

BMC Faculty Development and Diversity Seminar

Disseminating Your Educational Work to get Promoted

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- “When teaching moves beyond intuition and personal experience to incorporate best available evidence, it can be referred to as scholarly”

What is Educational Scholarship?

- making digital slide presentations with lots of animations and sound effects?
- holding conferences using new technology?
- making a website for students?
- teaching a course with high ratings by students?

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What is Education Scholarship?

- should be structured in a way that is analogous to other types of research
 - hypothesis driven
 - measurable outcomes
 - demonstration of improvement

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EM does annual review of education research publications

- excludes purely descriptive papers, 6th year
- for 2013, 43 met criteria for inclusion (of 251)
- 37 were quantitative and 6 qualitative
- 9 were experimental, 28 were observational
- 7 (16%) were exemplary in design

MedEdPortal

- venue for peer-reviewed submission of educational projects for dissemination
- www.mededportal.org

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Peer Reviewed Publications

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Healthcare Disparities

This course is designed to increase awareness about racial and ethnic disparities across the spectrum of healthcare services, and examine the use of patient-centered communication skills to minimize these disparities.

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other venues

- Academic Medicine
- Advances in Health Sciences Educational Theory and Practice
- BMC Medical Education
- Journal of Graduate Medical Education
- Medical Education
- Medical Teacher
- Teaching and Learning in Medicine

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Beyond description

- EXPERIMENTAL educational research
- more challenging to design and complete than traditional research
- commonest design is pre-text/post-test
- MANY limitations—inability to blind, contamination of control groups, lack of baseline data, poor testing methods, lack of long-term followup

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levels of evaluation

- reaction (how much does learner like the approach)
- knowledge (how much did they learn immediately)
- application (do they use what they have learned)
- outcomes (does their learning affect patient care)

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special issues in EDUCATION research

- lack of truly meaningful outcomes
 - long-term knowledge should be evaluated rather than short-term memorization
 - ability to apply knowledge is more important than fact regurgitation
 - ultimate outcomes are more difficult to assess and may involve job success, clinical effectiveness (patient outcomes!)

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Other forms of Educational Scholarship

- websites
 - consider including in CV, if used outside BMC/BUSM
 - provide data for extent of dissemination: hit rates, reviews, listing of who is using

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Other forms of Educational Scholarship

- Educational guidelines
 - shows national reputation
 - push to publish, or disseminate via national organizations
 - need to document IMPACT

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Other forms of Educational Scholarship

- Curricula
 - must be used outside home institution
 - similar to website, document who is using, reviews or comments from teachers or learners

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Other forms of Educational Scholarship

- Question writing for national tests
 - must be used outside home institution
 - similar to website, document who is using, extent of involvement

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How to best display your Educational Scholarship in your CV

- BE CREATIVE!
 - Start with CV template
 - Add new categories as needed
 - Add tables, other ways to organize and document

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'Innovation Table'

- If you are doing innovative teaching, consider emphasizing it by adding an Innovation Table
- Put in whichever section makes the most sense for your particular situation
 - Consider columns like 'type of learner', 'number of participants', 'description of innovation', 'reviews/comments'

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BUSM does not use a Teaching Portfolio

- However many schools do, and there are many examples online
- Consider looking at them for ideas of other types of educational information to include
- Try to summarize and keep it short, so it does not make your CV too long or confusing
- excellent and VERY complete examples:
<http://www.aur.org/Secondary-Alliance.aspx?id=278>

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Think about what you are MOST PROUD of...

- make sure this is **emphasized** in your CV

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Conclusions

- Educational scholarship takes many forms
- Use the BUSM CV template as an initial framework
- Think about what you consider your most significant educational contributions outside BUSM, and be sure they are emphasized
- For non PubMed types of scholarship, be sure to include as much data in support of impact as you can

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References

- Critical appraisal of Emergency Medicine education research: the best publications of 2013. SE Farrell, GJ Kuhn, et al Acad EM 2014;21:1274.
- Education scholarship in emergency medicine part 3: a “how-to” guide. F Bhani, A Cheng, et al. CJEM 2014;15 Suppl1:S13.
- Evaluating and writing education papers compared with noneducation papers. AM Kelly, Acad Radiol 2012;19:1100.

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Some Lessons Learned

December 6, 2016

Daniel P. Alford, MD, MPH

Professor of Medicine and Assistant Dean of CME, BUSM

“© Director, Clinical Addiction Research and Education Unit, BMC

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Some Strategies That Helped Me Get Started...

- Go to national meetings/conferences
- Join interest groups, task forces, list serves
 - Collaborate with other doing education projects
 - Volunteer to lead a workshop, an update, a precourse
 - Evaluate the educational program (pre-post)
 - Present the evaluation as an abstract at a national meeting
 - Submit the education program description and evaluation as a manuscript
- Identify a mentor who can give you feedback on your curricula, evaluation tools, abstracts, papers

Shelia Ridgen
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Make it Count More Than Twice...

- **TEACHING EXPERIENCE AND RESPONSIBILITIES:**

- *Course Director and Faculty*, Chief Resident Immersion Training (CRIT) Program Addiction Medicine: Improving Clinical and Teaching Skills for Generalists Clinical Addiction Research and Education (CARE) Program, Section of General Internal Medicine

- **CURRICULUM DEVELOPED:**

- **Addiction Medicine: Improving Clinical and Teaching Skills for Generalists** (Course Director), Chief Resident Immersion Training (CRIT) Program, Clinical Addiction Research and Education (CARE) Program www.bumc.bu.edu/crit funded by NIDA

- **ABSTRACTS PEER REVIEWED:**

- **Alford DP**, Bridden C, Samet JH. Promoting opioid risk management among generalist physicians. Oral Presentation – The Society of General Internal Medicine (SGIM) 32nd annual meeting, Miami Beach, FL, May 2009
- **Alford DP**, Bridden C, Samet JH. Promoting opioid risk management among generalist physicians. Oral Presentation – Association for Medical Education and Research in Substance Abuse (AMERSA) Bethesda, MD November 2009

- **PEER REVIEWED ARTICLES**

- **Alford DP**, Bridden C, Jackson AH, Saitz R, Amodeo M, Barnes HN, Samet JH. Promoting substance abuse education among generalist physicians: evaluating the Chief Resident Immersion Training (CRIT) program. *J Gen Intern Med.* 2009; 24(1):40-47

Some Quotes I Find Helpful

taped to my office wall

- “The secret of getting ahead is getting started”
(Mark Twain)
- “The perfect is the enemy of the good” *(Voltaire)*
- “It will not be easier tomorrow” *(me)*

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