

TEACH HERS

Shari A. Whicker, EdD; Mariah Rudd, BS; Sarah H. Parker, PhD
Carilion Clinic and Virginia Tech Carilion School of Medicine

Background

- Faculty within an academic medical environment:
 - are expected to show excellence in teaching, research and clinical care.
 - must teach using evidence-based approaches to maximize learning efficiency and effectiveness for the next generation of caregivers.
- However, for career advancement, excellence in teaching is not enough.
- Research into *how* to best teach healthcare learners is a growing field.
- Continued advancement of high-quality health professions education is dependent on the development of educators who can design and execute research focused on the best ways to teach.
- In 2016, the Office of Continuing Professional Development (OCPD) and Teaching Excellence Academy for Collaborative Healthcare (TEACH) established the **Health Professions Education Research Scholars (HERS)** program to directly fill this gap.

Program Goal

The goal of HERS is to build a cohort of skilled health professions education researchers who are active contributors to the evidence base for exemplary education in the health professions.

Recruitment

- Targeted Selection**
 - Individuals with previously demonstrated interest and accomplishments within Health Professions Education (HPE)
- Organizational Representation**
 - Approached all major departments for participation
 - Chair Nominated
- Application Review Process (Co-Course Director Approved)**
- Chair Approval of participation and time commitment**
 - 8 hours per month classroom time plus independent project work

Main Program Elements

1. Association of American Medical Colleges (AAMC) Medical Education Research Certification (MERC)

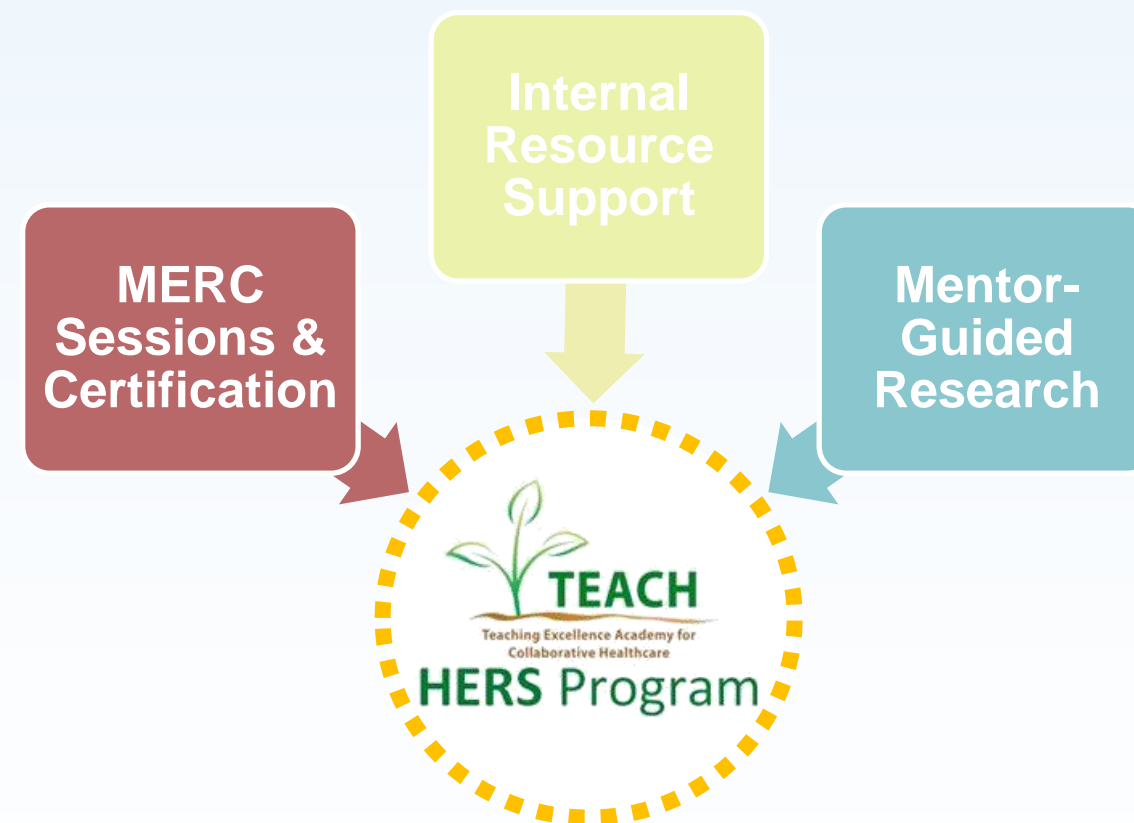
- Six education research sessions presented by national AAMC MERC trained faculty
- Topics included:
 - Hypothesis-Driven Research
 - Questionnaire Design
 - Qualitative Methods
 - Reliability and Validity
 - Data Management
 - Program Evaluation

2. Internal Resource Guidance and Hands-On Support

- Literature Search
- Institutional Review Board (IRB), Health Analytics Research Team (HART), Research & Development (R&D)
- Statistics
- Assessment
- Data Collection
- Data Analysis
- Writing/Publishing
- Finding Funding

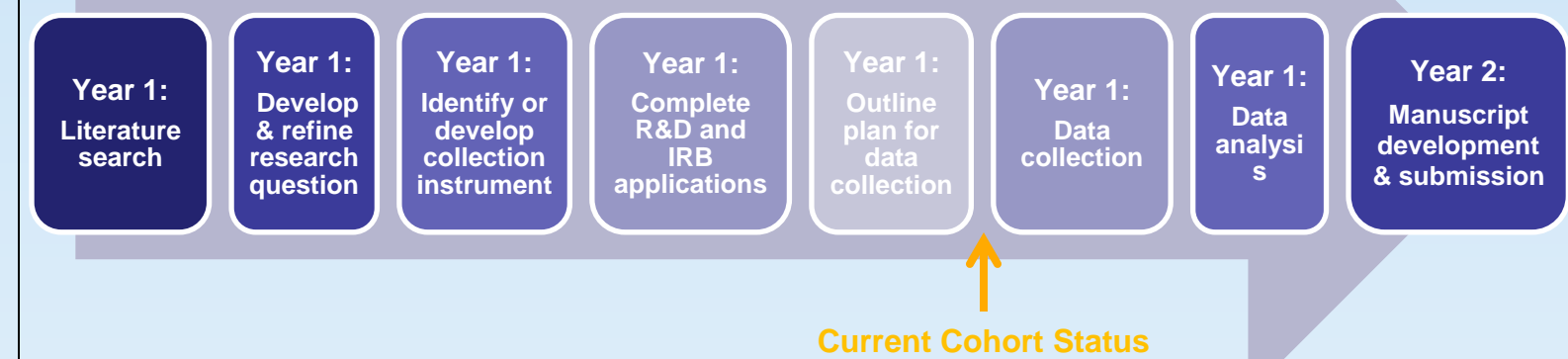
3. Mentor-Guided Research Project

- Peer-Review Quality
- Tangible Scholarly product at program conclusion
- Alignment with department and institutional priorities



Progress & Feedback

HERS Program Timeline



HERS Mentor & Participant Quotes

"...I was just thinking about how much I've already learned since HERS started. There are so many steps I was missing on my attempt to do research in MedEd. The opportunity to participate at HERS has, so far, exceeded my expectations."

Helena Carvalho, PhD
Participant, Year 1

"The HERS program provides a wonderful opportunity for faculty colleagues to work together on research related to teaching and learning. The energy generated by this type of project-based collaboration is superb, and the enthusiasm of the HERS program participants is infectious! I hope to remain involved in this exciting program for many years to come!"

David Musick, PhD
Mentor, Year 1

"It was most enjoyable to hold conversations about research as a mentor, partly because that's just fun and partly because my mentee was dedicated, industrious, and quite serious about doing good research."

Francis Dane, PhD
Mentor, Year 1

Next Steps

- Presentations at yearly TEACH Education Day
- Development of scholarly contributions
- Recruitment and preparation for HERS Cycle 2

