

Educational Scholarship & MedEdPORTAL

Learn
Serve
Lead

OUHSC Educational Grand Rounds

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Academia: A Culture of Credit

Peer-reviewed publications are the coin of the realm

1665: *Philosophical Transactions of the Royal Society*
and the *Journal de Scavans*

Academic reward system is based on scholarly
productivity

Scholarship focused on publication of research

Characterizing Scholarship

Ernest L. Boyer's monograph *Scholarship Reconsidered*:

Scholarship of Discovery - original research

Scholarship of Application - practical problem solving

Scholarship of Integration - interdisciplinary research

Scholarship of Teaching - creating, sharing, and communicating knowledge

Boyer EL. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990.



Scholarship at Medical Schools

Discovery is often valued over other forms of scholarship

Education sometimes viewed as a service demand, not an opportunity for scholarship

Faculty are unsure what is required to transform their teaching into scholarship



Educational Scholarship

How might we define it?



Educational Scholarship Principles

Teaching becomes scholarship when it:

- ✓ Demonstrates current knowledge of the field
- ✓ Invites peer review
- ✓ Becomes public

Hutchins and Shulman



Definition

Any documented educational resource (or activity) that has been successfully peer-reviewed and subsequently made public through dissemination.



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Step I: Peer Review

Step II: Dissemination



Scholarly Works May Include

PowerPoint Presentations

Virtual Patients Web Sites

Lab Guides CD-ROMs

Cases (PBL, OSCE, Team Learning, CPC, etc)

Faculty Development Resources

All may be peer-reviewed and disseminated



Educational Scholarship

Not educational research studies

➤ **Scholarship of Discovery**



Step 1: Peer Review

What criteria should be used to assess the scholarly value of educational works?



Glassick Criteria (for scholarship)

Clear goals –
are the desired goals & outcomes explicit?

Adequate preparation –
is there a sufficient understanding of existing scholarship?

Appropriate methods –
is educational approach sound?

Glassick CE, Huber MR, Maeroff GI. *Scholarship Assessed: Evaluation of the Professoriate*. 1997; San Francisco, CA: Jossey-Bass.



Glassick Criteria (for scholarship)

Significant results –
did they contribute to the field?

Effective presentation –
did they use a suitable style and
organization?

Reflective critique –
was there critical self assessment?

Glassick CE, Huber MR, Maeroff GI. *Scholarship Assessed: Evaluation of the Professoriate*. 1997; San Francisco, CA: Jossey-Bass.

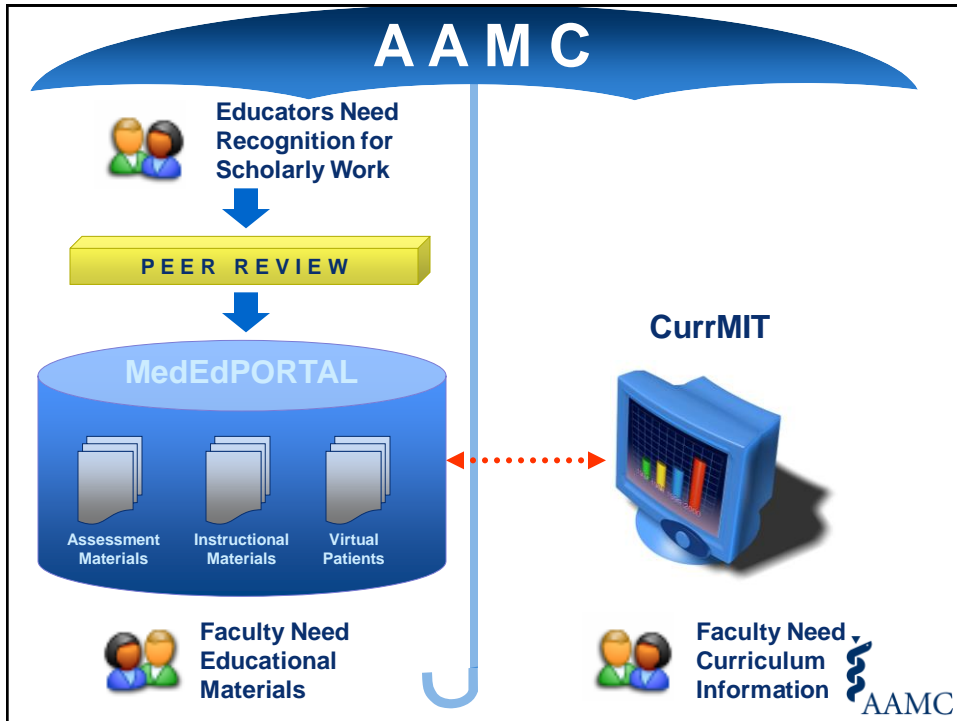


Step 2: Dissemination

To be considered
scholarship the work must
be made publicly available

How can we disseminate it such
that we address the needs of
producers and consumers?





Peer Review

If peer-reviewed educational scholarship is to be accepted, the editorial process **must be comparable to that used by prestigious journals.**

Peer Review

Like Print-Based Journals, MedEdPORTAL:

- ✓ Appoints an Editor and an Editorial Board
- ✓ Maintains a peer review policy
- ✓ Follows a rigorous peer review process
- ✓ Uses invited expert reviewers to conduct all reviews



MedEdPORTAL Editorial Board

Nancy Ryan Lowitt M.D., Ed.M. F.A.C.P.
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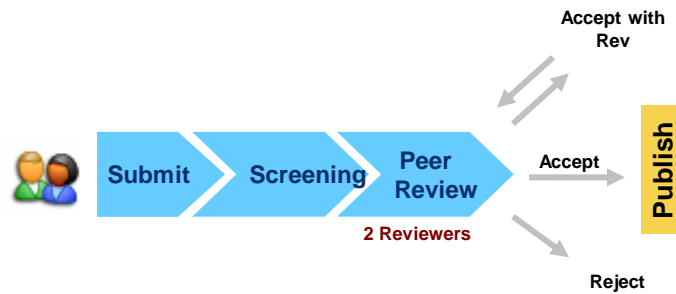
Jan D. Carline, Ph.D.
University of Washington School of Medicine

Carol S. Kamin M.S., Ed.D.
University of Colorado Health Sciences Center School of Medicine

Chris Candler, M.D.
Association of American Medical Colleges



Logistics: Submission & Peer Review



Goal: 2 – 3 months



Peer Review Instrument

Goals		RATING	YOUR COMMENTS
1. Intended target/audience (e.g., students, residents) is identified	No (1) or Yes (4)		
2. The author's description of this material is accurate and up-to-date	1--2--3--4		
3. The author's description of the material includes clear goals or statement of purpose	1--2--3--4		
Preparation and content quality			
4. Content is accurate and up-to-date throughout the material	1--2--3--4		
5. Citations, references, credits and/or links are relevant	1--2--3--4		
6. Citations, references, credits are complete	1--2--3--4		
Methods: effectiveness of material			
7. Instructional/assessment methods are appropriate for the stated goals/objectives	1--2--3--4		
8. Multimedia (e.g. videos) is effectively used	1--2--3--4		
9. Learning activities are used effectively (e.g., learner control, navigation)	1--2--3--4		
10. Feedback is used effectively	1--2--3--4		

Citing a Publication

NLM:

Smith A. Assessing Professionalism.
MedEdPORTAL; 2005. Available from:
<http://www.aamc.org/mededportal>, ID = 9814.

or

APA:

Smith, M. (2005) Assessing Professionalism.
MedEdPORTAL: <http://www.aamc.org/mededportal>,
ID = 9543.

The Logo:



Are Medical Schools Recognizing Educational Scholarship?



Recognition and Acceptance

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What about the other half?

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¹Simpson DE, Hafler J, Brown D, Wilkerson L. Documentation Systems for Educators Seeking Academic Promotion in U.S. Medical Schools. *Acad Med.* 2004; 79(8): 783-90.

²Hafler JP, Lovejoy FH Jr. Scholarly Activities Recorded in the Portfolios of Teacher-Clinician Faculty. *Acad Med.* 2000; 75(6): 649-52.



Changing the Culture

Solution = Educate

- ① A guide for faculty to help them understand how to document their publication in a cv & promotion dossier
- ② A guide for Promotion and Tenure Committees that helps them understand educational scholarship & peer review
- ③ Tools to help faculty self-assess their material before they submit



A New MedEdPORTAL

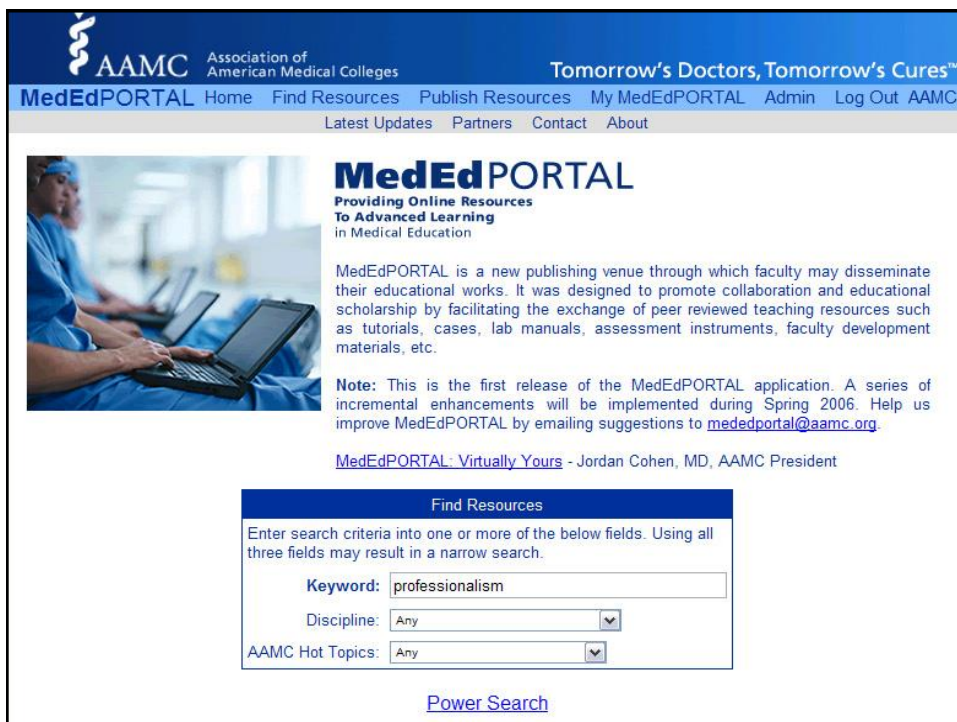
Launched January 2006:

All records are available in a searchable database

Submission process now web-based

Personalized **MyMedEdPORTAL**

Authors are able to request usage reports



The screenshot shows the MedEdPORTAL website interface. At the top, there is a blue header with the AAMC logo and the tagline "Tomorrow's Doctors, Tomorrow's Cures™". Below the header is a navigation bar with links for "MedEdPORTAL", "Home", "Find Resources", "Publish Resources", "My MedEdPORTAL", "Admin", and "Log Out AAMC". A secondary navigation bar includes "Latest Updates", "Partners", "Contact", and "About".


The main content area features a photograph of a medical professional in blue scrubs using a laptop. To the right of the photo is the "MedEdPORTAL" title and subtitle: "Providing Online Resources To Advanced Learning in Medical Education". Below this is a paragraph describing the portal as a new publishing venue for faculty to disseminate educational works. A "Note" section mentions the first release of the application in Spring 2006 and provides an email address for suggestions: mededportal@aamc.org. A quote from Jordan Cohen, MD, AAMC President, is also present: "MedEdPORTAL: Virtually Yours".

At the bottom of the screenshot is a "Find Resources" search box. It contains the following fields:

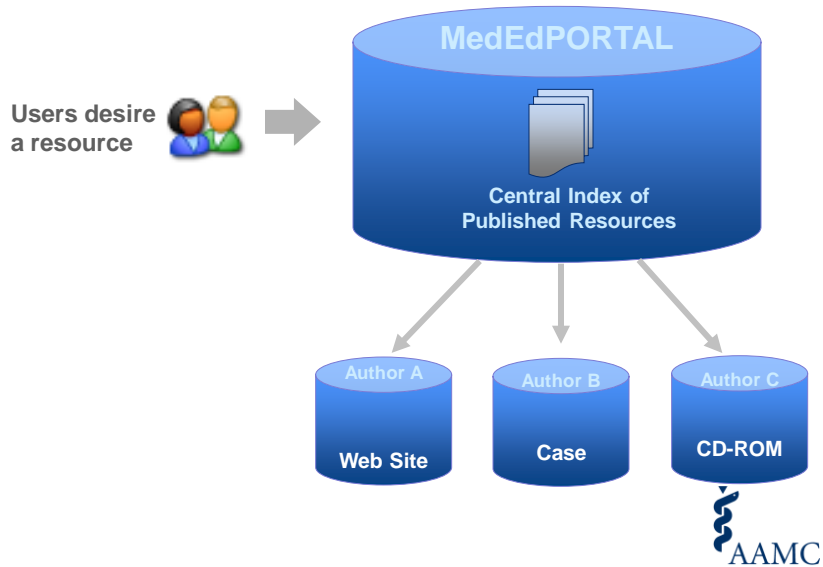
- Keyword:
- Discipline:
- AAMC Hot Topics:

Below the search box is a "Power Search" link.

	<p>School of Medicine Professionalism Website</p>	<p>Tutorial</p>
<p>Published 01/24/06</p>	<p>Kathy Kreutzer Virginia Commonwealth U SOM</p> <p>This website was developed as a means to bring together resources and information in the area of professionalism for students, housestaff, and faculty in the School of Medicine. Features include: Standards and Policies for the School, Health System, and our affiliated McGuire Veteran's Affairs Medical Center; a description of the Professionalism Committee and reporting mechanism for perceived unprofessional behavior; a section to support Teaching and Learning, including teaching cases, presentations, references, original research, and case studies from the Medical Center; and News about local events related to Professionalism, including ceremonies, awards and other opportunities for recognition, and presentations. This website is an ongoing team effort by the admissions, undergraduate education, housestaff education, faculty and instructional development and student activities offices as well as the VCU Medical Center and McGuire V.A. Medical Center.</p>	
	<p>BY:    SCORM Compliant = No</p>	
	<p>Unprofessional Behaviors can be Identified by Standardized Patients During an Objective Structured Clinical Exercise</p>	<p>Standardized Patient Case</p>
<p>Published 01/22/06</p>	<p>Eric Alper Univ Massachusetts Med Sch</p> <p>This assessment tool was developed explicitly to be used by standardized patients to assess student professionalism. During a seven station OSCE administered to 100 students at the end of their third year, standardized patients (SPs) used a checklist developed to assist them in identifying unprofessional behavior. A case was developed to challenge professionalism that centered on disclosure of a medication error. There were 210 unacceptable ratings (URs) captured. The average UR per student was 2.1 and the maximum UR was twelve (12). One hundred thirteen (113) URs were recorded in the error case. Students with no previous academic or professionalism problems in the previous year averaged 1.7 URs; students with previous academic problems only averaged 2.7 URs; students with previous professionalism problems only averaged 3.6 URs; students with both professionalism and academic previous problems averaged 5.9 URs. Standardized patients can identify unprofessional behaviors using the checklist. This case developed explicitly to assess professionalism was effective for this purpose. Students who previously had professionalism problems were more likely to have higher numbers of unprofessional behaviors reported.</p>	
	<p>BY:    SCORM Compliant = No</p>	

	<p>Unprofessional Behaviors can be Identified by Standardized Patients During an Objective Structured Clinical Exercise</p>	<p>Standardized Patient Case</p>
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<p>Add to My Links Add to Catalog</p>	<p>Univ Massachusetts Med Sch</p>	
	<p>URL: Must Contact Author First</p>	
	<p>Primary Author: Eric Alper Univ Massachusetts Med Sch University of Massachusetts , 55 Lake Avenue North, Worcester, MA, 01655 USA</p>	
	<p>508-856-2178 AlperE@ummhc.org</p>	
	<p>MedEdPortal ID#: 100</p>	
	<p>Version: 1</p>	

AAMC Does Not House Materials



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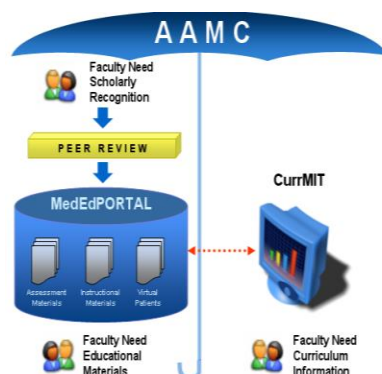
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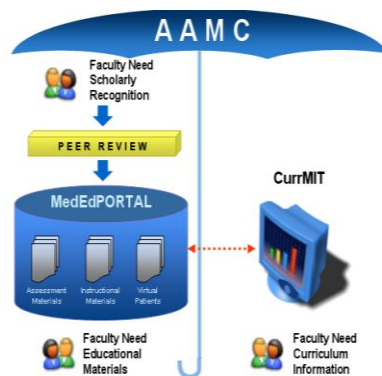
MedEdPORTAL Statistics

- ✓ 1 - 2 submissions per day
- ✓ 88 U.S. Medical Schools have submitted
- ✓ 200 Editorial Decisions Made
- ✓ 103 Virtual Patients
- ✓ >400 Peer Reviewers



Usage Data: 1 Month Period

- ✓ 122 US and Canadian Medical Schools Represented
- ✓ 43 Misc. (teaching hospitals, international schools, etc.)
- ✓ 2,208 Items Accessed
- ✓ 100 Items Accessed Per Day
- ✓ 32% of searches were for VPs
- ✓ More Usage data coming



A Call for Submissions

www.aamc.org/mededportal

Please Take Brochures!



Special Call for Reviewers

Reviewers are needed in the following specialties:

- ★ General Surgery
- ★ Emergency Medicine
- ★ OB/GYN
- ★ Neurology
- ★ Physiology
- ★ All Basic Scientists



Summary

Teaching is a legitimate means of scholarship

Educational works can be published

MedEdPORTAL publications should be considered suitable to support promotion and tenure decisions.



Thank You

Questions?

