



EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

Educational Scholarship 101

October 25, 2017

Linda Orkin Lewin, MD

linda.lewin@emory.edu

Disclosures



Learning Objective



EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

At the end of this session, participants should be able to:

- Look at the table in front of them and see the outline of a possible educational research study that would be meaningful to them
-

Why should we do this at all?



What is your mission?



EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

Definitions

Scholarship: “Knowledge resulting from study and research in a particular field”

Evidence-based practice: “All practical decisions made should be based on research studies that are selected and interpreted according to some specific norms”

Comparative effectiveness research: Identifying the most effective interventions through “the generation and synthesis of evidence generated through prospective and retrospective studies”

Quality improvement: “A formal approach to the analysis of performance and systematic efforts to improve it”

This all applies to education as well as clinical practice!!

Sources: www.thefreedictionary.com
patientsafetyed.duhs.duke.edu/module_a/introduction/introduction.html
<http://www.bmj.com/rapid-response/2011/11/03/definition-comparative-effectiveness-research>

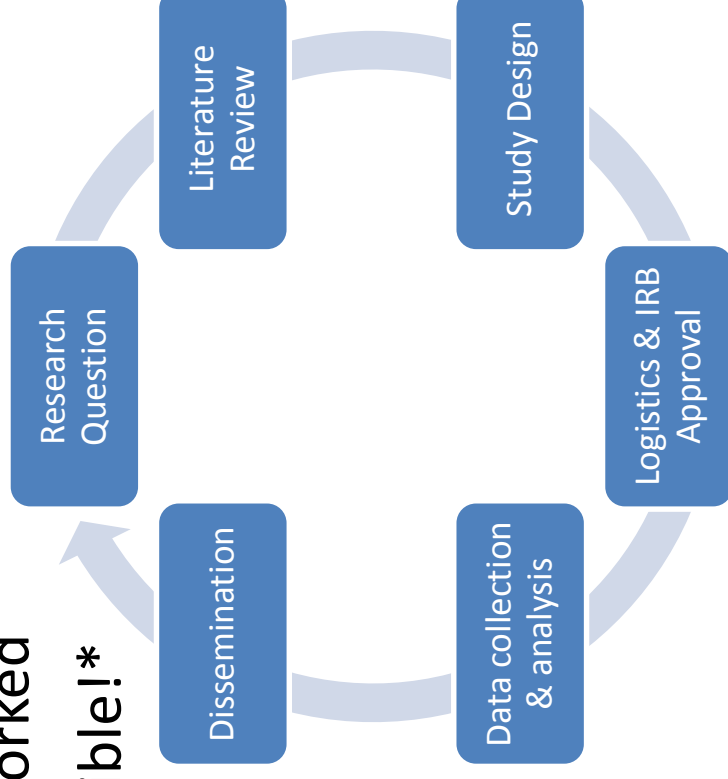


Think of something in your work
that you are passionate about*

Basic building blocks:

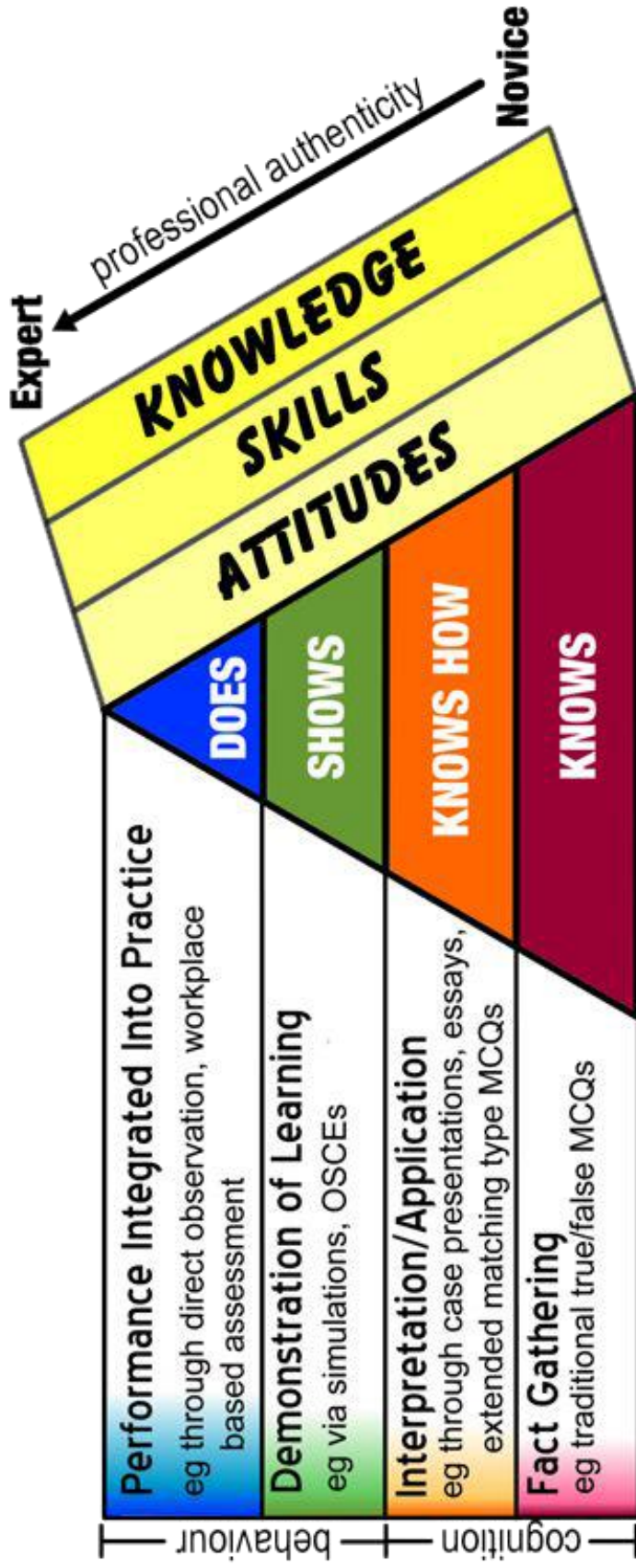


- Some knowledge, skills, or attitudes that you want to teach
- A plan for how you will do that
- Some measure of whether it worked
- Collaborator(s) whenever possible!*



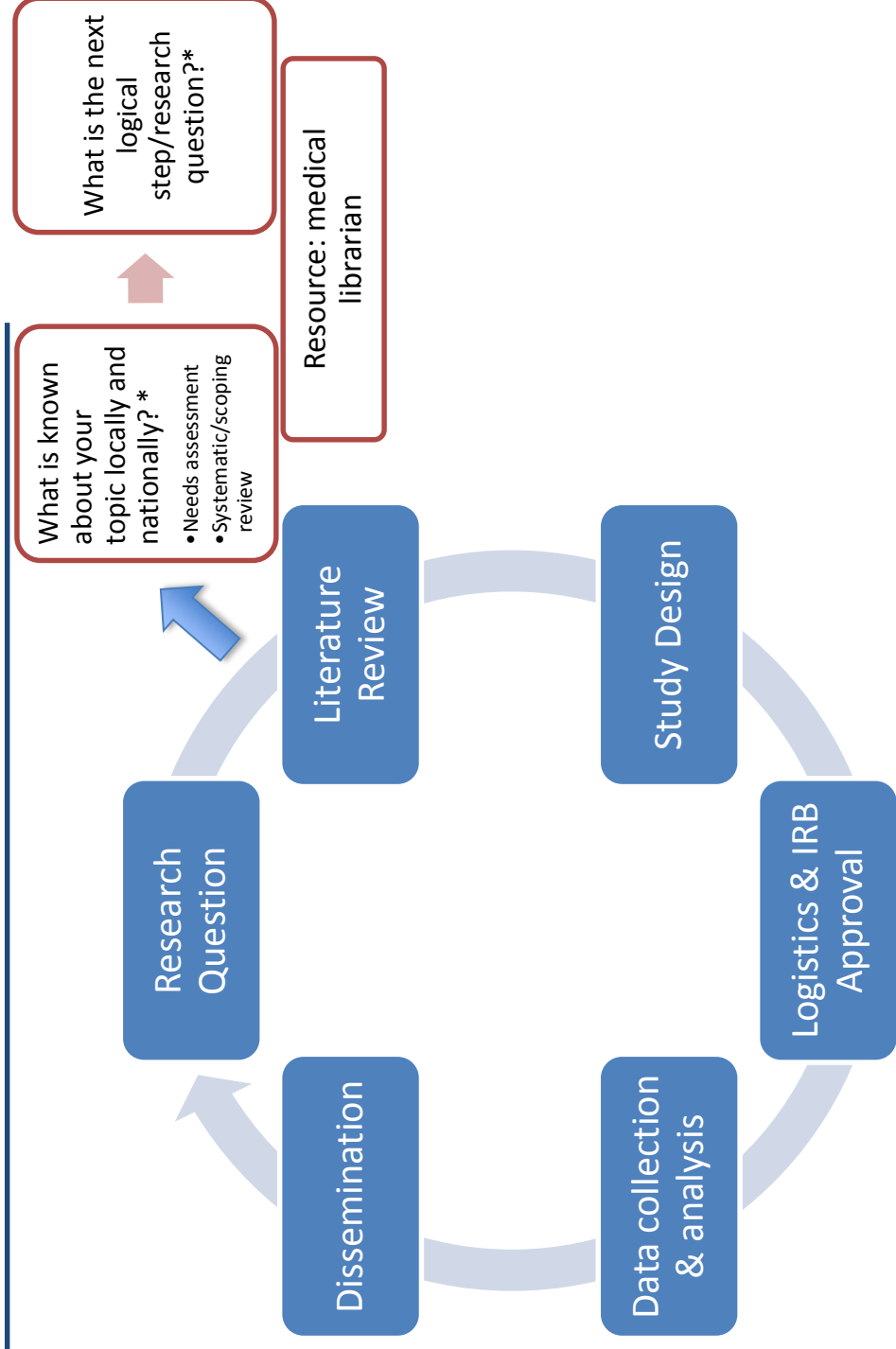
MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

it is only in the "does" triangle that the doctor truly performs



Based on work by Miller GE, *The Assessment of Clinical Skills/Competence/Performance*; Acad. Med. 1990; 65(9): 63-67
 Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)

Basic building blocks

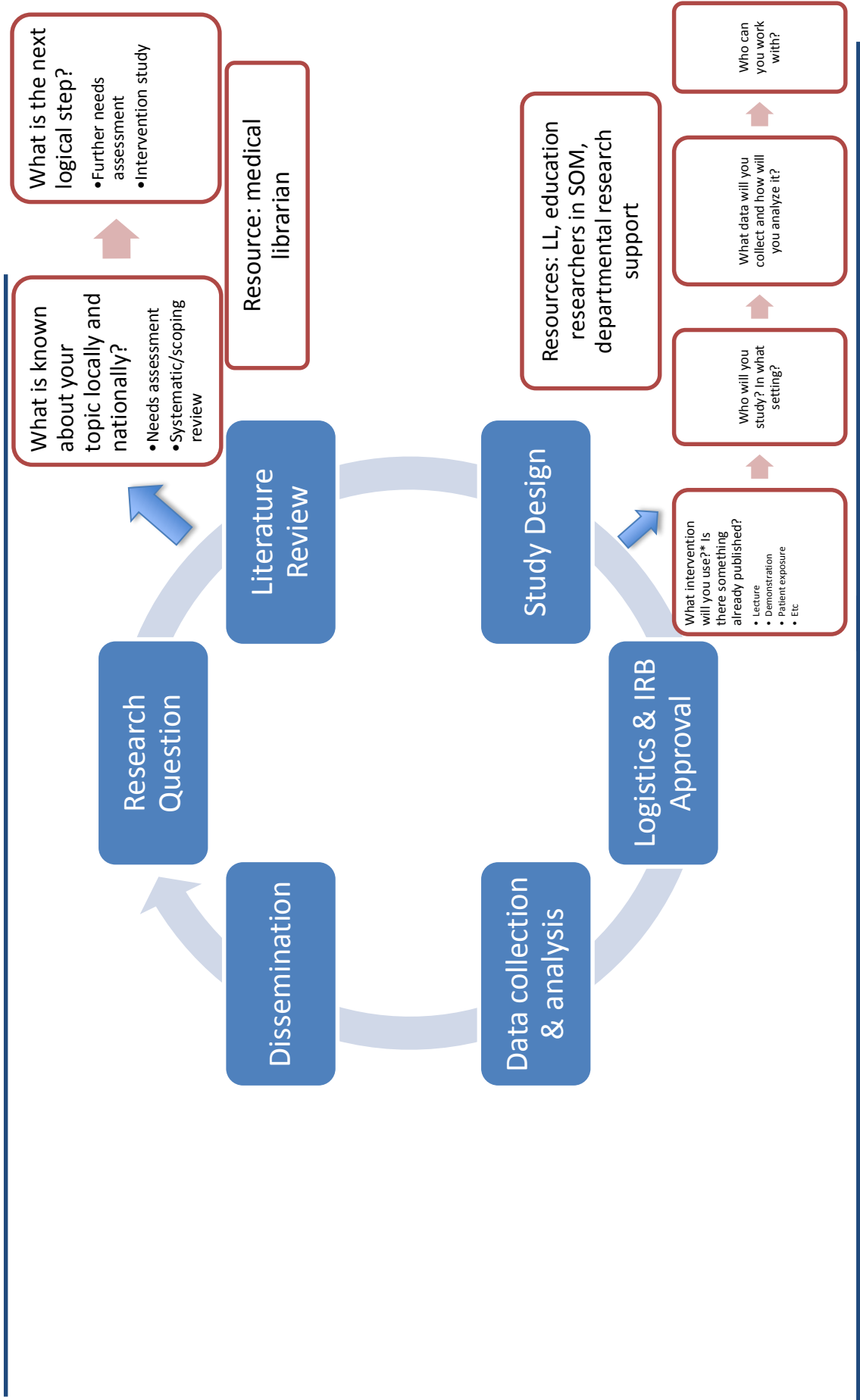


Examples from (my) real life:



- ✓ Does the preclinical medical school curriculum adequately prepare third year medical students for their pediatrics clerkship?
 - Needs assessment
 - Multiple institutions
 - Good collaborators
 - Survey easily distributed and collected
 - What are key features of faculty development initiatives designed to promote educational research skills development & educational scholarship in medical education?
 - Literature review
 - Great collaborator
 - Information needed for ongoing work
-

Basic building blocks:



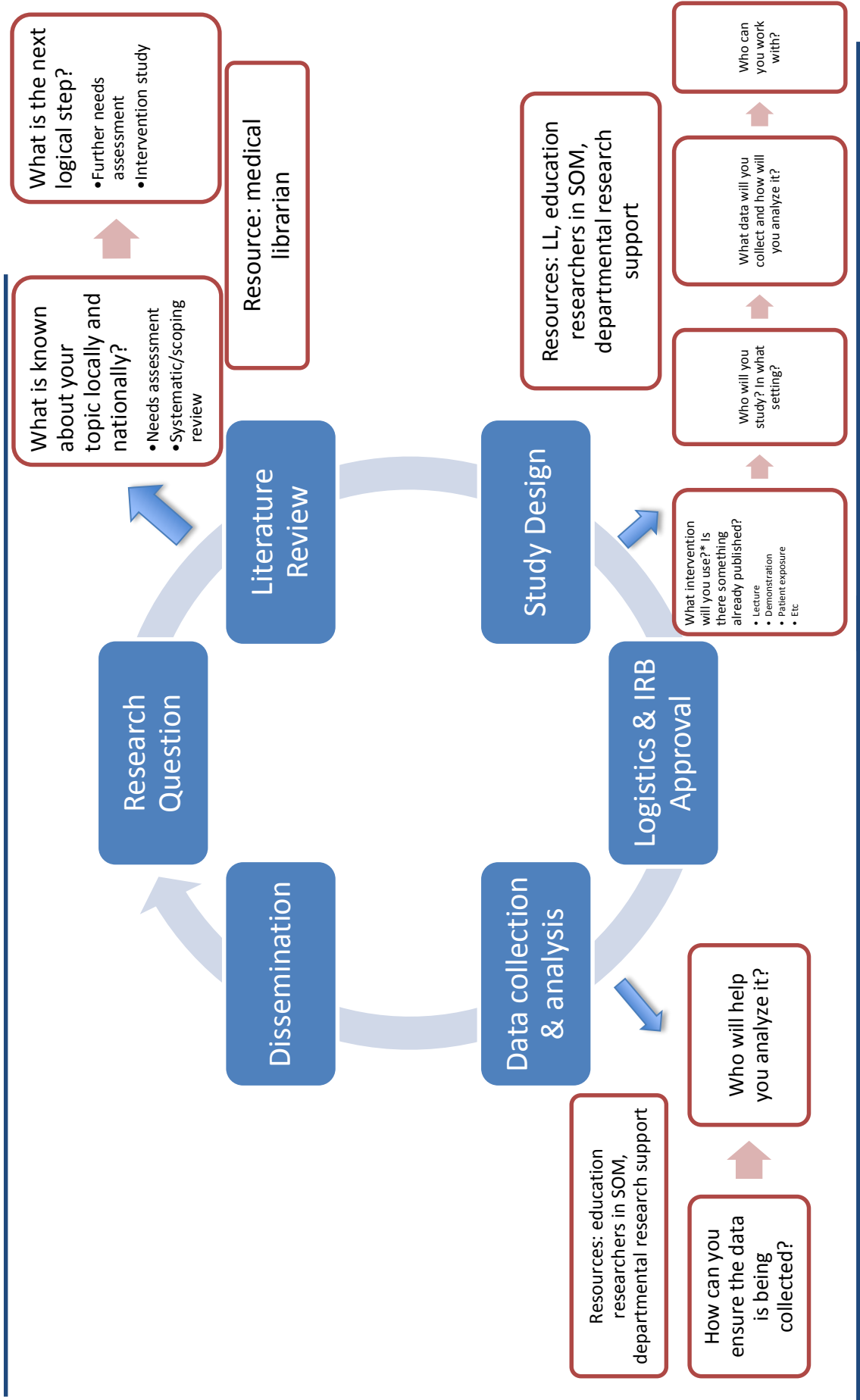
Examples from (my) real life:

- ✓ Is a new rating tool valid and reliable when reviewing third year medical students' oral case presentations?
 - Primary interest of mine at the time
 - Funded by (very) small grant from nat'l organization
 - Validation study

Followed by:

- ✓ Is feedback on student oral case presentations improved when this rating tool is used?
 - ✓ Does use of an online learning module improve student oral case presentations as much as receiving one-on-one feedback?
 - Multi-center studies
 - Enthusiastic collaborators, one with funding
 - Captive audience of participants
 - Existing place in student schedule for program
-

Basic building blocks:



Examples from (my) real life:

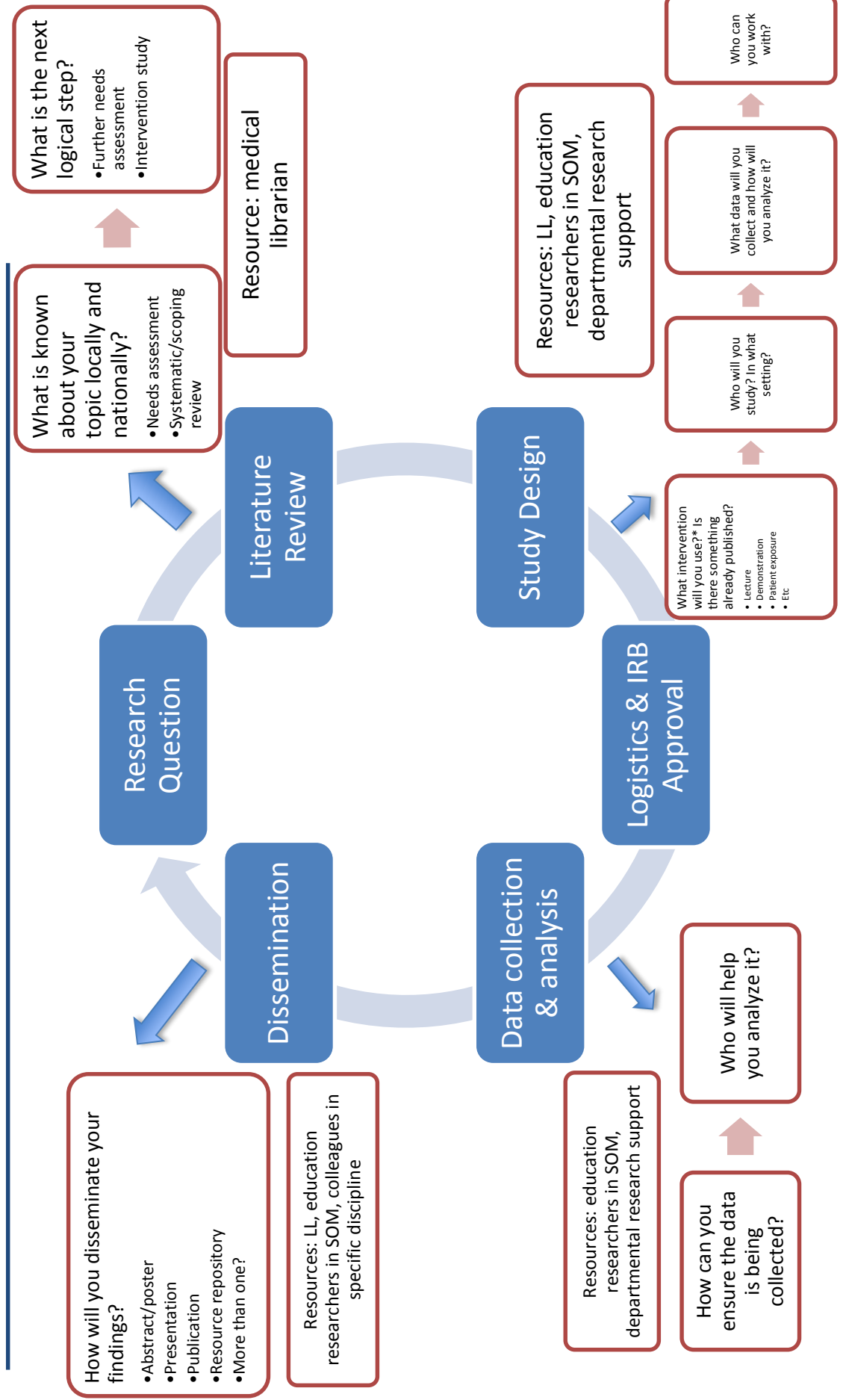


- Can a 2 hour workshop improve interns' skill in communicating effectively with consultants?
 - Teaching intervention based on validated tool
 - Assessment of “shows” via recorded standardized consult calls
 - Committed research group
 - Captive audience of participants
 - Does a 4 hour training session in handoff communication improve resident handoffs on a pediatric ward rotation?
 - Resident driven project
 - Used a validated curriculum
 - Validated outcome measures – direct observation
-

Examples from (my) real life

- ✓ Does a pediatric heart sounds training session in the second year of medical school improve third year students' ability to identify important cardiac murmurs in children during their third year clerkship?
 - Resident project
 - Listening test
 - Captive audience
 - ✓ Does learning basic clinical skills from trained second year students enhance the experiences of first year medical students in a first-summer clinical preceptorship?
 - Student led project
 - Captive audience
-

Basic building blocks:





Where can this be disseminated? (my real life, again)

- National/Regional/Local meetings:
 - Council on Medical Student Education in Pediatrics
 - Alliance for Academic Internal Medicine
 - Pediatric Academic Societies
 - Eastern Society for Pediatric Research
 - Medical Education Day
 - Education journals:
 - Medical Science Educator
 - BMC Medical Education
 - Teaching and Learning in Medicine
 - Journal of Education in Health Care
-



Dissemination, continued...

- **Specialty-specific journals:**
 - Pediatrics
 - Journal of Pediatrics
 - Academic Pediatrics
 - Global Pediatric Health
 - Journal of Obstetric, Gynecologic, and Neonatal Nursing
 - Journal of Human Lactation
 - **Other journals:**
 - Maryland Medicine
 - **Online resource repositories:**
 - MedEdPortal
 - APPD Learn
-



Back to your worksheet...

- What are you passionate about in your work that you already teach or could teach?
 - What is already known about this?
 - Can you create a research question that is feasible and important?
 - Who are your partners?
 - Do you have a teaching intervention or do you need to create one? Is there something already published?
 - What data would you collect? What level of evidence?
 - What kind of analysis would you do?
 - Who would want to know about this and how would you make sure they do?
-

Thank you!

For the list of resources mentioned in this presentation, go to:

whsc.emory.edu/education/whea



EMORY

WOODRUFF
HEALTH
SCIENCES
CENTER

Woodruff Health
Educators Academy
