

Making it Count Twice

Daniel F. Pauly, MD PhD and Rebecca R. Pauly, MD



INTRODUCTION

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 seemingly impossible.

Research proposal:

We propose a concept of **Making it Count Twice**. The innovation one is already doing in everyday clinical or educational work can be converted into scholarship and thus count twice, once in real-time and once as scholarship for promotion.

RESULTS

Clinical Scholarship Example

- ReDS Vest data is being collected for every patient admitted for CHF.
- Let's analyze the data collected on admission and on discharge. Let's group patients who are normal, abnormal on admission and show improvement at discharge, abnormal and show no improvement.
- What can we learn from each group about predicting readmission?
About decompensation of symptoms?
Does the ReDS Vest data help us predict these clinical outcome measures? It can be further broken down by gender/age/smoking history....
Let's present and publish our data.



DISCUSSION

How this helps with promotion:

We provide examples of everyday activities being converted into posters and presentations (online teaching tools, and manuscripts) which can encourage teaching, mentoring, and research collaboration/networking both within and external to VTCSOM and Carilion Clinic.

Scholarship is one of four missions vital for promotion at VTCSOM and networking allows for connections important in establishing visibility and national reputation, necessary in external letter writers' assessment of the promotion portfolio.

METHODS

We selected one clinical focus and one educational focus with a potential for hypothesis generated investigation to characterize for the concept of **Making it Count Twice**.

Clinical:

CHF accounts for 20-25 % of all admissions in the Medicare population. We obtained data on 115 hospitalized patients. ReDS Vest values are obtained at admission and prior to discharge.

Educational:

Virtual and in person formats of presentation were studied measuring knowledge acquisition and overall expectations during three already scheduled workshops in spring/summer of 2020. Surveys were tabulated and narrative comments assessed.

CONCLUSIONS

Making it Count Twice activities can be successfully implemented in clinical and educational settings without doubling the time effort. These can be planned with hypotheses and data collection anticipated prior to the activity. Multiple venues exist to present and publish these observations.

Scholarship can be communicated in many formats to disseminate information for improvement in health, safety, science, and education and assembled into a portfolio for promotion.

FUTURE DIRECTIONS

Clinical and educational innovations and observations related to COVID-19 and to health systems science(HSS) would be excellent opportunities to employ **Making it Count Twice**.

We anticipate including students and trainees in upcoming scholarship projects.

Educational Scholarship Example

Knowledge Acquisition

In Person Setting	28/53	or	53%
Zoom Setting	18/96	or	19%
Audio Setting	5/8	or	63%

Overall Expectations

	Excellent	Very Good
In Person Setting	80%	15%
Zoom Setting	77%	23%
Audio Setting	100%	