



HEALTH PROFESSIONS EDUCATION RESEARCH SCHOLARS (HERS)

Orientation & Introduction

October 3, 2019



welcome

Personal Introductions

- Name
- Department
- Name one thing not on your resume.
- Why are you participating in HERS?

Program Goals & Objectives

- Advance high-quality health professions education researchers.
- Build a coalition of skilled medical education researchers who are active contributors to the evidence base for exemplary education in the health professions.
- Foster transferrable knowledge, skills, and attitudes toward both research and health professions education.
- Provide participants with instruction in health professions education research principles, foster collaboration within health professions education research and develop our participants as leaders in academic medicine.
- *At the end of the 18-month program, participants will have:*
 - *a nationally certified certificate in medical education research*
 - *a HERS program certificate*
 - *a mentor guided project of peer-review quality*

Program Overview

- Interdisciplinary program comprised of a health professions education research curriculum in conjunction with a guided personal project.
- Medical Education Research Certificate (MERC) program, developed and offered through the Association of American Medical Colleges (AAMC).
- Scholarly project with the active guidance of a mentor.
- Monthly sessions will run from 9am to 5pm.
- Session breakdown:
 - Didactic
 - Lunch
 - Hands-on project work/consulting with participant resources
- Time allocated for guided project work during the sessions, it is expected that participants will work on their projects outside of these sessions.

Program Outline

<p>Session 1 – October 3, 2019 Orientation/Introduction (goals and expectations overview) Outline the role of the mentor Hypothesis Driven Research (MERC)</p> <p>Session 2 – November 7, 2019 Research Question (Dr. Sarah Parker) Type 1 & 2 Errors (Dr. Fidel Valea)</p> <p>Session 3 – December 5, 2019 Literature Search Overview (Ms. McCandless) Hands-on “in the literature” & validated instrument search “GO- NO GO”</p> <p>Session 4 – January 9, 2020 Questionnaire Design (MERC) Dedicated work time</p> <p>Session 5 – February 6, 2020 IRB Overview (Ms. Carley Emerson/ Ms. Brooke Blevins) IRB Work</p> <p>Session 6 – March 5, 2020 Qualitative Methods (MERC) Dedicated work time</p>	<p>Session 7 – April 2, 2020 Data Management (MERC) Dedicated work time</p> <p>Session 8 – May 7, 2020 Statistics Overview (Dr. Allison Tegge and Dr. Tonja Locklear) Statistical Work</p> <p>Session 9 – June 4, 2020 Reliability & Validity (MERC) Dedicated work time</p> <p>Session 10 – July 9, 2020 Program Evaluation (MERC) Dedicated work time</p> <p>Session 11 – August 6, 2020 Flex day/work day</p> <p>Session 12 – September 3, 2020 Assessment Overview Resource Consultations (HART Team)</p>	<p>Session 13 – October 1, 2020 Stats 2.0 Dedicated work time</p> <p>Session 14 – November 5, 2020 Data Analysis Consultations Dedicated work time</p> <p>Session 15 – December 3, 2020 Writing/Publishing Overview (Dr. Sarah Parker) “GO- NO GO” Dedicated work time</p> <p>Session 16 – January 7, 2021 Finding Funding Sharing Your Scholarship</p> <p>Session 17 – February 4, 2021 Pre-Presentations</p> <p>Session 18 – March 4, 2021 Presentations and Certificate Awards</p>
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Thank you!

- Mentors
 - John Epling MD, MEd
 - David Musick PhD
 - Michael Nolan PhD
 - Sarah Parker PhD
 - Fidel Valea MD
 - Shari Whicker EdD
- Resource Participants
 - Brooke Blevins MHA
 - Carly Emerson MS
 - Tonja Locklear PhD
 - Rita McCandless MLS
 - David Musick PhD
 - Brock Mutcherson PhD
 - Allison Tegge PhD
- AAMC MERC Program

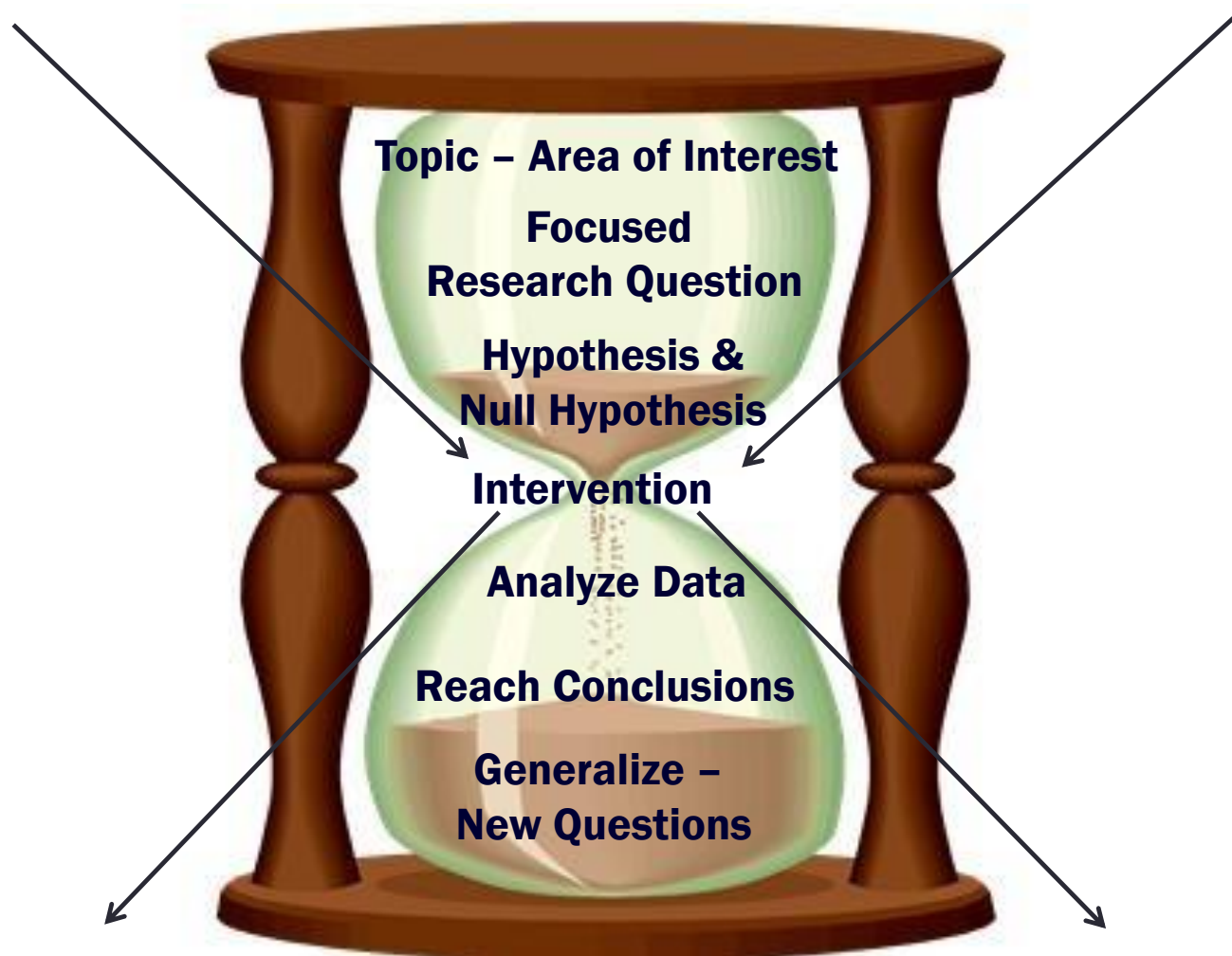


Resource Participants

- Internal experts who will provide guidance and support to participants throughout the duration of the program.
- Facilitate workshop sessions related to their area of expertise and provide hands-on instruction to participants specific to their education research project needs.

Education Research Ideas

Structure of Research



Mentors

Mentor Role

- Participants lead the process with mentor guidance as needed.
- This is your project, mentor will help guide.
- Mentor will not facilitate the project.

Mentors

- Mentor Assignments

Mentee	Mentor
Anthony Baffoe-Bonnie	Shari Whicker
Jennifer Bath	Sarah Parker
Khalief Hamden	David Musick
Natalia Jaimes-Ocazonez	John Epling
Daniel Lollar	Sarah Parker
Julie Morris	David Musick
Jaclyn Nunziato	Fidel Valea
Srujana Pachigolla	Michael Nolan

Homework

- Reflect on the session today
- Think about what fields outside of medicine may provide knowledge on your topic
- Be prepared to discuss your topic, purpose, and research question
- **For November: preliminary literature search (3-5 articles on your topic), draft research question**

Remember...

- Be open to critique
- Use your mentor as needed
- Your topic may be refined/ change several times
- Your initial project is a pilot study (18 months)
- Developmental curriculum
- Alignment is important for resources. Is your chairman invested in what you are doing? How will your topic help/improve/advance something that is important to your department/hospital?

Expectations

- Actively participate in all sessions.
- Be on time!
- To accomplish the goals of this program, project work must be completed inside and outside these sessions.

Go/No Go

- Status checks

Pre Self-Assessment

<https://www.surveymonkey.com/r/HERSpre>

Lunch & Learn: Journal Club

- FINER
- Journal Club Discussion

FINER

- F- Feasible
 - Adequate number of subjects
 - Adequate technical expertise
 - Affordable in time and money
 - Manageable in scope
- I- Interesting
 - Getting the answer intrigues the investigator, peers and community
- N- Novel
 - Confirms, refutes or extends previous findings
- E- Ethical
 - IRB approved, or appropriate ethical coverage
- R- Relevant
 - To scientific knowledge
 - To clinical and health policy
 - To future research

Reference:Hulley S, Cummings S, Browner W, et al. Designing clinical research. 3rd ed. Philadelphia (PA): Lippincott Williams and Wilkins; 2007.

Journal Club Discussion

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Education in Clinical Reasoning: An Experimental Study on Strategies to Foster Novice Medical Students' Engagement in Learning Activities

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MERC

Hypothesis-Driven Research

Wrap-up and Q&A