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

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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

Scholarly Activity

- Basic and clinical research
- ***Need to have a broader interpretation***
- Think in terms of the activities that you are already involved in daily

Acknowledge

- What you do is important (and scholarly)
  - Clinical
  - Teaching
  - Curriculum Development
  - Faculty Development
  - Mentoring
  - Health Policy/ Advocacy
  - Quality Improvement*
  - Research***
- Often the focus is on formal research, and more recently include QI, but really all of your activities could be used to demonstrate scholarly activity.
- Many of us struggle with turning our educational work into meaningful scholarship

Boyer Model of Scholarship

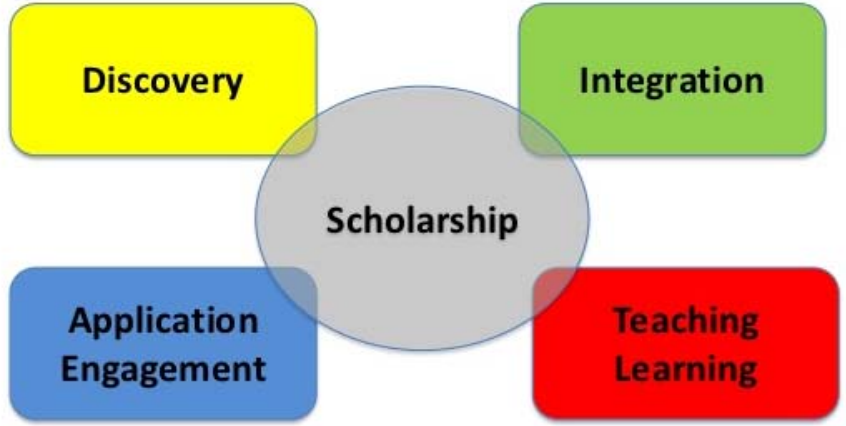
- More comprehensive definition of scholarship and research:

1. **Discovery-** traditional research, original research that advances knowledge
    - Publishing in peer-reviewed forums

2. **Integration-**synthesis of information across disciplines, across topics within a discipline, or across time
    - Literature Review Article/ Textbook Chapters

3. **Application/Engagement-** the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers
    - Leadership roles in professional organization

4. **Teaching and Learning-** requires a format that will allow public sharing and the opportunity for application and evaluation by others.
    - Developing and testing teaching materials. Creating and implementing an assessment system



http://www.facultyguidebook.com/test/2_5_1.htm

Requirements:

- Institutional promotion requirements
- ACGME faculty scholarly activity requirements
  - Use these as a framework to plan and complete scholarly activities that will meet these requirements.

Faculty Scholarly Activity	Date:									
Definitions:	Pub Med Ids (assigned by PubMed) for articles published in the previous academic year. List up to 4. Pub Med ID (PMID) is an unique number assigned to each PubMed record. This is generally an 8 character numeric number. The PubMed Central reference number (PMCID) is different from the PubMed reference number (PMID). PubMed Central is an index of full-text papers, while PubMed is an index of abstracts.				Number of abstracts, posters, and presentations given at international, national, or regional meetings in the previous academic year	Number of other presentations given (grand rounds, invited professorships), materials developed (such as computer-based modules), or work presented in non-peer review publications in the previous academic year. Articles without PMIDs should be counted in this section. This will include publication which are peer reviewed but not recognized by the National Library of Medicine.	Number of chapters or textbooks published in the previous academic year	Number of grants for which faculty member had a leadership role (PI, Co-PI, or site director) in the previous academic year	Had an active leadership role (such as serving on committees or governing boards) in national medical organizations or served as reviewer or editorial board member for a peer-reviewed journal in the previous academic year	In the previous academic year, held responsibility for seminars, conference series, or course coordination (such as arrangement of presentations and speakers, organization of materials, assessment of participants' performance) for any didactic training within the sponsoring institution or program. This includes training modules for medical students, residents, fellows and other health professionals. This does not include single presentations such as individual lectures or conferences.
Faculty Member	PMID 1	PMID 2	PMID 3	PMID 4	Conference Presentations (#)	Other Presentations (#)	Chapters / Textbooks (#)	Grant Leadership (#)	Leadership or Peer-Review Role (Y/N)	Teaching Formal Courses (Y/N)

Types of Scholarly Activities

- Quantitative Research
- Review Article
- Qualitative Research
- Case Reports/ Case Series
- Quality Improvement Projects
- Curriculum Development
- Creating assessment tools

- **Look for opportunities:**
  - Before implementing a new program or curriculum discuss what steps should be completed to ensure you can make this meaningful scholarship
  - When presenting an abstract or poster, plan the next step to submit manuscript

Resources for your project

- **Personal**
  - Make this a priority!
  - Focus on what you are passionate about, daily work activities, and fulfills ACGME and promotion requirements
- **Time**
  - Put this in your calendar. Even short periods of time will make a difference
  - How can you use what you are already doing, or minimal additional work instead of starting a completely separate project?
- **Team**
  - Mentor, working group (assignment accountability), this can be broad
  - Division, Department, Institution
- **Project Specific Needs**
  - Financial, SIM Center, Survey Methodologist

National Resources

- Provides platforms, support and opportunities for medical education scholarship:
  - APPD
  - Journals
  - MEDEdPortal
  - Conferences

APPD

LEARN
LONGITUDINAL EDUCATIONAL ASSESSMENT RESEARCH NETWORK

LEAD
LEADERSHIP IN EDUCATIONAL ACADEMIC DEVELOPMENT

Additional Opportunities

Journals

Conferences

- Abstracts/Posters/ Presentations

- APPD
- PAS
- Society Meetings
  - (not just your own)
- Institution Research Day

MedEdPORTAL-
Association of American Medical Colleges (AAMC)

- an open-access journal of teaching and learning resources in the health professions
- publish teaching or learning modules that have been implemented and evaluated.
  - Review publications (look up a topic you are working on right now)
  - Workshops, simulations, curriculum accompanied with facilitator's guides and worksheets.
- generalizable teaching or assessment materials with the aim of helping to improve patient care.
  - https://www.mededportal.org/

To Do:

- Have a broad concept of scholarly activities
- Use what you are already doing
- Set clear expectations and goals
- Have a system to write down research ideas
  - Journal Club
  - Program Evaluation
- Look for Opportunities
- Expect some challenges
- **Celebrate your successes!**

Activity

- After today's discussion identify a project that will translate your educational work into meaningful scholarship
- Resources
  - What resources do you already have?
  - What resources do you still need to complete this project?
- What is your goal?
  - Case report, workshop or poster presentation, finalize a curriculum
- Identify next steps to get your project moving forward
- Timeline