

THIRD ANNUAL

EDUCATION DAY

**BUILDING COMMUNITY,
PROMOTING EXCELLENCE**

 **TUESDAY,
SEPTEMBER 22, 2026**

 **12:30-5:30 pm**

 **PAUL J. DIMARE
CENTER, N1-1500
UMASS CHAN
MEDICAL SCHOOL**

Schedule of Events

12:30-12:45 PM WELCOME REMARKS

12:45-1:45 PM PLENARY

***Academies of Medical Educators:
Providing the Keys to the Kingdom***

**Presenter: Richard M. Schwartzstein, MD
Ellen and Melvin Gordon Distinguished
Professor of Medicine and Medical
Education, Harvard Medical School**

1:55-4:00 PM WORKSHOPS

**4:10-5:30 PM, COLLABORATIVE
CONVERSATIONS AND RECEPTION**

REGISTER TODAY



WORKSHOPS

CAREER ADVANCEMENT

LEADERSHIP

TEACHING AND LEARNING

INNOVATING WITH AI

**COLLABORATIVE
CONVERSATIONS**

A SPACE FOR
EDUCATORS TO PAUSE,
CONNECT, AND
CO-CREATE—BUILDING
COMMUNITY AND
SHARED PURPOSE
THROUGH INTENTIONAL,
HUMAN-CENTERED
DIALOGUE.

**HEALTH EDUCATION ACADEMY FOR
LEADERSHIP AND LEARNING (HEALL)**

About Education Day

Guided by the theme Building Community, Promoting Excellence, Education Day explores how learning works and how this understanding can strengthen both educational practice and educational culture. Through engagement with evidence-based approaches to learning, collective reflection on these approaches in real time, and consideration of their applications across teaching contexts, Education Day highlights the role of inquiry, reflection, and support in advancing high-quality medical education. Excellence is presented not as an individual achievement, but as something that emerges through common language, shared practice, and an enduring commitment to learning together.



Richard M. Schwartzstein, MD
Ellen and Melvin Gordon Distinguished Professor of
Medical Education; Executive Director, Shapiro Institute for
Education and Research
MGH-BIDMC Harvard Medical School

Featured Plenary

Academies of Medical Educators: Providing the Keys to the Kingdom

How can academies of educators strengthen faculty engagement, support educational scholarship, and shape institutional culture in an era of rapid change?

Drawing on his experience leading the Harvard Medical School Academy for a decade, navigating its transformation during the COVID era, and building a new hospital-based academy at Beth Israel Deaconess Medical Center, Dr. Richard M. Schwartzstein will explore the challenges facing medical education today and the opportunities academies create to build community, foster scholarship, and support educator well-being. Through lessons from a recent strategic planning process at BIDMC, including faculty perspectives on engagement, recognition, professional development, and academic culture, attendees will gain practical insights into creating vibrant educator communities and applying principles of positive psychology to enhance the experiences of both teachers and learners.

Collaboratives and Conversations

- A space to connect, and co-create with fellow educators
- Hear updates from HEALL Collaborative leaders and emerging groups
- Discover ways to share your perspective and get involved (interest, ideas, time)
- Engage in reflection, dialogue, and shared inquiry



Workshops

You Collected Qualitative Data – Now What? Introduction to Qualitative Analysis

Paul J. DiMare Center, N1-1200 | 1:55-2:55 pm | Catherine Dube, EdD

You will be introduced to a practical approach to qualitative analysis, participating in guided activities in coding, interpretation, and consensus-building. You will focus on developing skills to translate qualitative data into meaningful insights for education and improvement.

Building Community and Promoting Mentoring Excellence: Through Evidence-Based Mentorship Workshops

Paul J. DiMare Center, N1-1300 | 1:55-2:55 pm | Mary Munson, PhD, and Jan Nissly, PhD

Grounded in the entering mentoring curriculum you will be introduced to practical, evidence-based approaches to strengthening mentoring relationships. You will engage in interactive activities focused on communication, mentee development, and addressing common challenges in mentoring practice.

Finding Lessons in Learning: Using Narratives to Build Community and Meaning in Teaching

Paul J. DiMare Center, N1-1400 | 1:55-2:55 pm | David Hatem, MD, Katheryn Jobbins, DO, and Jill Zitzewitz, PhD

Storytelling and narrative writing offer powerful ways to reconnect with meaning in teaching and foster community. This session creates space for reflection, writing, and shared dialogue, helping you apply narrative approaches to strengthen connection and learning.

Yes, And...Improvisation for Collaboration and Community in Health Education

Paul J. DiMare Center, N1-1200 | 3:00-4:00 pm | Naveen Pattisapu, MD

This highly interactive session uses improvisation techniques to strengthen communication, adaptability, and teamwork. Through experiential activities and reflection, participants will explore how improv can enhance teaching, leadership, and clinical interactions.

Beyond the Referral: Integrating Psychologists as Full Partners in Academic Healthcare

Paul J. DiMare Center, N1-1300 | 3:00-4:00 pm | Elizabeth Austin, PsyD

Examine how more intentional integration of psychologists can strengthen patient care, workforce stability, and education. Through case-based discussion and applied frameworks, you will explore barriers, challenge assumptions, and identify strategies for meaningful interprofessional collaboration.

AI in Education at UMass Chan: An Intercampus, Hands-On Exploration

Paul J. DiMare Center, N1-1400 | 3:00-4:00 pm | Julie LeMoine, PhD, and Anindita Deb, MD

Explore how generative AI is reshaping clinical, educational, and research environments. Using UMass Chan's longitudinal AI curriculum as a foundation, this session invites reflection, discussion, and collaborative exploration of how AI is emerging across disciplines and how best to prepare learners.

Collaboratives and Conversations

Collaboratives and Conversations, an outgrowth of the current HEALL Collaboratives, represent an invitation to pause, connect, and co-create with fellow educators who share a commitment to intentional, human-centered teaching and learning. Collaborative Conversations create space for reflection, dialogue, and shared inquiry—bringing together faculty, and educational leaders to learn with and from one another.

Organized by current HEALL Collaborative leaders, and prospective collaboratives, each group will engage in conversation, update you on their work, and let you know about opportunities to contribute—your opinions, your interest, or even your time!



Serious Illness Communication Training

How do we move serious illness conversations from specialty expertise to an educational norm? This collaborative conversation brings together faculty educators, mentors, and curriculum leaders who share a commitment to advancing how learners are prepared for these critical moments. Rooted in statewide collaboration across the Massachusetts medical schools, this gathering explores faculty development as a lever for sustainable curricular change—building community, aligning efforts, and shaping a longitudinal, developmentally grounded approach to serious illness communication in medical education.

Generative AI in Health Professions and Biomedical Education

This Collaborative brings educators, learners, and leaders together to examine how generative AI is influencing teaching, learning, and professional practice. Grounded in HEALL's commitment to human-centered, values-driven education, it creates space for reflection, shared perspectives, and exploration of what becomes possible when AI is used with care and responsibility. Through ongoing dialogue and collective inquiry, participants contribute to a shared educational vision that encourages curiosity, ethical engagement, and learning across professions, roles, and stages of development.

HEALL Collaborative: Peer Teaching Feedback Network

This HEALL Collaborative invites faculty and educators to help shape a shared, sustainable approach to peer teaching feedback at UMass Chan Medical School. Centered on reflection, growth, and community learning, this work aims to co-create a framework that makes peer feedback accessible, supported, and meaningful over time. Participants will engage in collaborative inquiry to explore how peer review can strengthen teaching practice, generate shared evidence of impact, and inform institutional learning. Join colleagues across roles and disciplines to help build a culture of intentional, supportive teaching development.

Engaged Teaching and Learning

This collaborative is an interprofessional community dedicated to strengthening teaching and learning through shared reflection, innovation, and connection. Drawing educators from all three graduate schools, the Collaborative focuses on expanding effective engaged learning practices while enhancing the experience of faculty as educators. Through cross-school dialogue, student-informed insights, and dissemination of successful strategies, the group fosters collaboration, builds a shared repository of practices, and supports meaningful integration of engaged learning across curricula—advancing academic excellence and a strong, connected educational community.