

Abstract: Making it Count Twice: Converting Everyday Work into Scholarship

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Background: Promotion is an expected component of a faculty member's academic career; however, for the busy clinician educator finding dedicated time for research or scholarship is often daunting and even seemingly impossible. We propose a concept of Making it Count Twice whereby the innovation one is already doing in everyday work can be converted into scholarship and thus count twice, once in real-time and once as scholarship for promotion.

Methods: Hypotheses generated information for one clinical activity and one educational activity are presented. These are being converted to scholarship

Clinical Activity: Remote Dielectric Sensing (ReDs) employs a Velcro vest, which is put on the chest for a few minutes, to provide noninvasive assessment for pulmonary edema. The bedside nurse can use this vest for patients admitted with heart failure. It is hoped the data can be used to guide treatment and reduce readmissions.

Educational Activity: During the spring of 2020 three Feedback presentations were given across three formats. The effectiveness of virtual and in person venues was studied for knowledge acquisition and overall evaluation of the presentation. These presentations were given as educational activities and then studied so that information gained could be communicated to others for their benefit and application.

Results:

- Clinical Activity
 - We have obtained data on 115 hospitalized patients. ReDs vest values are obtained at admission and prior to discharge. The data are currently being correlated with clinical outcomes.
- Educational Activity
 - Across the three settings studied we found similar knowledge acquisition between the in person and the conference call setting at approximately 55% of attendees mentioning the Importance of Words. The video/audio setting had a lower mention of this content at 19% which may be due to it not being perceived as novel. All venues rated the overall assessment as high with the smallest venue (8 attendees) being 100% excellent suggesting the importance of an informal engaged setting even though it was virtual.

Discussion: We have shown an example of a clinical and an educational innovation being converted into scholarship and thus making the work efforts count twice. These were accomplished without doubling our time input. This is a concise and expeditious mechanism to meet the metric of scholarship required for promotion (or maintenance of appointment) and can serve as an example for other faculty.