

TEACH HERS

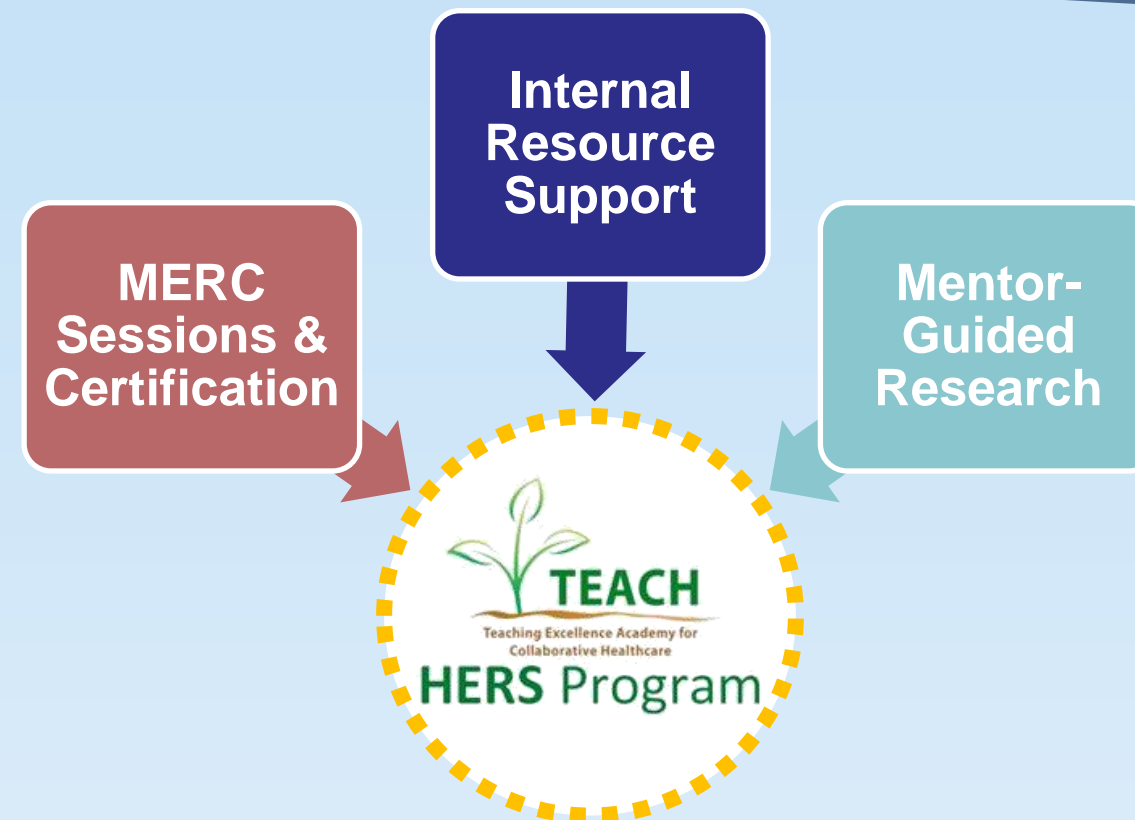
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Background

- High-quality health professions education (HPE) research is dependent upon educators who can design research with the same rigor demanded in basic science or clinical research.
- While we have seen an increase in HPE research many barriers such as lack of training, protected time, competing responsibilities, and lack of accessible education research mentors still exist jeopardizing the quality¹
- A social constructivist approach is heavily dependent on interpersonal interaction and discussion, with the primary focus on the students' understanding of the discussion²
- Social constructivism suggests that learning takes place primarily in social and cultural settings³

Methods

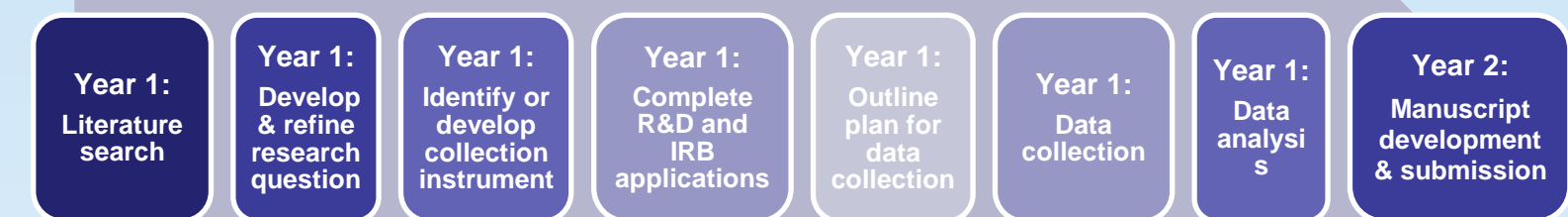
- TEACH (Teaching Excellence Academy for Collaborative Healthcare) Health Professions Education Scholars (HERS) program:
 - 2 co-course directors, 1 manager
 - 12-Month Program
 - AAMC MERC Certification
 - Internal Resource Support (present and ongoing, local guidance and support for duration of the program)
 - Mentor-Guidance (Internal HPE experts)
 - Peer-Review Quality Project
- Competitive selection process
 - Department Chair Recommendations
 - Online applications
 - Participant Selection by Course Directors
- Carefully selected relevant MERC sessions and complementary internally facilitated sessions
- In parallel to formal didactic instruction and hands-on training, participants were actively mentored through the design and execution of a health professions education research project of peer-reviewed publication quality



Results

- 8 accomplished and motivated clinicians and HP educators chosen as participants
- Participants represented a diverse group of health professions educators from across the health system
- Participants were:
 - each matched with an experienced mentor
 - required to protect one designated day per month to devote to in-person participation in the program
 - expected to work independently on project
- All participants received their MERC certification.
- All participants have presented their projects at the regional, national, and international level (9 local poster presentations, 1 local podium presentation, 4 national post presentation, 1 international poster presentation)
- Four manuscript drafts are in development with 1 completed manuscript under review
- Second (modified) cycle began with 8 participants in Fall 2019
- Program was revised to an 18-month curriculum, adapted due to feedback from our first cycle
- Pre-assessment questionnaire was given to participants at the beginning of our second cycle to help us gauge impact and self-assessed improvement from the program.

HERS Program Timeline



HERS Mentor & Participant Quotes

Helena Carvalho, PhD
Participant, Year 1

"...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."

"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

Discussion

- The primary goals of the HERS program were to provide participants with instruction in HPE research principles and practical skills to do so effectively; foster collaboration within health professions education research; and develop our participants as leaders in academic medicine.
- The authors hope that the inaugural year of this intensive, mentorship guided program will improve the execution of health professions education at their institution, build a coalition of skilled medical education researchers, and ultimately contribute to national and international academic research on HPE.

References

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2. Prawat, R.S. (1992). Teachers' beliefs about teaching and learning?: A constructivist perspective. *American Journal of Education*, 100(3), 354-395).
3. Scribeb, L.M. & Valle, B.E. (2013). Social constructivist teaching, strategies in the small group classroom. *Small Group Research*, 44(4), 395-411.



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