Educational Scholarship
Where We Need to Go and How to Start

Patricia O’Sullivan, EdD
Director, Education Research and Development
Center for Faculty Educators, UCSF

While you are waiting, please go to this site
www.polleverywhere/edres

http://www.ucsfcme.com/MedEd21c/
#UCSFMedEd21
Disclosures

- Nothing to disclose
How would you describe your energy level now?
Take a moment to introduce yourself to someone you do not know

- Jot down what you said in your Passport
Did you introduce yourself as a health professions education scholar or researcher?

Yes  
No
Overview

- **Identity:**
  - I can see myself as a health professions education scholar

- **Preparation:**
  - I recognize that I need to acquire skills

- **Focus:**
  - I must find my passion among all the important topics of today

- **Support:**
  - I should build my scholarship using internal and external resources
From Teacher

UNIVERSITY LABORATORY SCHOOL
Medical Educator Identity

“Medical Education Is the Ugly Duckling of the Medical World” and Other Challenges to Medical Educators’ Identity Construction: A Qualitative Study

Esther Sabel, MD, and Julian Archer, MD, PhD, on behalf of the Early Careers Working Group at the Academy of Medical Educators


“medical educators’ identities may be in crisis but they are changing”

Teaching Qualifications in Higher Education
- Rooted in 1997 Dearing report
- Now required in medical education throughout Europe
- Career paths as medical educators defined

Making the leap to medical education: a qualitative study of medical educators’ experiences

Julie Browne,1 Katie Webb2 & Alison Bullock2


- Engage with situation
- Individual motivation
- Sense of control
- Effective networking
- Organizational support
What might it take to solidify that medical education scholar identity?
Let’s imagine:
New Faculty meets Chair
• Mentor
• Courses
• Release Time
• K-award
You are so lucky! Your lab is your work!
In my field, most mentors have experience in basic, translational, or clinical science, but few have methodology experience in Medical Education. Even those interested in medical education have not had training in rigorous medical education research methods. (EA)

Oh goodness, I'm pretty sure my project would have like so many other well-intentioned folks, evolved in a vacuum! (HB)

I know for a fact that I would not currently be where I am without TSP. While I probably had the motivation to go and find appropriate reading to learn about educational pedagogy, my thinking evolved faster with the coaching and mentorship that TSP gave me. . . While I may have eventually made it to this point through brute force, I think that there is a good chance that I would have become frustrated along the way and given up without the support of TSP. (EL)

Many people erroneously assume that medical education research is something that can be self-taught, but a structured framework and mentorship are absolutely essential for success. (LS)

I now find myself thinking about a scholarly approach to every project I work on now (KS)
Education Research Preparation Topics

- **Theory**
  - Learning theory
  - Conceptual frameworks

- **Literature review**

- **Design**
  - Paradigms
  - Qualitative—approaches and methods
  - Mixed methods
  - Evaluation

- **Assessment**
  - Psychometrics
  - Approaches
  - Instrument development

- **Data Collection and Management**
  - Collection approaches
  - software
Mentorship

Will You Be My Mentor?—Four Archetypes to Help Mentees Succeed in Academic Medicine

Chopra. JAMA Internal Medicine February 2018 Vol178 (2), 175-6

Traditional, Coach, Sponsor, Connector

- UCSF & UNM study: 39 interviews of outstanding educators
  - Mentors were primarily career and peer mentors
  - Had mentors even without formal mentoring programs
- But.....to be scholarly, need to find education research mentors either locally or through external organizations
MedEdPortal: The Journal of Teaching and Learning Resources

https://www.mededportal.org/
What journals?

Acceptance rates well below 20%
We recognize that we must prepare seriously if we are to be successful in health professions education scholarship and there are paths to get the needed preparation
Many believe that they could get started if they just knew what to study
In ONE word name a hot topic in medical or health professions education that we should study.
“Hot Topics”

(1) curriculum reform
(2) impact of duty hours restrictions
(3) well-being of trainees and physicians
(4) innovations in teaching and assessment
(5) self-regulated learning
(6) transitions to accountable care
(7) interprofessional education
(8) student admissions
(9) faculty development
(10) simulation
(11) learning environment

Uijtdehaage S. What are the hot topics in medical education research? Presented at: Energizing Your Educational Scholarship workshop; February 9, 2016; San Antonio, TX

O’Brien et al Scholarly Conversations in Medical Education Acad Med, 2016, 91 (11)
Align scholarship with institutional needs

- UCSF School of Medicine areas for alignment
  - Social justice
  - Workplace learning
  - Inquiry
  - Learner development
Align scholarship with institutional needs

- UCSF Healthcare system areas for alignment
  - Quality improvement and patient safety
  - Interprofessional education
  - High value care
  - Informatics

IDENTITY  PREPARATION  NICHE
Name a need relevant to your institution
Really important
We realize we need to solidify our identity through preparation and we know what we want to study.

What are my sources of support?
Support: Institutional Programs and Mentorship

UCSF Mentor Training Program (MTP)
https://accelerate.ucsf.edu/training/mtp
Support: Resources

- Grants programs internally and externally
- Professional society fellowships
- Journals: “Writer’s Craft” in *Perspectives on Medical Education*
Support: Institutional Structures

- Academies of Medical Educators

Support: Institutional Structures

- Health Professions Education Scholarship Units

Varpio et al (2017) Working definitions... Acad Med, 92(2)
Varpio et al (2017) HPESU leaders... Acad Med, 92(8)

UCSFs HPESE
- 5 core members
- >20 clinical and basics science educators
Support: Institutional Policy

- Policies
  - Career tracks that legitimize education scholarship
  - Education in the institutional CV
  - Medical Teaching Policies
Support: Career Track

- High Intensity Teaching Positions
By selecting the Educator Overview, you have decided to activate the Educator Portfolio for recording your scholarly work in education.

You may enter a maximum of 5 entries; the fewest entries to highlight your best educator work is recommended.

**Entries should be brief, limited to about four sentences.**

If you have questions about using the Educator Portfolio, consider the following:

- Read frequently asked questions *(FAQs)* on the Educator Portfolio
- Discuss with a mentor/chair/campus EP coach to help decide whether to use this EP view or not; email [EducatorPortfolio@ucsf.edu](mailto:EducatorPortfolio@ucsf.edu) to begin the EP coaching process
- Review the examples of the Educator Portfolio

**REMEMBER:** scholarship or scholarly work in education is the primary focus of this format
Engbers, et al. (2017). Implementing medical teaching policy in university hospitals. AHSE, 22(4)
Four Points Reprised

- **Identity:**
  - I can see myself as a health professions education scholar
- **Preparation:**
  - I recognize that I need to acquire skills
- **Focus:**
  - I must find my passion among all the important topics of today
- **Support:**
  - I should build my scholarship using internal and external resources

Thank You!
Creative Commons License

You are free:
• to Share — to copy, distribute and transmit the work
• to Remix — to adapt the work

Under the following conditions:
• **Attribution.** You must give the original authors credit (but not in any way that suggests that they endorse you or your use of the work).
• **Noncommercial.** You may not use this work for commercial purposes.
• **Share Alike.** If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

See [http://creativecommons.org/licenses/by-nc-sa/3.0/](http://creativecommons.org/licenses/by-nc-sa/3.0/) for full license.