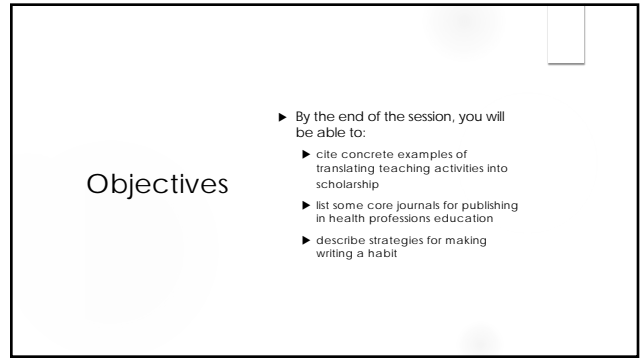
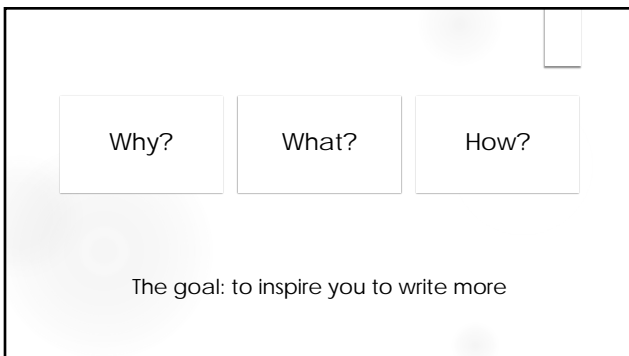


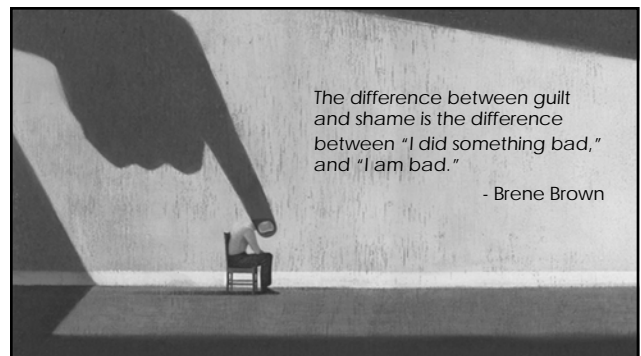
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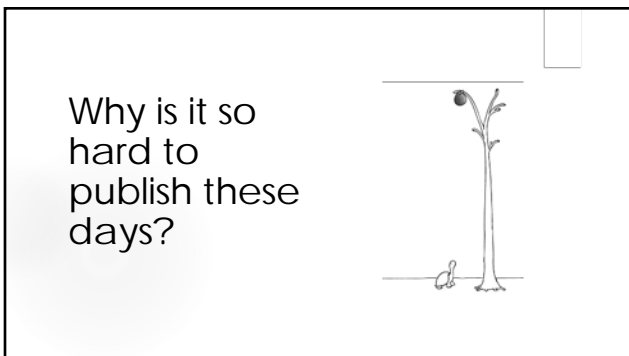
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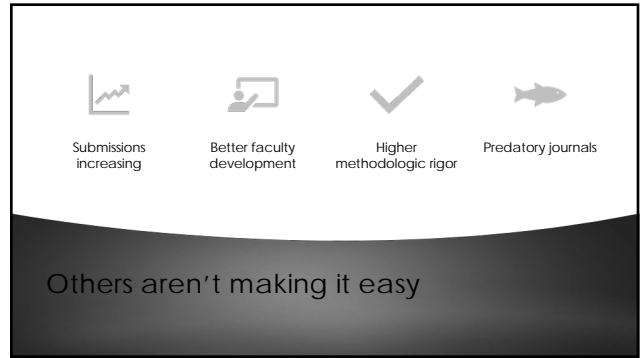
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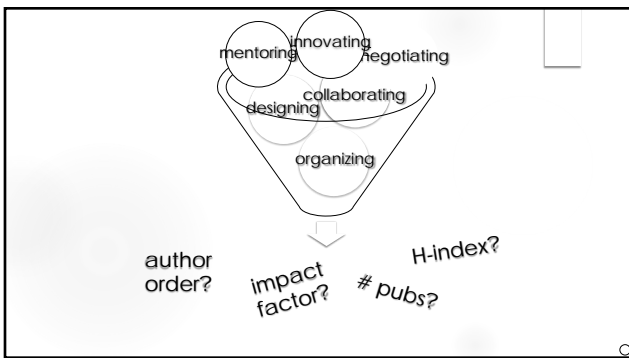
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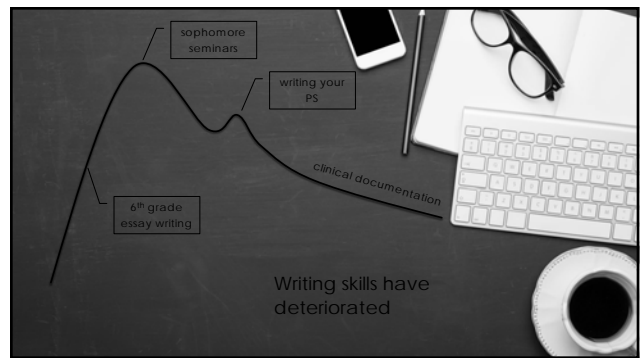
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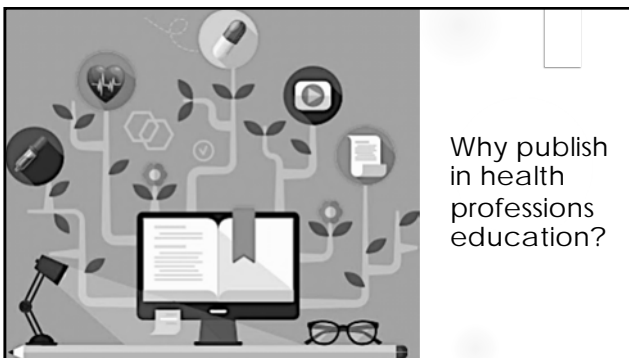
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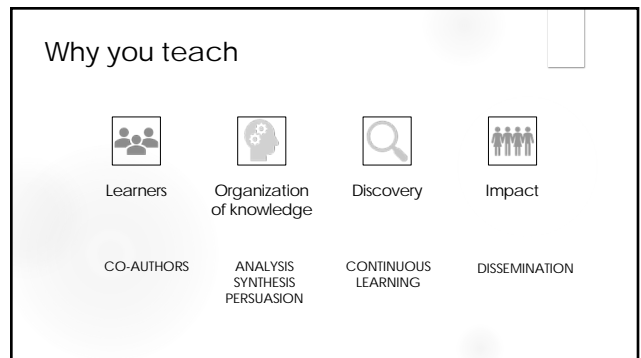
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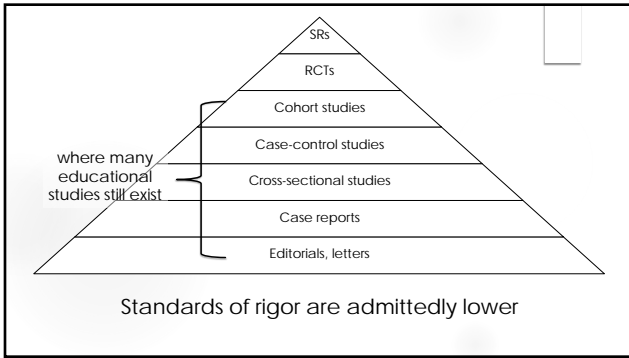
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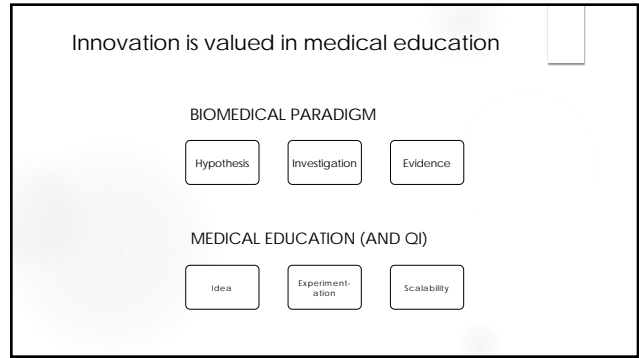
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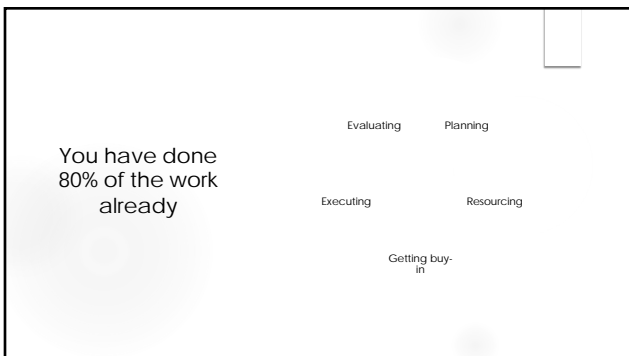
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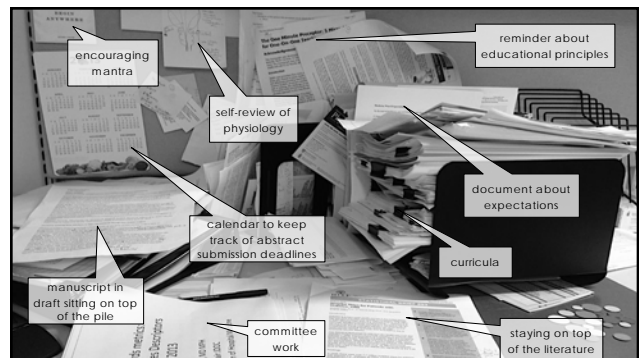
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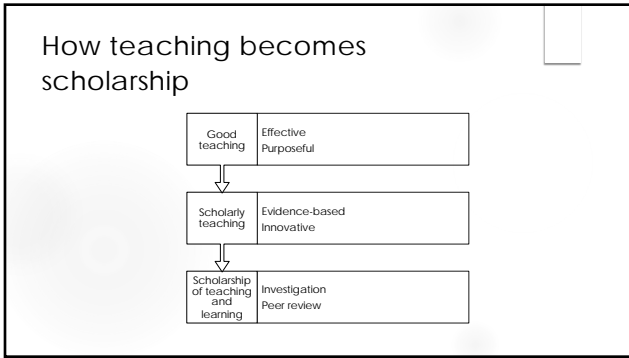
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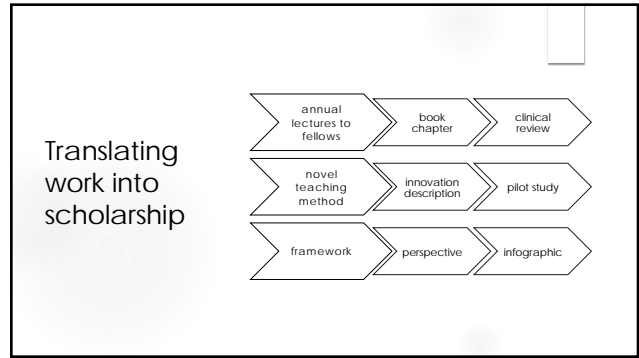
17



18




19




20

- Scholarship vs. dissemination
- Research vs. other peer-reviewed publications
- Chapters and textbooks
- Evolving role of social media



21



Step 1: What's on your desk?

22



23



Early-stage work



Local implementation with generalizable elements



Novelty >> evaluation

Innovation reports are a common format

24

Innovation reports across health professions journals

Quality improvement education innovation: evaluation of Coursera MOOC 'Take the Lead on Healthcare Quality Improvement'

Journal of Research in Nursing

Denise Reese, Mary A Dolansky, Shirley M Moore, Heather Bolden, Mamta K Singh

Parents as Teachers: Teaching Pediatrics Resident the Art of Engaging in Difficult Conversations

Alexandra Wilson, MD
Craig A Smith, BS, BS

Tracy Paffro, DNP, RN, CNP-AC
April S. Sullivan, MD
Michelle Galbraith, DO, FAAP

An Evaluation of a Continuing Education Workshop for Audiologists on the Assessment and Management of Tinnitus

Scott McKel, Dore J. PhD, BA, Christine MEd, Deborah, Tam Wu, BS, Melissa PhD, Kinnaladevi, Manu PhD, Lohith, Sunu MEd, Anand, Anand PhD, Roshni Mahalingam PhD

Journal of Continuing Education in the Health Professions Spring 2019, Volume 40, Issue 1, 1-10

Using a Simulation of a Frustrated Faculty Member During Department Chair Searches: A Proof of Concept Project


Daniel E. Shapiro, PhD, Lisa M. Anderson, MBA, Gerald R. Williams, MD, Michael J. Green, MD, and Benjamin T. Lee, MD, PhD

First Year Internal Medicine Residents' Reflections on Nonmedical Home Visits to High-Risk Patients

Stephanie K. Nothelle, Colleen Christman, and Laura A. Hanyok
Department of Medicine, Johns Hopkins Bayview Medical Center, Baltimore, Maryland, USA

25

MedEdPORTAL publishes educational innovation



- ▶ AAMC's open-access MEDLINE-indexed journal
- ▶ Peer-reviewed medical and dental educational resources that have been implemented and evaluated
- ▶ Self-contained including materials

26

Some caveats about submitting to MedEdPORTAL

- ▶ AAMC's open-access, MEDLINE indexed journal
- ▶ Peer-reviewed medical and dental educational resources
- ▶ Includes all materials needed to implement
- ▶ Authors keep copyright

- Must adhere to scholarly writing and ICMJE standards
- Must have been implemented and evaluated
- Materials must be packable and generalizable
- Authors must own copyright

27

Practical articles in health professions education journals



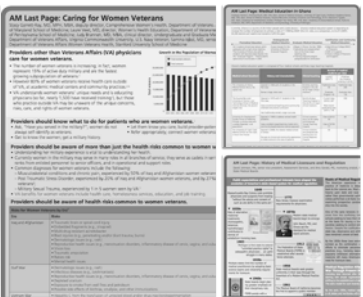
28

Short-form manuscripts

- JGME New Ideas - 600 words
- Med Educ Really Good Stuff - 500 words
- Clin Teach Insights - 800 words
- Brief research reports - 600-1000 words

29

One-page papers



30

Journals that publish patient narratives

Academic Emergency Medicine	Academic Medicine	Academic Psychiatry	American Journal of Nursing	American Journal of Psychiatry	Anesthesiology: Mind to Mind
Annals of Family Medicine	Annals of Internal Medicine	BMJ	Canadian Medical Journal	JAMA	JAMA Pediatrics
Journal of Clinical Oncology	Journal of General Internal Medicine	Journal of Palliative Medicine	Journal of the American Geriatrics Society	Journal of the American Medical Association	Patient Education and Counseling

31

Perspectives =
 Powerful idea +
 Punchy title +
 Persuasive tone

Perspectives =
 Powerful idea +
 Memorable title +
 Persuasive tone

32

OR NO WORDS AT ALL...

Annals Graphic Medicine - Doctor and Patient
 Article, Author, and Disclosure Information

33

Manuscript type	<500	500-1000	1000-2000	>3000
Original research			●	●
Reviews			●	●
Brief reports		●	●	
Innovation Reports		●	●	
Perspectives			●	●
Case reports		●	●	
Patient narratives		●		●

34

Medical education journals	Acad Med JGME Med Teach Teach Learn Med Persp Med Educ BMC Med Educ Med Educ Online Clin Teacher Med Sci Educator MedEdPORTAL	QI journals	BMJ Qual Saf BMJ Open Saf Am J Med Qual
Educational research	Adv Health Sci Educ Med Educ	Clinical journals	Pediatrics Acad Rad JAMA Acad Psych Obstet Gynecol
		Simulation journals	Sim Healthc BMJ Sim

35

Interprofessional journals that publish education

- Eval Health Prof
- J Cont Health Prof Educ
- Patient Educ Counseling
- Journal of Interprofessional Education & Practice
- Rural & Remote Health
- Journal of Health Care for the Poor Underserved
- Journal of Interprofessional Care
- Journal of Research in Interprofessional Education
- Anatomical Sciences Education
- Journal of Health Administration Education
- Journal of Allied Health
- Journal of Healthcare Management

36

ACADEMIC MEDICINE | AM Last Page

From Monotony to Motivation: Effective Presentation of Epidemiological Data

Purpose: Used effectively, epidemiological data provide context to help learners appreciate the scope and importance of a problem. **Problems:** Epidemiological data are often dry and abstract and thus difficult to conceptualize. **Solutions:** On any one or more of the top below to motivate learners.

Strategy	Example	Rationale
Use personalized epidemiological data	20% of medical students' numbers of substance abuse	"The more people see their own or their friends' numbers, the more they are likely to understand or understand why."
Highlight a change or trend over time in the industry	Rise in cases of hepatitis C in the United States	"The more people see their own or their friends' numbers, the more they are likely to understand or understand why."
Compare one condition with another that might be more in the spotlight	Risk of a heart attack in the next year after one more diagnosis of	"The more people see their own or their friends' numbers, the more they are likely to understand or understand why."
Use an icon or image to represent the data	Effect of statins for 100 people with high cholesterol	"The more people see their own or their friends' numbers, the more they are likely to understand or understand why."

37

Hale et al. Adapting Maslow's Hierarchy of Needs as a Framework for Resident Wellness. Teach Acad Med 2019.

38

- Hours spent on creating videos
- Robust study design
- 100% attrition
- Perspective

Table
Differences in Educational Milieu Between Preclinical Medical Students and Residents

Medical Students	Residents
Home content preparation is routine	Most learning happens in the hospital
Frequent formal testing	Infrequent formal demonstration of knowledge
Dedicated time for independent study	Independent study time limited by clinical duties
Primary role is learning	Primary role is patient care

Cooper et al. Flipping Out: Does the Flipped Classroom Learning Model Work for GME? JGME 2017.

39

Step 2:

How could you turn your work into a paper?

40





List some activities	Needs assessment	Literature review	Novel framework	Intervention	Evaluation	Participant insights	Which of these forms of scholarly work could this become?
<ul style="list-style-type: none"> • Committees • Workshops • Lecture • New programs 							<ul style="list-style-type: none"> • Brief research report • Innovation report • Perspective • Narrative review
Clinical Competency Committee	x	x	x				Perspectives – Chief Medical Residents as Coaches in Remediation

41

Writing for success

42

Training and mentoring

 WRITING COURSES
  WRITING MENTORS
  WRITING GROUPS
  PEER REVIEW

43

Build a writing team

Mentor Helper Nitpicker Visionary

44

The activation barrier is the enemy...

Not your skills

ENERGY

reactants

threshold state

activation barrier

products

PROGRESS

45

Which of these stops you from writing?

- ▶ Time
- ▶ Energy
- ▶ Meetings
- ▶ Tasks
- ▶ Emails
- ▶ Texts
- ▶ Guilt
- ▶ Noise
- ▶ Hunger
- ▶ Messy desk
- ▶ Instagram
- ▶ Netflix
- ▶ Disney+
- ▶ Amazon
- ▶ Illness
- ▶ Family
- ▶ Pager
- ▶ Clinic notes
- ▶ Dirty laundry
- ▶ Appointments
- ▶ Pets
- ▶ Twitter
- ▶ Cooking videos
- ▶ Sleep
- ▶ Commutes
- ▶ Facebook
- ▶ YouTube
- ▶ Instagram
- ▶ Physical space

46

Identifying your strengths

47

Question 1 of 4

I am most comfortable...

- A. in a teaching setting
- B. in front of an audience
- C. working independently

48

Question 2 of 4

I see new ideas and I immediately...

- A. want to apply them to my work
- B. envision the future for my program
- C. want to test them out

49

Question 3 of 4

I prefer to meet with...

- A. trainees
- B. thought leaders
- C. collaborators

50

Question 4 of 4

I prefer to be known as...

- A. creative
- B. inspirational
- C. methodical

51

Innovator Leader Researcher

A **B** **C**

"Types" of Educators

52

Type	Strengths	Venues
Innovator	communication, creativity	curricula, program descriptions, innovations
Leader	vision, messaging	editorials, commentaries, consensus statements
Researcher	methods, assessment	original research, systematic reviews

53