



Baystate
Health



University of
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Strategies of Successful Educational Scholars (Like You!)

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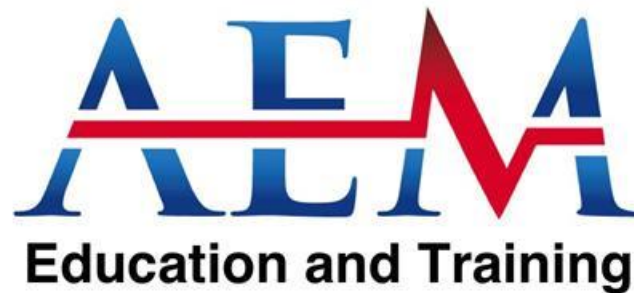
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Education Day - Virginia Tech Carillion School of Medicine

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Disclosures

- None
- Decision Editor, AEM E&T



Agenda

What is the Scholarly Approach?

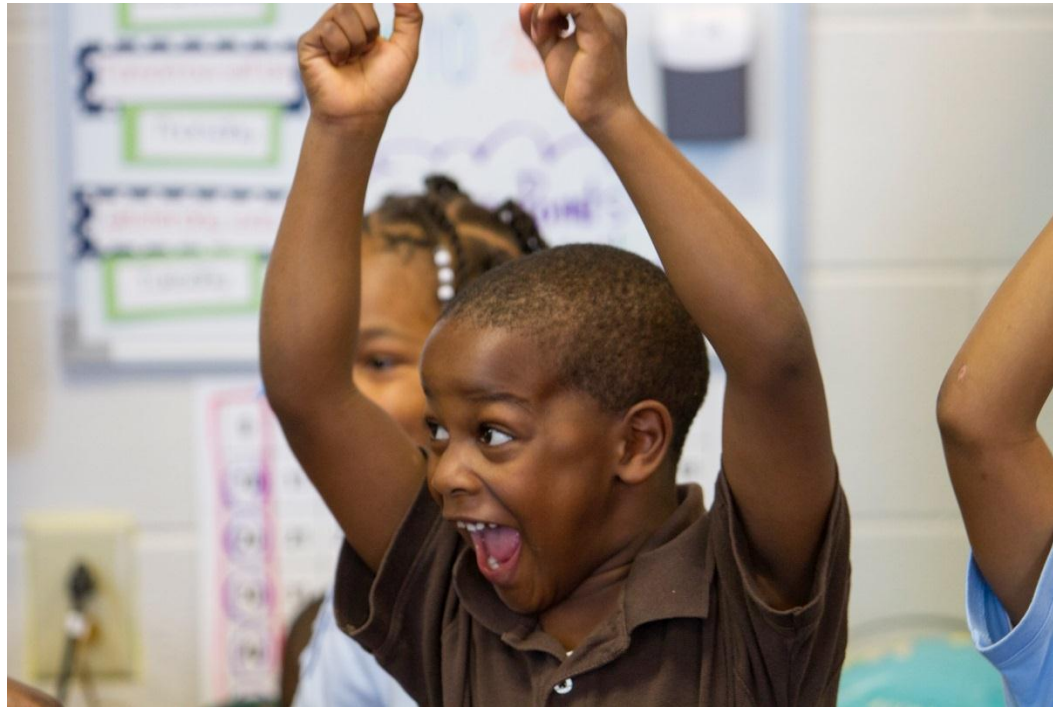
What are Common Threats?

What are Strategies for Engaging in the
Scholarly Approach?



Enthusiasm

“Behavioral manifestation of positive energy...”



Patrick BC , Hisley J, Kempler T. (2000).

Curiosity

“Intrinsically motivated desire for information...”



Loewenstein G. (1994).

Enthusiasm + Curiosity



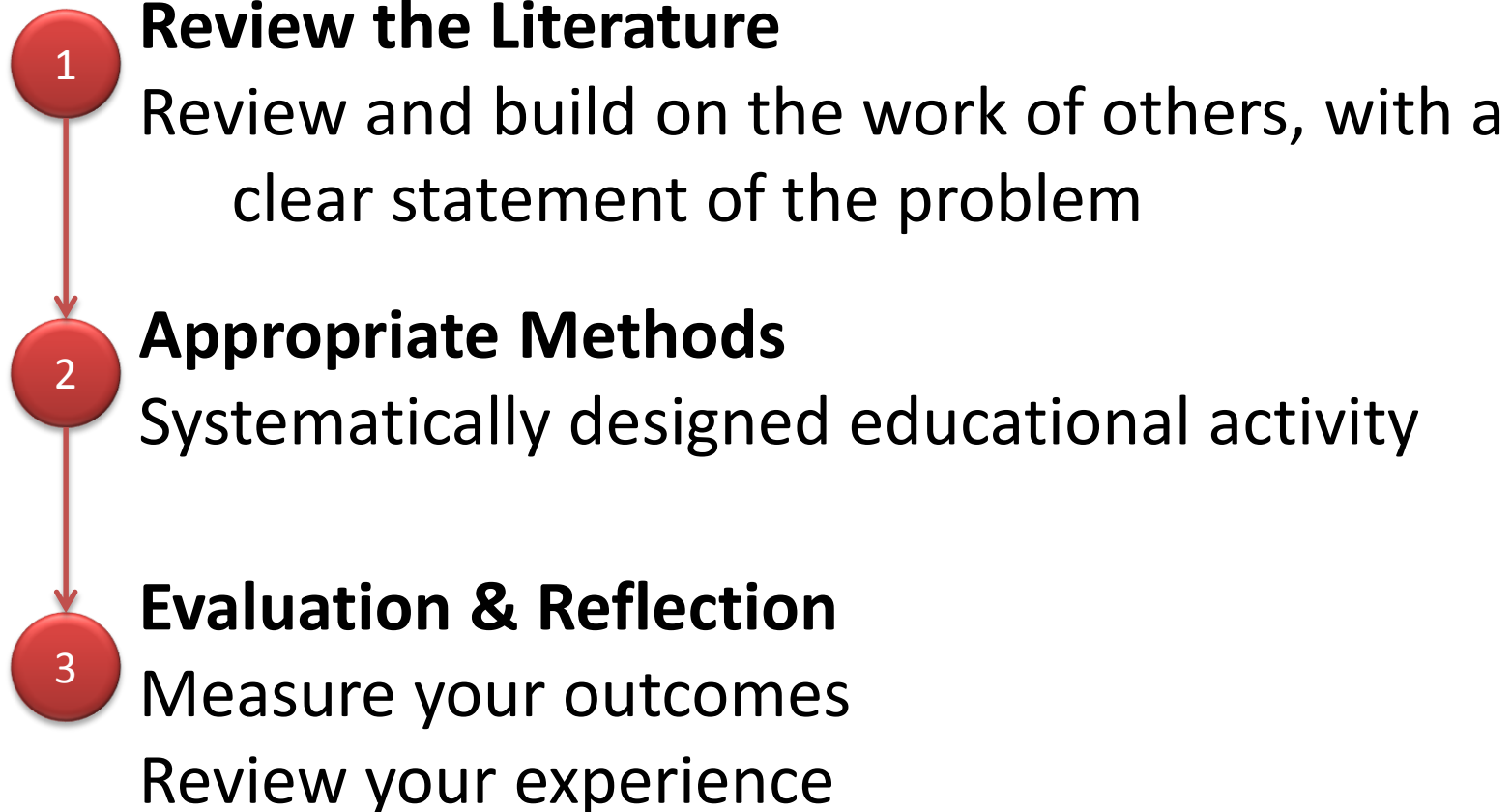
Enthusiasm + Curiosity



Enthusiasm + Curiosity



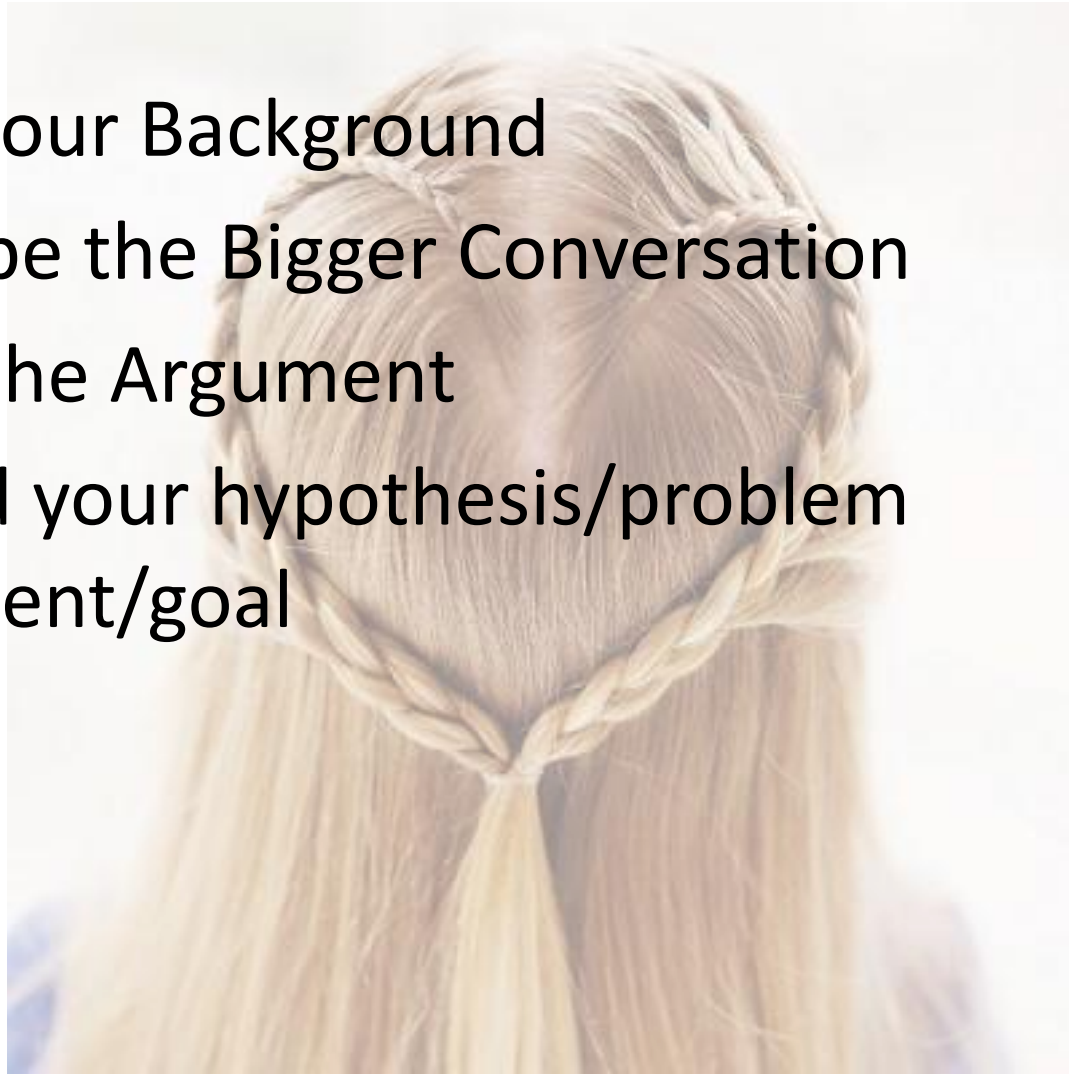
Scholarly Approach



Simpson & Anderson (2006)

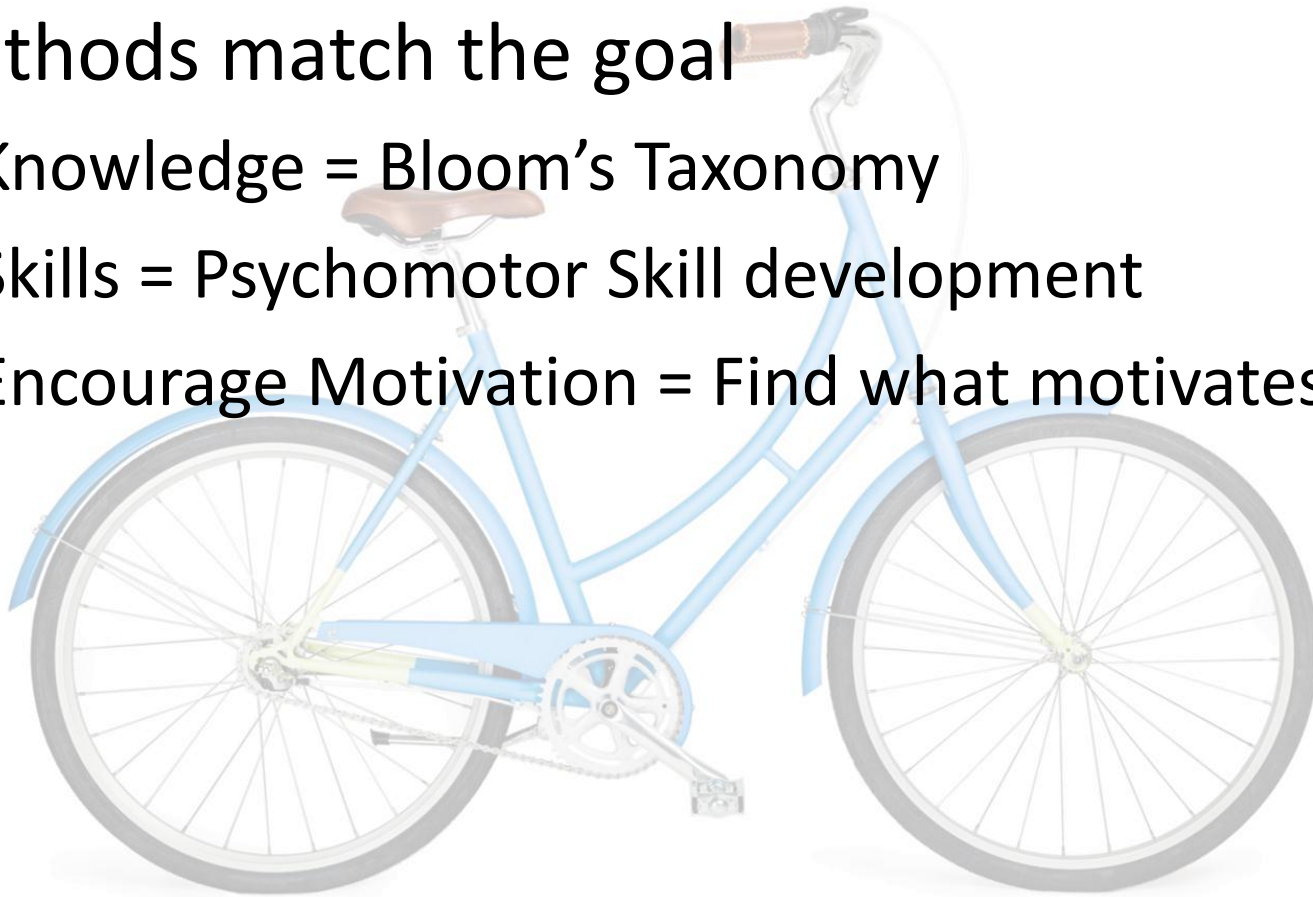
Scholarly Approach: Literature

- Braid your Background
- Describe the Bigger Conversation
- Make the Argument
- Defend your hypothesis/problem statement/goal



Scholarly Approach: Methods

- Methods match the goal
 - Knowledge = Bloom's Taxonomy
 - Skills = Psychomotor Skill development
 - Encourage Motivation = Find what motivates

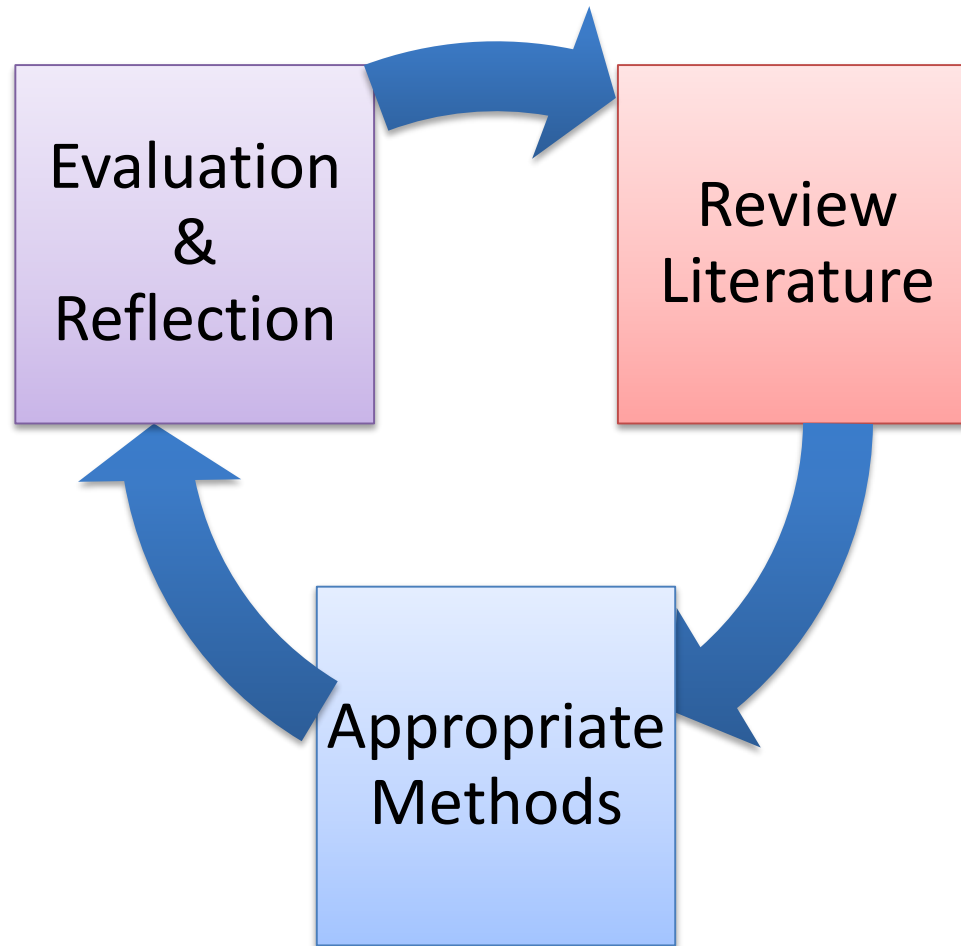


Scholarly Approach: Evaluation & Reflection

- Did it [do] what you intended it to [do]?
- Kirkpatrick's Levels of Evaluation:
 - Satisfaction, Learning, Behavior, Outcomes
- Ask for peer review and feedback
- Reflection promotes self-awareness and growth

Kirkpatrick D. Four levels of evaluation. 2007.

Scholarly Approach



Common Threats to the Scholarly Approach



Threats to Scholarly Approach

“...We accept 13% of submissions simply because only 13% of submissions are acceptable.”

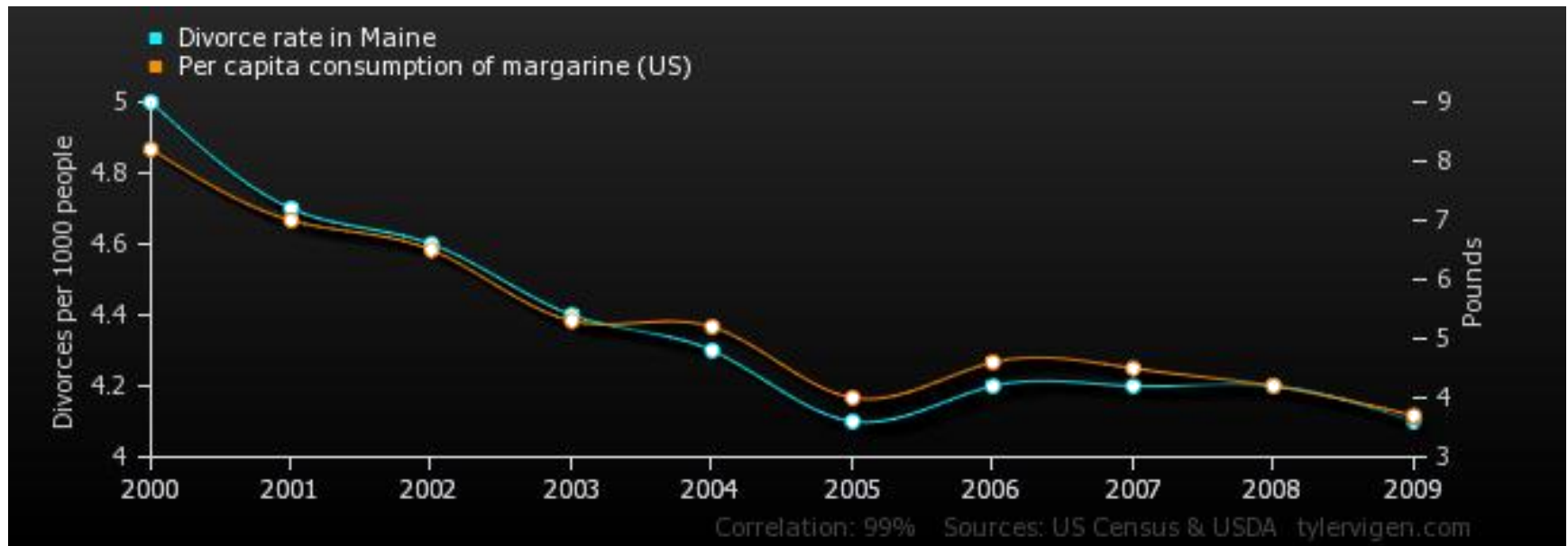
– Geoff Norman

Editor, *Advances in Health Sciences Education*

2014;19(1):1-5.

Threats to Scholarly Approach

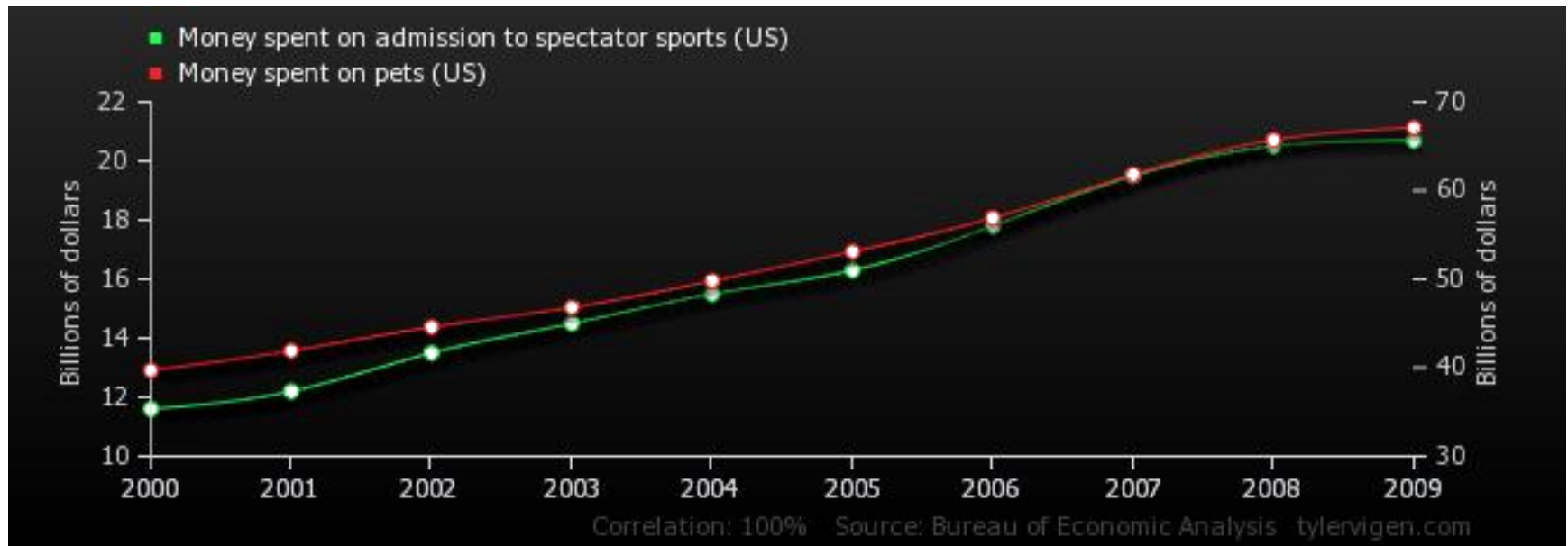
Divorce Rate in Maine and Per Capita Consumption of Margarine



**p <.001

Threats to Scholarly Approach

\$ Spent on Admission to Spectator Sports (US)
and \$ Spent on Pets (US)



$p < .001$

Threat 1: Educational v. Clinical

Constructs



Threat 2: The Well-Meaning Colleague



Threat 3: The Literature Review



Threat 3: The Literature Review

EDITORIAL

7 Deadly Sins in Educational Research

Katherine Picho, PhD
Anthony R. Artino Jr, PhD

Is coffee the new superfood or early death in a cup? It depends on where you look for supporting evidence. For example, our colleague recently gave up attempts to quit his coffee habit because findings from a new study suggested that daily doses boost longevity.¹ On the other hand, another recent study reported that antioxidants (of which coffee has plenty) are now believed to be related to cancer, and

Sins Committed Before Research

Sin #1: The Curse of the Handicapped Literature Review

Empirical research is the primary means of theory testing and development. It is also essential for testing practical interventions in authentic educational environments. The literature review is central to this process as it identifies existing strengths, weaknesses

Threat 4: The [Last Minute] Write-Up



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Strategies to Engage in the Scholarly Approach



Strategy 1: Find a Mentor



Strategy 2: Find Your Posse



Dzau et al (2013)

Strategy 3: Join the Conversation

EDITORIAL

Harvest the Low-Hanging Fruit: Strategies for Submitting Educational Innovations for Publication

Rebecca D. Blanchard, PhD
Alisa Nagler, EdD, JD
Anthony R. Artino, Jr, PhD

profession's education, but not if it can't be published. And it can't be published if it doesn't have an Introduction. Methods. Results. Discussion.

Right?

Popular Posts

Mmmmmm, Low Hanging Fruit

GIVING LIFE TO POSSIBLE



Strategy 3: Join the Conversation

Kanter SL. Academic Medicine, Vol. 83, No. 8 / August 2008

From the Editor

Toward Better Descriptions of Innovations

Innovation is important. In academic medicine, new and better ideas are key drivers of progress in the discovery of new cures for disease, in the care of patients, and in the education of tomorrow's physicians and scientists. But what are the best ways for articles in *Academic Medicine* to share information about innovations?

So how do we reach beyond "Did it work?" to a more useful approach to describe an innovation?

An innovation can be a creative approach to a known problem (e.g., a new and better way to assess the performance of residents or medical students on standardized patients; a new approach to organizing the care of

political issues, institutional values, traditions)? How did individuals' values or assumptions change to allow the problem to be recognized? Why was the problem not recognized previously? Was the problem defined by the needs of a group of people or by a deficiency in an organization or by some other difficulty? How does the problem affect the organization?



TABLE

Examples of Various Outlets for Disseminating Educational Innovations and Other Scholarly Products

Feature Title	Journal	Word Limit	Description
Educational Innovation	<i>Journal of Graduate Medical Education</i>	2000	A description of a new approach or strategy in GME that has been implemented and assessed at a minimum with feasibility and acceptability
Perspectives	<i>Journal of Graduate Medical Education</i>	1200	Evidence-based opinion that can describe an innovative GME educational approach
New Ideas	<i>Journal of Graduate Medical Education</i>	650	Novel GME approach that has been implemented at least once and appears to be successful; numbers of participants may be small and outcomes may be preliminary; annual call and publication
Insights	<i>Clinical Teacher</i>	800	Structured reflection
How We . . .	<i>Medical Teacher</i>	2500	A description of an idea or topic in medical education that's been implemented, and a reflection on that process
12 Tips	<i>Medical Teacher</i>	3200	Practical tips or advice, potentially as the result of an innovation
Really Good Stuff	<i>Medical Education</i>	500	Lessons learned through innovation in medical education; annual call and publication
Short Reports	<i>Journal of Interprofessional Care</i>	1000	Innovation or research in progress that affects interprofessional education or practice
Last Page	<i>Academic Medicine</i>	1-page	Visual display of a concept, idea, theory, or process
Developments	<i>Teaching and Learning in Medicine</i>	2000	Innovation or development in medical education
N/A	<i>MedEdPORTAL</i> (from the Association of American Medical Colleges)	N/A	Curricula, workshops, courses, and tools, with an instructor guide
N/A	<i>MedEdWorld</i> (from the Association for Medical Education in Europe)	N/A	Curricula, workshops, courses, tools, and research papers

Abbreviations: GME, graduate medical education; N/A, not applicable.

Blanchard, Nagler & Artino (2015)

Strategy 4: Write

"If you want to run faster,
run faster."



Strategy 4: Write

- The *Doing* of the thing and the *Writing* of the thing
- *Make* the time
- Write your horrible draft
- Discuss author order early
- Write an argument, not a summary
- Engage your posse

Where Do I Begin?



Questions?

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