



Turning Education into Scholarship: Seeking Credit for What You Are Already Doing



Jennifer Kesselheim, MD, EdM
Christine E. Barron, MD
Fellowship Program Director Workshop
APPD, September 28, 2017

+ Objectives



- Articulate the rationale for pursuing scholarship in your work as educators and program directors
- Delineate the major steps of developing an education scholarly project
- Identify the broad opportunities for scholarly activity





Nothing Worth Doing Comes Easily!



- Small sample sizes
- Comparison groups are challenging
 - Placebo not usually possible
- Participants learn over time no matter what we do
- Time between the learning and the expected outcome may be long
- Research participation fatigue (eg: surveys)





Rationale for Committing to Scholarship

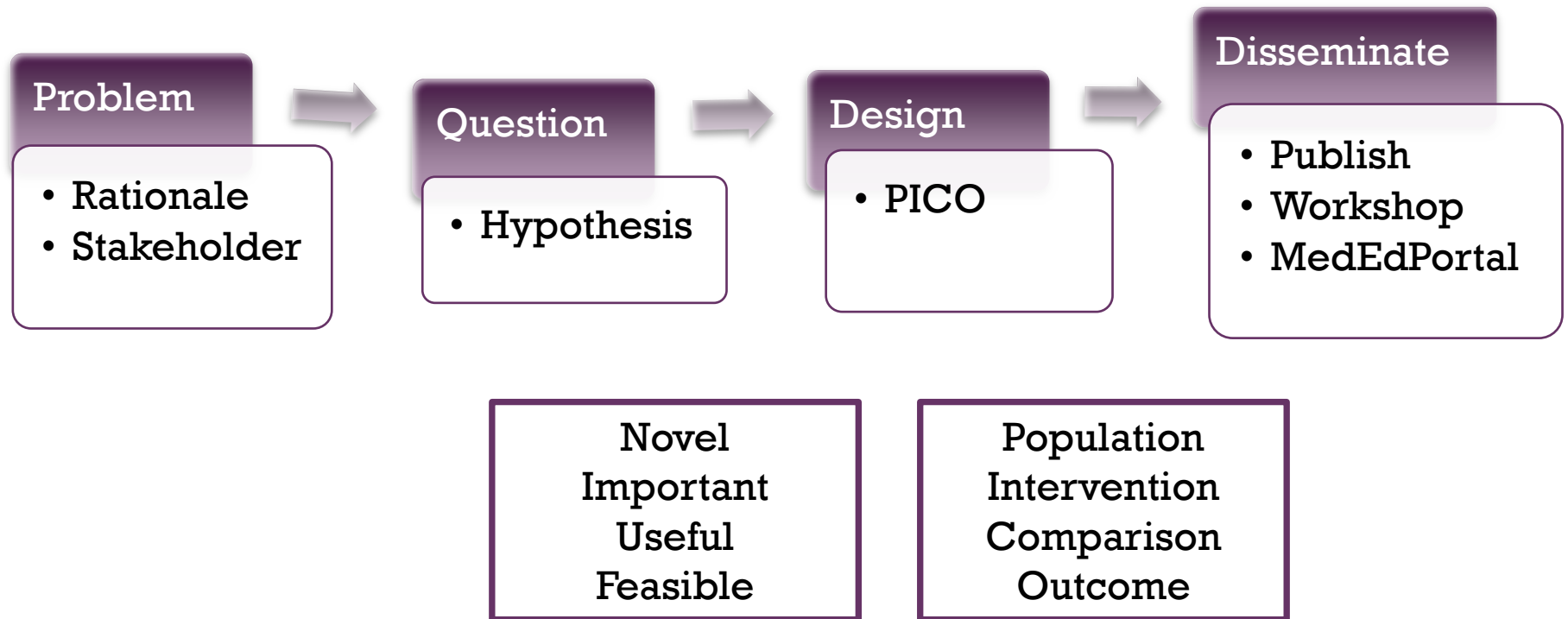


- Practice evidence-based education
 - Requires educators to share and disseminate best work
 - Similar standards as we expect in clinical practice
- Delivers higher quality to our learners
- Measure outcomes of our efforts
 - Justify resources needed for our programs
 - Advance our careers





Steps in Designing a Scholarly Project in Medical Education





Focus on Outcome Measures



- Sine qua non of scholarship....don't skip it!
- By what metric do you want to determine the outcome of your intervention?
- A key issue requiring significant thought BEFORE the work begins
- Need to have a coherent reason for your choice
 - Length
 - Complexity
 - Sensitivity and specificity
 - Reliability and validity
 - Sample size
 - Match between program objectives and the instrument



+ Types of Outcome Measures

■ Qualitative

- Attitudes
- Themes
- Dynamics
- Relationships
- Complexity

■ Quantitative

- Score
 - SITE
 - Certifying exam
- Performance metric
 - Medical records
- Surveys
 - ACGME
- Ratings or milestones
 - Self, Peer
 - Supervisor
 - 360 degree evaluations



+ IRB

- Do not omit this step!
 - Commonly overlooked
 - Limits publication
 - Ethical ramifications
- Must leave time for this step
- Education projects are often deemed exempt from full review
 - Determination of exemption comes from the IRB, not the investigator!



+ IRB

- Research conducted in established educational settings, involving normal educational practices
 - Eg: research on effectiveness or comparing instructional techniques, curricula
- Research involving the use of educational tests, survey procedures, interviews or observation of public behavior UNLESS
 - Subject could be at risk
 - Confidentiality cannot be maintained
- Research involving the collection or study of existing data, documents, records without subject identification



+ Exercise



- Each participant writes on 3 note cards about most recent experience with medical education scholarship
 - What went well? PINK
 - Obstacles or challenges encountered? GREEN
 - Lessons learned? YELLOW
- Case-based discussion
- Worksheet
 - Scholarly question
 - Outcome measurement



+ Closing Comments



- Expect there to be complications and “bumps in the road”
- Adapt to them!
- Don't let perfect be enemy of the good
- Be patient and persistent
- Good luck!

