

BIOGRAPHICAL SKETCH			
NAME		POSITION TITLE	
Elizabeth G. Armstrong, Ph.D.		Director for Education Programs, Associate Professor in Pediatrics (Medical Education)	
EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Cornell University, Ithaca, NY	BS	1968	Biology & Education
Harvard University, Cambridge, MA	M.A.T.	1970	Curriculum & Instruction
Boston College, Boston, MA	Ph.D.	1974	Science Education

**Research and/or professional experience:****Academic Appointments:**

1979 - 1984 Assistant Professor, State University of New York at Stony Brook School of Allied Health Professions, Stony Brook, NY

1980 - 1984 Assistant Professor, State University of New York School of Medicine, Stony Brook, NY

1990 - 1996 Lecturer in Medical Education, Harvard Medical School, Boston, MA

1996 - Associate Professor of Pediatrics (Medical Education), Harvard Medical School, Boston, MA

2000 Dr. Med. H.C. Lund University, Lund, Sweden

**Other Professional Positions:**

1989 - 1992 Director of Curriculum Development, Harvard Medical School, Boston, MA

1992 - 2001 Director of Medical Education, Harvard Medical School, Boston, MA

1994 - 2000 Member, University Council, Cornell University, Ithaca, NY

1994 - 1998 Member, Division of Biological Sciences Advisory Council, Cornell University, Ithaca, NY

1996 - 2000 Board of Trustees, Cornell University, Ithaca, NY

1996 - 2000 Board of Overseers, Cornell University Medical College, NY, NY

1997 - 2000 Chair, Committee on Faculty and Student Affairs, Board of Overseers, Cornell Medical College

2000 Editorial Board, Academic Medicine

2001 - Director for Education Programs, Harvard Medical International, Boston, MA

**Original Reports:**

1. Budman S, Armstrong E. Training for managed care settings: how to make it happen. Psychotherapy, 1992, 29(3), 416-421.
2. Sato L, Armstrong E, Greenes R. Multimedia and continuing medical education. Journal of Medical Practice Management, 1994, 10(1): 27-32.
3. Budman SH, Armstrong E. Brief therapy for managed mental health companies: becoming a learning organization. Managed Care, 1994, 2(2): 31-35
4. Glick TH, Armstrong E. Crafting cases for problem-based learning: experience in a neuroscience course. Medical Education, 1996, Vol. 30(1): 24-30.

5. Glick TH, Armstrong EG, Hyman SE, Hundert EM, Furshpan EJ. Neurologic education for the future: a decade of curricular reform at Harvard Medical School. European Journal of Neurology 1997; 21: 212-218.
6. Percac S, Armstrong EG. Introducing a problem based anatomy course in a traditional curriculum: A Croatian experience. Medical Teacher. 1998; 20 (2) 114-117.
7. Christensen CM, Armstrong EG. Disruptive technologies: a credible threat to leading programs in continuing medical education. Journal of Continuing Education in the Health Professions. 1998; 18: 69-80.
8. Goldman RH, Rosenwasser S, Armstrong E. Incorporating an environmental-occupational medicine theme into the medical school curriculum. Journal of Occupational and Environmental Medicine. 1999;41(1):47-52.

### **Original Reports:** (continued)

1. Armstrong EG, Koffman RG. Enhancing nutrition education through faculty development: from workshops to websites. AJCN 2000; 72 (suppl): 1S-5S.
2. Gordon JA, Wilkerson WM, Shaffer DW, Armstrong EG. Practicing medicine without risk: student and educator responses to high-fidelity patient simulation. Acad Med 2001;76(5) 63-66.
3. Armstrong EG, Fischer M. Comparing healthcare delivery systems — initiating a student exchange project between Europe and the US. Medical Education 2001; 35(7):1-7.

### **Teaching Experience**

- 1991 & 1992 Harvard Medical School, Course Director, New Pathways in General Medical Education, CME courses
- 1994 Harvard Medical School and Harvard Community Health Plan, Planning Committee Faculty, "Managed Care in Pediatrics: Strategies for the Future." CME course
- 1994 - Harvard Macy Institute, Course Director, Program for Physician Educators and Program for Leaders in Medical Student Education; and Chair, Fellowship Program
- 1996 - Harvard Munich Education Alliance, Teacher Training Program: October 21-30 and Munich: April 28 - May 2
- 1997 - Harvard Medical School, Introduction to Medicine, Surgery and Medical Education; Course Director with Gordon Moore and Antoinette Peters
- 1997 University of Witwatersrand, Johannesburg, South Africa; Co-chair with Daniel C. Tosteson, "Curricular Review and Assessment--Planning for the Future." July 27 - August 1
- 1997 Harvard Medical School, Department of OB-GYN, Co-chair with Dr. Robert Barbieri, OBGYN Faculty Development Program
- 1997 Massachusetts General Hospital, Pediatric Grand Rounds, Promoting Learning in the Clinical Setting. September 30, 1997
- 1998 Massachusetts General Hospital, OB/GYN Grand Rounds, The First Encounter: Setting the Stage for Effective Precepting. September 24, 1998
- 1999 - Harvard Dresden Education Alliance — Teacher Training Program, courses held twice annually

### **Monographs:**

1. Armstrong E. A hybrid model of problem-based learning. In: Boud D, Feletti G (eds) The Challenge of Problem Based Learning. London: Kogan Page Publishers, 1991.

2. Armstrong E. Curriculum design. In SJ Adelstein & ST Carver (eds.) New Pathways to Medical Education: Learning to Learn Medicine at Harvard Medical School. Cambridge: Harvard University Press 1994
3. Armstrong EG. Designing curricular models to prepare physicians of the future. In proceedings of the symposium Learning Models for the Future — Examples of Medicine sponsored by Hanns-Seidel-Stiftung eV in cooperation with the Ludwig Maximilians University Schools of Medicine and Pedagogy. Springer Verlag Publishers, 1999.
4. Armstrong E. An overview of the project: Advantages of the case-based approach and Adapting the approach: Medical students. In: Knight JR, Emans SJ (Eds.) Bright Futures Case Studies for Primary Care Clinicians: A guide to the Case Teaching Method. The Bright Futures Center for Pediatric Education and Growth and Development, Behavior and Adolescent Health, Children s Hospital, Boston, MA 2001.

