 2000 to tackle important topics in medical education, including the continuum of clinical education, patient safety, simulation in education, critical thinking and high value care.

The format of these conferences, which includes a combination of plenary sessions, small inter-institutional working groups, and the development of plans by school teams, has proven particularly effective in addressing topics of national importance. Additionally, these conferences have led to multiple peer-reviewed publications including consensus recommendations, multi-center collaborations, and multi-institutional research emanating from post-conference task forces: [Millennium Conference Impact Statement](#)

The conference is a unique opportunity for multi-institutional brainstorming and networking. Additionally, the format has allowed leaders within the same institution, who may not normally have an opportunity to strategize about challenges in teaching, to conduct intra-institutional, long-term planning that crosses the continuum of medical education.

Based on the success of the previous Millennium Conferences and the energizing role they have had for the participating medical schools, the Shapiro Institute is excited to host *Millennium Conference 2019* in partnership with the AAMC to begin the work of focusing our educational efforts on creating doctors who can pursue self-directed learning and manifest adaptive expertise.

III. Millennium Conference 2019

Millennium Conference 2019 will involve teams from 6-8 medical schools in the generation of ideas to foster self-directed learning.

The goals of the conference are:

1. To delineate the core competencies needed for self-directed learning and adaptive expertise.
2. To describe pedagogical approaches and strategies from UME to CME for creating adaptive experts who can effectively learn on their own.
3. To determine methods to evaluate an individual's skills as a self-directed learner.
4. To generate approaches to faculty development that enable our teachers to support learners to become adaptive experts.

Topics to be addressed include:

- How do we teach and support metacognition and self-awareness?
- What is the role of curiosity in self-directed learning: can it be nurtured?
- How do organizational/institutional factors affect self-directed learning and adaptive expertise?
- How does technology help or hinder self-directed learning?
- What is the role of cognitive dissonance in supporting adaptive expertise?

IV. Participants

Each participating school will be asked to send a team of **four to five** individuals to represent their medical school and its affiliated academic medical center(s). The team should comprise:

- An individual with oversight for undergraduate curriculum (e.g., pre-clinical or clinical curricular dean, chair of curriculum committee)
- A pre-clerkship or clerkship course director
- An individual with leadership responsibilities in graduate medical education (e.g., designated institutional official, dean or vice president for GME)
- A director of CME or someone with significant CME curricular planning responsibilities

A fifth member may attend as part of the institutional team. Recommendations include:

- A content expert in self-directed learning
- A second clerkship or pre-clerkship course director
- A program director with significant curricular planning responsibilities
- A chief resident with significant teaching responsibilities

V. Selection Criteria and Guidelines for the Letter of Interest

The letter of interest should describe briefly:

- Your institution's commitment to self-directed learning and adaptive expertise across the continuum of UME, GME, and CME
- The status of current efforts at your institution in fostering self-directed learning
- Specific challenges faced by your institution
- Three questions you would like to see addressed at the conference

Selection of participants will be based on the elements above in addition to the quality of the team members (also see note below).

VI. Application Process

Your complete electronic application (submitted as one PDF) must include the following elements:

- Completed application cover sheet (downloadable at <http://www.bidmc.org/medicaleducation>)
- Letter of interest (no longer than two pages)
- Letter of support from the Dean of your medical school or Associate Dean for GME.
- Brief biographical sketches of team members (no more than 1 page for each team member)

All application materials must be submitted as **one PDF** no later than 5:00 pm Eastern Time on Friday, January 18, 2019.

Carol A. Hughes
Operations Director
Shapiro Institute for Education and Research
617-667-5494
cahughes@bidmc.harvard.edu

TIMELINE

- Request for Applications mailed on October 15, 2018
- Proposals due by 5:00 pm Eastern Time on January 18, 2019
- Decision letters mailed around February 15, 2019

VII. Attendance at the Conference

Conference hosts will cover lodging and all meals at the Babson Executive Conference Center. However, **there is a \$300 registration fee** for each individual attending the conference to defray administrative costs. Transportation costs and the individual registration fee are to be paid by the institutions selected to participate. The conference will begin on Wednesday, May 1st at 11:00 am and adjourn on Friday, May 3rd at 5:00 pm.

Note: Participants applying for the Millennium Conference are expected to reserve the dates in their calendars until decision letters are sent. We consider team members' roles and backgrounds of foremost importance during the selection process and in the subsequent assignment of inter-school working groups. Given the invitational nature of the conference, **we reserve the right** to decline a team's participation after acceptance if an individual from that team is no longer able to attend.