Making It Count Twice: Publishing in MedEdPORTAL and Other Medical Education Journals

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Disclosures

- Association of American Medical Colleges
  - Editor-in-Chief, MedEdPORTAL
  - Editorial Board, Academic Medicine
- Society for Simulation in Healthcare
  - Editorial Board, Simulation in Healthcare
Objectives

By the end of the session, you will be able to:

- articulate how to transform your routine teaching activities into scholarly works
- describe the breadth of possible venues to publish educational works
- apply strategies for optimizing the chances of getting published in MedEdPORTAL and other medical education journals
The triple threat of bygone days…

Service

Teaching

Academic work
Service

The New Normal

Teaching

several light-years

Academic work
Why publish about education?
Education underlies all of healthcare.
Teaching is a legitimate domain for publishing.
Standards of rigor are lower.

- Systematic reviews (stronger)
- Randomized controlled trials
- Cohort studies
- Case-control studies
- Cross-sectional studies
- Case reports
- Editorials, letters (weaker)

where many educational studies still lie
Take your teaching to the next level

- Good teaching
  - Effective
  - Purposeful

- Scholarly teaching
  - Evidence-based
  - Innovative

- Scholarship of teaching and learning
  - Investigation
  - Peer review
How to turn teaching into scholarship

- annual lectures to residents
- local workshop
- a novel small group teaching method
Make it count twice

What is your favorite teaching activity?

In what ways is your teaching scholarly?

How can you turn your teaching activity into scholarship?
Where can you publish educational work?
Innovation reports across med ed journals

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

Alexandra Wilson, MD
Craig A. Hurwitz, MD
Monica Smith, BSN, RN

Tracy Patino, DNP, RN, CPNP-AC
Arya S. Kudalmana, MD
Michelle Gallas, DO, FAAP

Connecting Education to Quality: Engaging Medical Students in the Development of Evidence-Based Clinical Decision Support Tools

Elizabeth A. Grabiec, MTH, Emily Brookman, MUS, Amanda Davis, MTH, RD, and Tony E. Squiers, MD, PhD

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

Stephanie K. Nothelle, Colleen Christmas, and Laura A. Hanyok
Department of Medicine, Johns Hopkins Bayview Medical Center, Baltimore, Maryland, USA
Twelve tips for teaching the informed consent conversation

Asha Anandah & Laura Rock
Published online: 23 Jan 2018

How to articles

Abstract

Obtaining informed consent has been traditionally viewed as a mundane task, learned on the job and often relegated to an inexperienced member of the healthcare team. In reality, the process of obtaining informed consent is complex, challenging, and warrants focused teaching, observation and feedback. There are

Promoting clinical autonomy in medical learners

Alexander R Carbo* and Grace C Huang

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2Department of Medicine, Harvard Medical School, Boston, Massachusetts, USA
3Earl J Shapiro Institute for Education and Research at Harvard Medical School and Beth Israel Deaconess Medical Center, Boston, Massachusetts, USA

"How-to" articles
<table>
<thead>
<tr>
<th>Academic Emergency Medicine</th>
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<tbody>
<tr>
<td>Academic Medicine</td>
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<td>Academic Psychiatry</td>
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<td>American Journal of Nursing</td>
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<td>Annals of Family Medicine</td>
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<td>Annals of Internal Medicine</td>
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<td>BMJ</td>
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<td>Canadian Medical Journal</td>
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<td>JAMA Pediatrics</td>
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<td>Journal of Clinical Oncology</td>
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<td>Journal of General Internal Medicine</td>
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<td>Journal of Palliative Medicine</td>
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<td>Journal of the American Geriatrics Society</td>
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<tr>
<td>Lancet</td>
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<tr>
<td>New England Journal of Medicine</td>
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<td>Patient Education and Counseling</td>
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Mentoring trainees to publish

**Teachable Moment**

For trainees at all levels to submit articles that bring attention to the harms that can result from medical overuse and from underuse of needed medical interventions to promote appropriate medical care.

- 800 words
- ≤5 references
- ≤3 authors (first author must be a trainee)
- Patient permission required
Publishing in MedEdPORTAL
Unique features of MedEdPORTAL…

- AAMC’s open-access, MEDLINE indexed journal
- Peer-reviewed medical and dental educational resources
- Includes all materials needed to implement
- Authors keep copyright
…means some caveats about submitting to MedEdPORTAL

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- Peer-reviewed medical and dental educational resources
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Must adhere to scholarly writing and ICMJE standards
Must have been implemented and evaluated
Materials must be packable and generalizable
Authors must own copyright
Activities that translate readily to MedEdPORTAL submissions

- **Discrete workshops**
  - Reasonable size
  - Active learning elements
  - Concrete learning objectives

- **Simulation cases (SP or manikin)**
  - Templates are available
  - Content is scriptable

- **Interactive modules**
  - Exportable for local use
  - Easy to distribute
Which of these materials should be included in a MEP submission?

- Slides?
- Sign-in sheet?
- Handouts?
- Clipart images from Google search?
- Evaluation form?
Activities that are harder to package as MedEdPORTAL submissions

- **Lectures**
  - Tend to be passive
  - Tend to be less unique

- **Assessment tools**
  - Requires several sources of validity evidence

- **Longitudinal courses**
  - Excessive number of appendices
  - Sheer size hinders peer review and usability
Reasons for rejection in MedEdPORTAL

- Widely disseminated (e.g., YouTube, websites)
- Low sample size
- Describes process rather than a generalizable activity
- Overlap with prior publications
Strategies for Writing the ESR
What is the ESR?

Educational Summary Report

The manuscript for a MedEdPORTAL submission

The scholarly description of an educational activity
<table>
<thead>
<tr>
<th>Principles</th>
<th>Pitfalls</th>
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<tr>
<td>Specific</td>
<td>Not learner-centered</td>
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<tr>
<td>Measurable</td>
<td>Vague</td>
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<tr>
<td>Attainable</td>
<td>Double-barreled</td>
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<tr>
<td>Realistic</td>
<td>Process-focused</td>
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<td>Time-bound</td>
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</table>
Which learning objectives are SMART?

- Acknowledge
- Compare
- Describe
- Realize
- Understand
- Calculate
- Reflect
- Critique
- Identify
- Recognize
- Affirm
- Categorize
- Defend
- Consider
- Think
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<td>Understand</td>
<td>Recognize</td>
<td>Think</td>
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The introduction - setting the stage
Structure of the Introduction

Problem
• Disease state
• Healthcare delivery issues
• Learner challenges

Gap
• Literature (including MedEdPORTAL)
• Why these may fall short

Purpose
• Goal
• Learner audience
• Teaching approach

Lingard, Persp Med Educ
A Game-Based Approach to Teaching and Learning Anatomy of the Liver and Portal Venous System

Robert V. Hill, PhD | Zeinab Nassrallah, PhD
Published: March 22, 2018 | 10.15766/mep_2374-8265.10696

View PDF
Understanding the blood supply to and from the liver is essential. Games are an effective way to teach.

Current approaches to teaching this topic are passive and rote. Games have not been used to teach anatomy, which requires a significant amount of memorization.

Therefore, we created a module to teach liver anatomy and the portal venous system using games.
The methods – the recipe for the work
What methods need to address

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<tbody>
<tr>
<td>• learner type</td>
<td>• content</td>
<td>• curricular setting</td>
<td>• instructional method</td>
</tr>
<tr>
<td>• instructor type</td>
<td>• source of content</td>
<td>• physical setting</td>
<td>• instructor training</td>
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<td></td>
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<td>• evaluation</td>
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### Scholarly writing practices

<table>
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<tr>
<th>&quot;Surveys were collected…&quot;</th>
<th>“We collected surveys…”</th>
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<tbody>
<tr>
<td>“The students listened to a lecture and used role play to…”</td>
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Use subheaders freely

<table>
<thead>
<tr>
<th>Kern’s-based</th>
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<tr>
<td>• Needs assessment</td>
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<td>• Resources</td>
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<tr>
<td>• Design</td>
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<td>• Implementation</td>
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<td>• Evaluation</td>
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<th>Participant-based</th>
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<tr>
<td>• Learners</td>
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<td>• Facilitators</td>
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<td>• Data collection instruments</td>
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</table>

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<tr>
<th>Activity-based</th>
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<tbody>
<tr>
<td>• Curricular setting</td>
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<tr>
<td>• Prework</td>
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<tr>
<td>• Lecture</td>
</tr>
<tr>
<td>• Game</td>
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<tr>
<td>• Analysis</td>
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The results
Suggested order of data presentation

Quantitative
Skills-based
Perceptions-based

Qualitative
Use tables and figures

- To organize results from survey questions
- To display change from pre- to post-activity measurements
- To present themes from narrative comments
The discussion – reflection on the activity
<table>
<thead>
<tr>
<th>P1</th>
<th>Summary statement</th>
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<tbody>
<tr>
<td>P2</td>
<td>Reflections on and explanation of the findings</td>
</tr>
<tr>
<td>P3</td>
<td>Lessons learned from the implementation of the activity</td>
</tr>
<tr>
<td>P4</td>
<td>Limitations of the generalizability and evaluation of the activity</td>
</tr>
<tr>
<td>P5</td>
<td>Next steps for the activity</td>
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Publishing in medical education

<table>
<thead>
<tr>
<th>General requirements</th>
<th>MedEdPORTAL requirements</th>
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<tr>
<td>• Represents a unique contribution to the literature</td>
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<tr>
<td>• Well-organized</td>
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<tr>
<td>• Well-written</td>
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<tr>
<td>• Materials come with instructions</td>
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<tr>
<td>• Materials are generalizable</td>
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Your New Normal?

Service

Academic work

Teaching