Creating Medical Education Scholarship Magic

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Disclosure

I have no financial or other conflicts of interest.
Educational Objectives

• Describe the state of medical education research (cognitive)
• Employ some useful approaches for creating medical education scholarship (behavioral)
• Feel more enthusiastic about medical education scholarship (attitudinal)
Enthusiasm Pretest

“On a scale of 1-10 (with one being utterly unenthusiastic and ten being outrageously enthusiastic), how are you feeling about the prospects of doing educational scholarship at UAB?”
What is Scholarship?

• Knowledge
• Innovation
• Peer-reviewed
The State of Medical Education Scholarship

• Quality issues
• Exploding interest
• Significant cultural shift in acceptability
  – Publications
  – Career focus
• Rapid move toward team-based research
• Changing composition of scholars
Quality Issues in Medical Education Scholarship

• Atheoretical
• Methodologically restricted
  – Over reliant on empirical methods
  – Do not use methods to their fullest advantage
• “One off” studies
• Done by “hobbyists”
Reacting Positively

- Conceptual frameworks
- Methodologically rigorous
- Aspire to make a theoretical contribution

“Conceptual frameworks come from:

• theories with well-organized principles and propositions that have been confirmed by observations or experiments;

• models derived from theories, observations or sets of concepts, or

• evidence-based best practices derived from outcome and effectiveness studies.”

Approaches

• Identify a problem that interests you
• **Always** think about scholarship opportunities
• Think programmatically
• Seek collaborative opportunities
• Demonstrate creativity in attaining resources
• Strategically seek ways to attain peer review
Solving Problems

“...the science of education is...about creating and sharing better ways of thinking about the problems we face.”

Scholarship First
Scholarly Approach to Teaching

“A scholarly approach is demonstrated by documenting a systematic approach, informed by the literature and ‘best practices’ in the field, to the design, implementation, assessment and redesign of an education activity.”

Educational Framework for Curriculum

Evaluate Program/Curriculum

Assess Needs → Goals and Objectives → Evaluation Methods → Instructional Materials → Teach Learn → Educated Student

Modified from ACS SAE
Think Programmatically

• Select a “problem” that is sufficiently big to require a number of studies
• Requires time to become an expert at anything
• Publish each important step
A Needs Assessment Example

An Educational Measurement Example

Seek Collaborative Opportunities

- Opportunities at UAB?
- Regional and national opportunities
- Formal courses and degree programs
- Mind these relationships
Creative Resource Acquisition
Gaining Resources (Money)

• Departmental
• Institutional grants
• External grants
Gaining Resources (Time)

• Dual purpose activities
• “Wasted time”
Peer-review

• Medical education journals
• Specialty journals
• Alternative forms (MedEdPortal)
My First Effort

- Problem: senior surgical residents had not mastered basic surgical skills
- Solution?: CAL
- Publication was the goal
- Program of research was not required
- Glenn Regehr, Ph.D., as my mentor, recruited colleagues
My First Effort

• Attaining resources
  – Available personnel
  – Free supplies
  – Free space

• Peer review
  – National presentation
  – SERF project
  – Peer-reviewed publication
Why did it become a program?
Approaches

• Identify a problem that interests you
• **Always** think about scholarship opportunities
• Think programmatically
• Seek collaborative opportunities
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Enthusiasm Posttest

“On a scale of 1-10 (with one being utterly unenthusiastic and ten being outrageously enthusiastic), how are you feeling about the prospects of doing educational scholarship at UAB?”
Summary

• Can you describe the state of medical education research?
• Could you employ some useful approaches for creating medical education scholarship?
• Do you feel more enthusiastic about medical education scholarship?