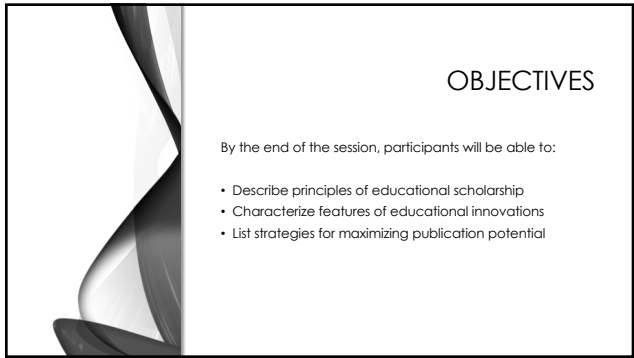
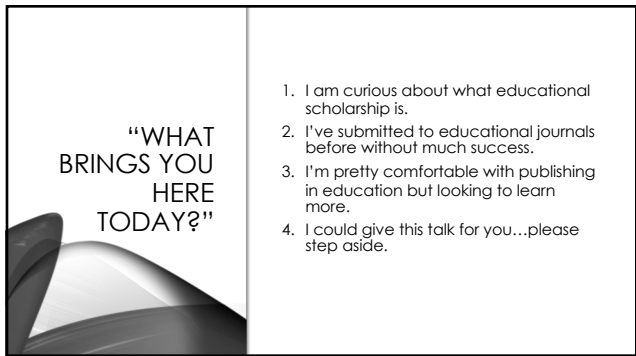


1



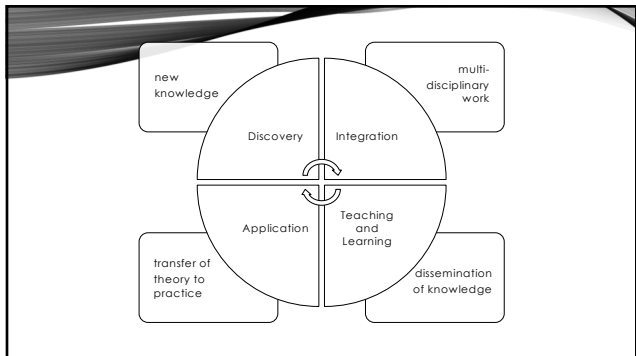
2



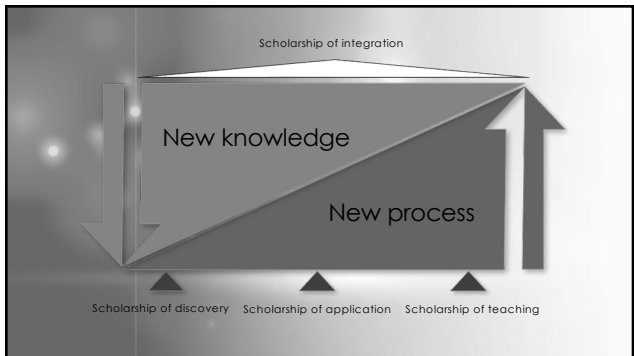
3



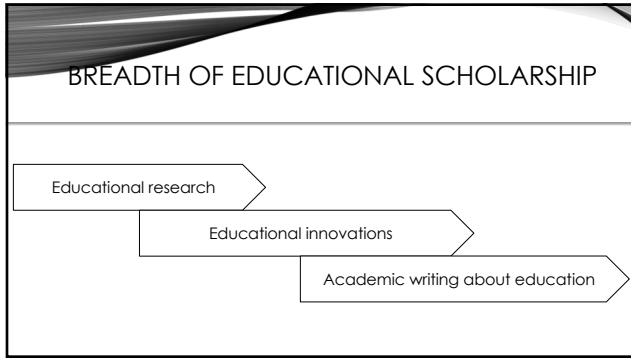
4



5



6



7

APM Perspectives
The Association of Professors of Medicine (APM) is the national professional organization of clinical educators at US MD medical schools and academic clinical teaching hospitals as reported to Accredited and approved sources. In the official journal of the American Journal of Medicine, the association strives to foster connections in these currently separate spheres.

A Model for Quality Improvement Programs in Academic Departments of Medicine
Mark S. Aronson, MD, Bruce Horvath, MD, Alexander Cohen, MD, Asha S. Venk, MD, Jitendra K. Patel, MD, Patrick McKeown, MD, Kenneth P. Smith, MD, Mark S. Lipkin, MD
Department of Medicine, Brigham Young University and Primary Care, and Brigham Young University School of Health Care, Provo, UT

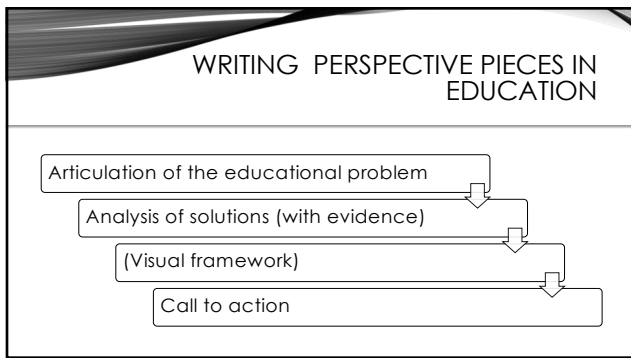
Perspective
Trust, Faith, and Covid
Eve Rittenberg, M.D.

Podcasting: A Roadmap to the Future of Medical Education
Adam Rodman, MD, MPH^{1,2} and Shreyya Trivedi, MD^{1,3}

Leadership & Professional Development: Specialty Silos in Medicine
Zane Karpyn, MD, MPH¹, Leslie Binko, MD

Perspectives in education

8



9

Twelve tips for teaching the informed consent conversation
John A. Hunsberger, MD, Loretta L. Linn
Department of Medicine, Brigham Young University School of Health Care, Provo, UT

How We Review a Medical Education Research Manuscript
Margaret M. Hooper and Henry B. Paster
Division of Pulmonary, Critical Care and Sleep Medicine, Brigham Young University School of Health Care, Provo, UT

Practical guides in medical education

The Clinical Teacher's Toolbox

Cognitive learning theory for clinical teaching
Jakob J. McGarron^{1*}, Anita Vankai^{1*} and C. Christopher Smith²
¹Department of Medicine, Division of Pulmonary, Critical Care, and Sleep Medicine, Brigham Young University School of Health Care, Provo, UT, USA
²Department of General Medicine and Primary Care, Beth Israel Deaconess Medical Center, Boston, Massachusetts, USA

10

PRACTICAL GUIDES

- Skill relatable to educators and clinician-educators
- Opportunity to relay experience >> scholarly expertise
- Actionable with real-life examples and metaphors

11

A Piece of My Mind
March 2, 2021
It's Not Your Fault
Wendy Stead, MD¹
Author Affiliations | Article Information
JAMA. 2021;325(9):827-828. doi:10.1001/jama.2021.0255

The Buried Curriculum
by Grace Ferris




Personal narratives

Medical Teacher
ISSN: 0142-159X (Print) 1466-187X (Online) | Journal hour

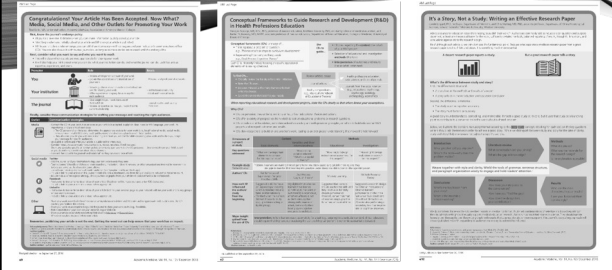
Who's the boss?
Jason A. Freed

12

PERSONAL NARRATIVES

-  Person-centered
-  Unique experience with generalizable elements
-  Story arc: beginning, central tension, and resolution

13



Infographics

14

Features and uses of high-fidelity medical simulations that lead to effective learning: a BEME systematic review*

S. BARRY ESSENBERG¹, WILLIAM C. MCGAGHIE², EMIL R. PETRUSA³, DAVID LEE GORDON⁴, & ROSE J. SCALESE⁵

Center for Research in Medical Education, University of Miami School of Medicine, Miller School of Medicine, University of Miami, USA; ²University of Illinois at Chicago, USA; ³University of Illinois at Chicago, USA; ⁴University of Illinois at Chicago, USA; ⁵University of Illinois at Chicago, USA

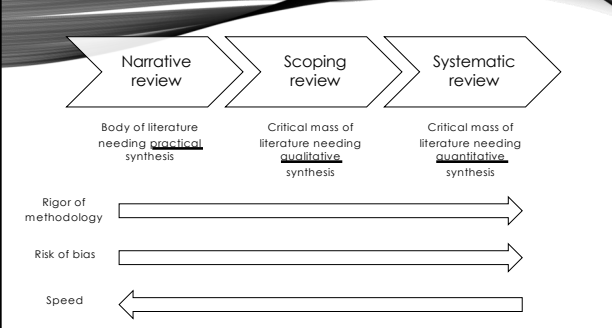
SUMMARY
Objective: Assess (1) to (3), in order: (1) background and current literature on high-fidelity simulation in medical education; (2) features and uses of high-fidelity simulation in medical education; (3) features and uses of high-fidelity simulation in medical education.

The Hidden Curricula of Medical Education: A Scoping Review

Caroli Luoma, Tapani Mäkelä, MBChB, MMed, Kaarlo A. Simola, PhD, Heikki Mäkelä, PhD/MSc, Bernhard Gaida, MBChB, MMed, PhD, and Mira Mäkelä, MBChB, MMed, PhD

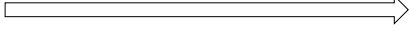
Literature reviews

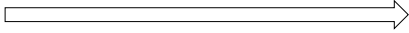
15

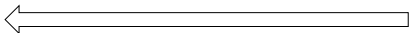


Narrative review Scoping review Systematic review

Body of literature needing practical synthesis Critical mass of literature needing qualitative synthesis Critical mass of literature needing quantitative synthesis

Rigor of methodology: 

Risk of bias: 

Speed: 

16

INNOVATION IS PRIORITIZED IN EDUCATION

BIOMEDICAL PARADIGM

Hypothesis

Investigation

Evidence

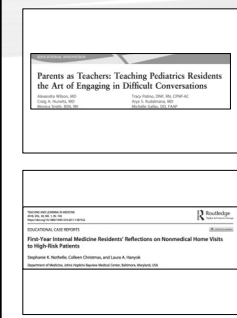
HEALTH PROFESSIONS EDUCATION

Idea

Experimentation

Scalability

17





INNOVATION REPORTS
The Clinician-Educator Track
Training Internal Medicine Residents as Clinician-Educators
Smith, C. Christopher MD; McCormick, Ian MD; Huang, Grace C. MD
Author Information ©


Educational innovations


18

POTENTIAL DOMAINS OF INNOVATION IN EDUCATION

 Instructional approach

 Evaluation

 Setting

 Learner audience

Baker AC et al. JGME 2022

19

1. Introducing Feedback Fridays to an internal medicine residency and assessing self-reported frequency of receiving feedback
2. Creating a debiasing checklist to be used on ICU rounds
3. Developing an anti-racism curriculum for dental students

WHICH OF THESE COULD BE AN EDUCATIONAL INNOVATION?

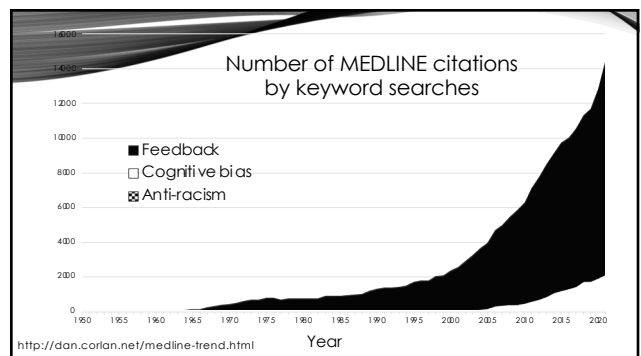
20

EDUCATIONAL INNOVATIONS SHOULD...

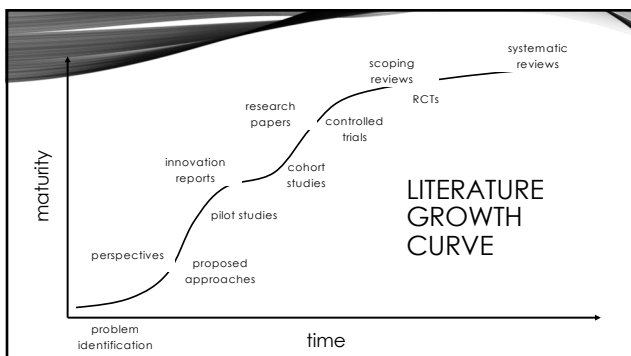
Argument for novelty	Implementation	Evaluation	Reflection
<ul style="list-style-type: none"> Articulate the problem Depict work as early stage Highlight area of novelty Provide conceptual framework 	<ul style="list-style-type: none"> Describe process Describe development 	<ul style="list-style-type: none"> Evaluate innovation Include data/outcomes 	<ul style="list-style-type: none"> Describe lessons learned Discuss sustainability Discuss transferability Discuss implications

Adapted from Colbert-Getz JM et al. Acad Med. 2021;96(11):S39-S47.

21



22



23

MORE MANUSCRIPT TYPES THAN EVER BEFORE

Original research article

Clinical Toolbox

Rip-outs

New Ideas

Innovation reports

AM Last Page

Cross-cutting Edge

Groundwork

How I do it

Short communications

Educational case reports

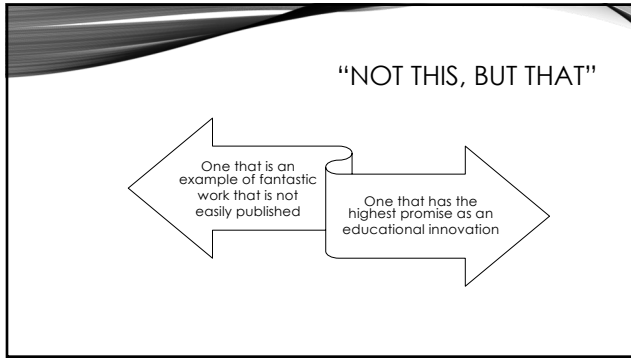
Eye Openers

When I say...

Really Good Stuff

Failures

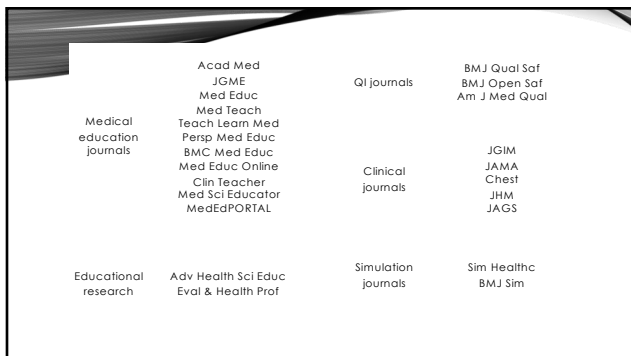
24



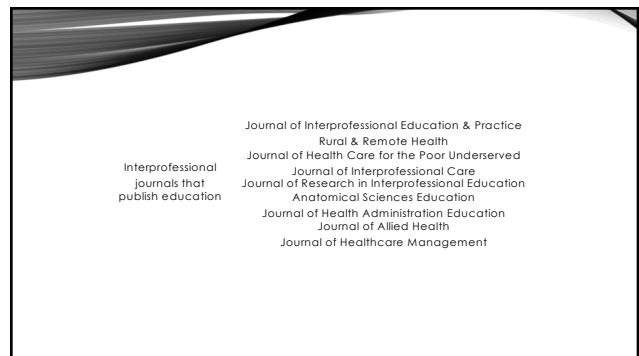
25

Manuscript type by word count	<500	500-1000	1000-2000	>3000
Original research			●	●
Reviews				● ●
Brief reports		●	●	
Innovation Reports			●	●
Perspectives				● ●
Case reports	●		●	
Patient narratives		●		●

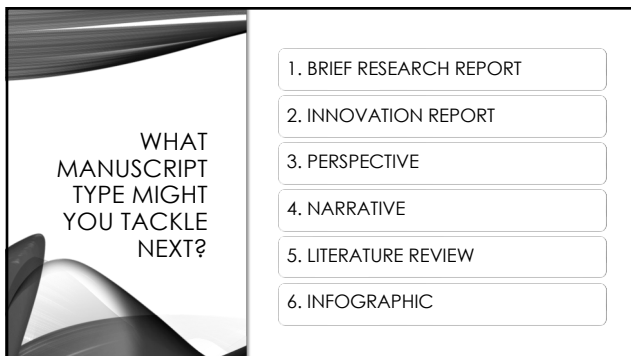
26



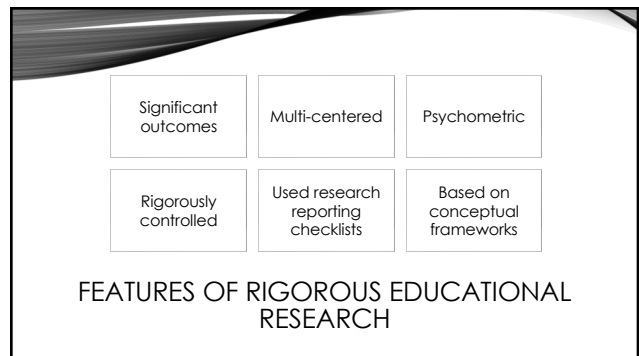
27



28



29



30

A FEW EDUCATIONAL THEORIES TO CHOOSE FROM...

- Schon's reflection theory
- Bandura's social learning theory
- Kolb's experiential learning theory
- Kern's curriculum development cycle
- System 1 and 2 thinking
- Situated learning theory
- Principles of deliberate practice
- Behaviorism

31

THEORY IS THE GUIDE TO EDUCATIONAL DESIGN

	PRINCIPLES OF DELIBERATE PRACTICE	SOCIAL LEARNING THEORY	BEHAVIORISM
Key elements	<ul style="list-style-type: none"> • Repetition with iterative goal setting • Feedback in the moment 	<ul style="list-style-type: none"> • Observation • Imitation • Peer influence 	<ul style="list-style-type: none"> • Cause and effect • Conditioning
Instructional approach	Direct observation, checklists, feedback and coaching	Actual videos of poor performance and exemplars, peer recognition	EHR alerts, root cause analyses of handoff errors, M&M conferences

32

TAKING YOUR TEACHING TO THE NEXT LEVEL

Teaching → Scholarly teaching → Scholarship of teaching & learning

Carnegie Foundation

33

PEER REVIEW AS IN-SITU FACULTY DEVELOPMENT

- 💡 Substrate for learning
- ✓ Improve writing skills
- 👥 Gain expertise
- ✓ Preview on innovation
- 🧠 Insights on editorial thresholds
- 👤 Editorial opportunities

34

SCHOLARSHIP DISSEMINATION

<p>Papers</p> <p>↓</p> <p>Helps promotion Builds academic credibility</p>	<p>Products</p> <p>↓</p> <p>Builds reputation Extends impact Offers collaboration</p>
---	---

35

Dissemination opportunities

36