

# ACADEMIC MEDICINE

Journal of the Association of American Medical Colleges



ACADEMIC  
MEDICINE  
Journal of the Association of American Medical Colleges



August 2022  
Volume 47  
Number 8

**In This Issue**

- VA-Academic Medicine Partnership
- Mental Health
- Arts and Humanities
- Supervision
- Trainee-Authored Letters to the Editor



ACADEMIC  
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September 2022  
Volume 47  
Number 9

**In This Issue**

- Rural Health and Academic Medicine
- Early Career Research Assessment
- Physician-Scientists
- Resident Recruitment



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November 2022  
Volume 47  
Number 11

**In This Issue**

- Medical Philanthropy
- Diversity, Equity, and Inclusion
- Women in Leadership
- Student Well-Being
- Assessment



ACADEMIC  
MEDICINE  
Journal of the Association of American Medical Colleges



December 2022  
Volume 47  
Number 12

**In This Issue**

- Advancing Health Equity
- Faculty Engagement
- Gender and Career Status
- Sexual and Gender Minority Health Curricula
- Communication Skills
- Professional Identity Formation



ACADEMIC  
MEDICINE  
Journal of the Association of American Medical Colleges



January 2023  
Volume 48  
Number 1

**In This Issue**

- Inclusion in Leadership
- Non-Funding Trends
- Diagnostic Expertise
- Medical Education in China
- Assessment



ACADEMIC  
MEDICINE  
Journal of the Association of American Medical Colleges



February 2023  
Volume 48  
Number 2

**In This Issue**

- LIME-GME Function
- Building in Academic Medicine
- Assessment and Feedback
- Program Evaluation
- Cultural Medicine



March 31, 2023

# Speakers

Bridget O'Brien, PhD:

Deputy Editor

Professor of Medicine

Univ of California, San Francisco  
(UCSF)

@bobrien\_15

Colin West, MD, PhD:

Deputy Editor

Professor of Medicine, Medical Education,  
and Biostatistics

Mayo Clinic

@ColinWestMDPhD

# Mission / Purpose

*Academic Medicine* is an official, peer-reviewed journal of the Association of American Medical Colleges. The journal serves as an international forum for the exchange of ideas, information, and strategies to address the major challenges facing the academic medicine community as it strives to carry out its missions in the public interest.

# ACADEMIC MEDICINE

Journal of the Association of American Medical Colleges



March 2023  
Volume 98  
Number 3

## In This Issue

- Humanitarian Crisis Response
- Trauma-Informed Care
- Assessment and Feedback
- Diversity, Equity, and Inclusion
- Artificial Intelligence



## Editorial Focus Areas

- **Education and training issues across the continuum**, including premedical education, UME, GME, CPD, and IPE.
- **Health policy** as it relates to education, research, and clinical care.
- **Institutional policy and management** of medical schools, faculties of medicine, and teaching hospitals.
- Alignment of the **health professions workforce** with societal needs.
- The **culture and environment** of academic medicine.
- The intersection of **academic medicine's multiple missions**, including education, research, patient care, and community and global health.
- Advancing the field of **health professions education research and scholarship**.

# Advancing Diversity, Equity, and Inclusion

- All DEI articles free to read
- Anti-racism, women, sexual and gender minorities in medicine article collections
- Upcoming supplement on equity in assessment
- Inclusive language policy
- Anti-bias trainings
- Open calls for assistant, associate editors

# Academic Medicine Metrics Dashboard

#1

ranked journal in  
Education, Scientific  
Disciplines

8.034

2022 Impact Factor

2021: 6.893  
2020: 5.354

9%

2022 acceptance rate

2021: 8%  
2020: 8%

26,356

citations in 2022

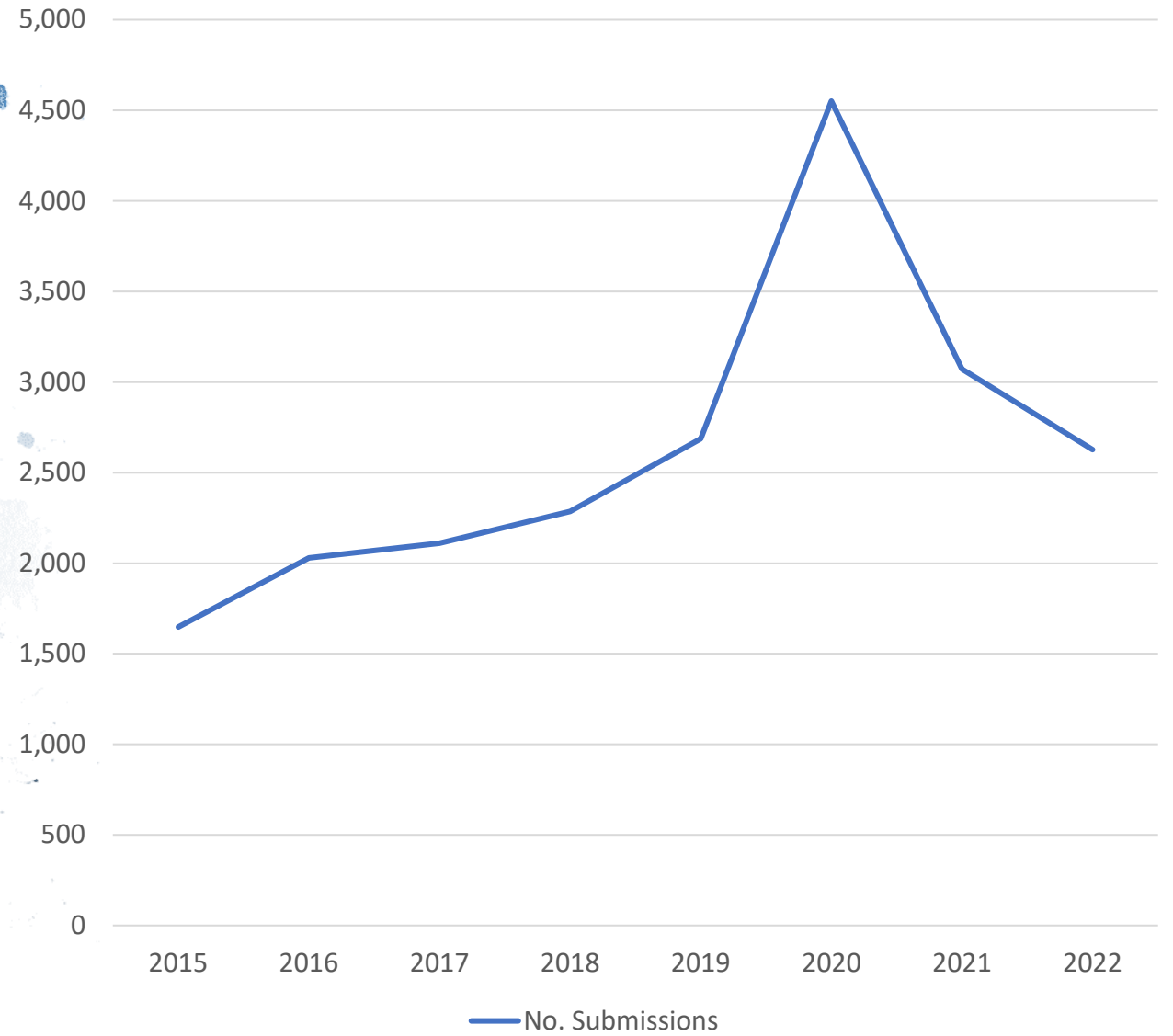
2021: 24,400  
2020: 22,563

2,627

submissions in 2022

2021: 3,072  
2020: 4,551

# Yearly Submissions, 2015-2022



# Article types



Letters to the editor



Invited commentaries



Scholarly perspectives



Articles



Innovation reports



Research reports



Reviews

Systematic, scoping, narrative



Humanities features

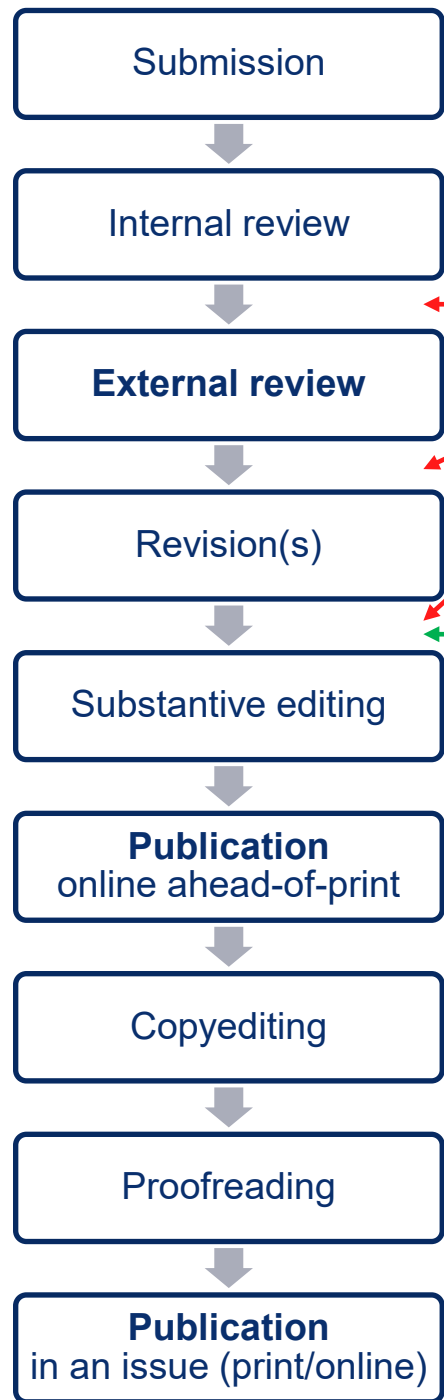
Teaching and Learning Moments, Medicine and the Arts, Cover Art



AM Last Page



# Review and publication process



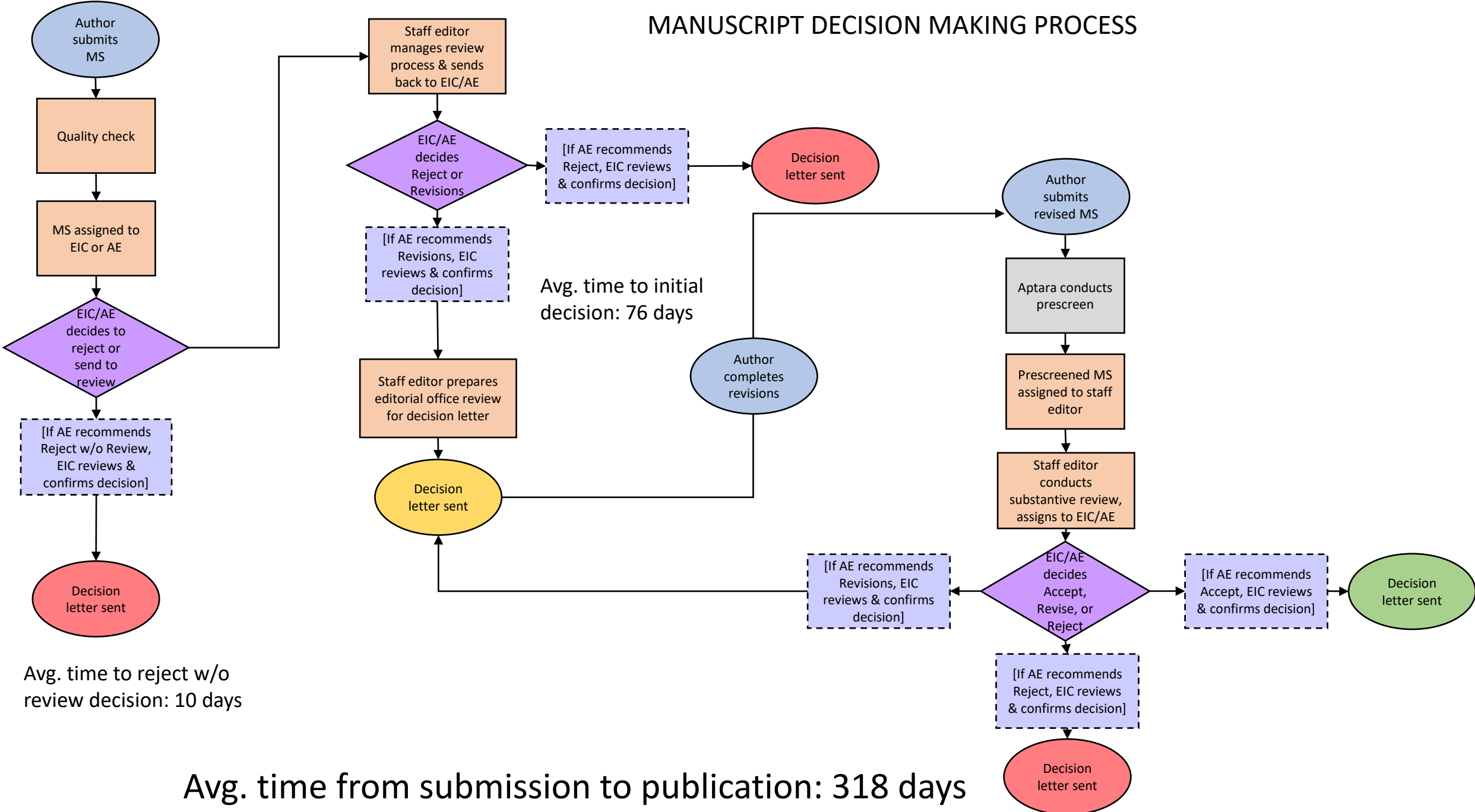
**REJECT decision**

**ACCEPT decision**

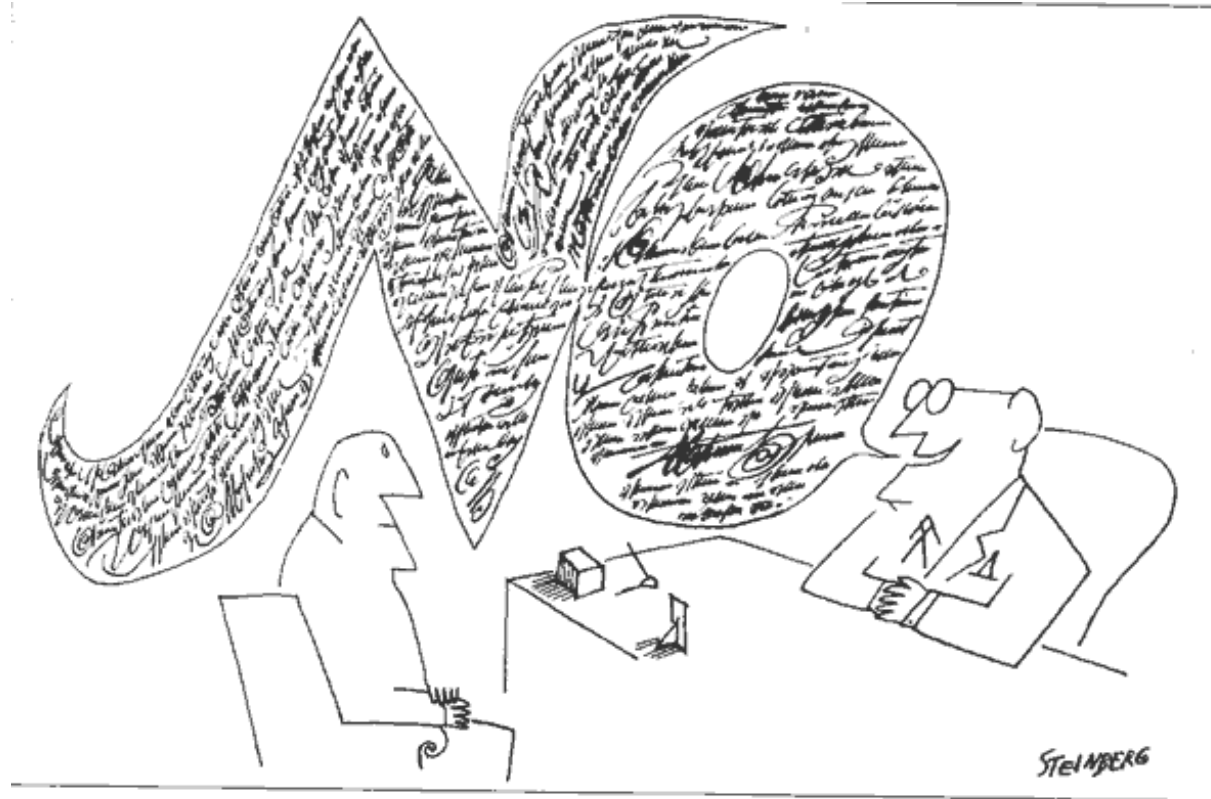
Professional staff editors work closely with authors to:

- Strengthen arguments
- Improve organization and flow of ideas
- Tighten prose
- Ensure consistency

# MANUSCRIPT DECISION MAKING PROCESS

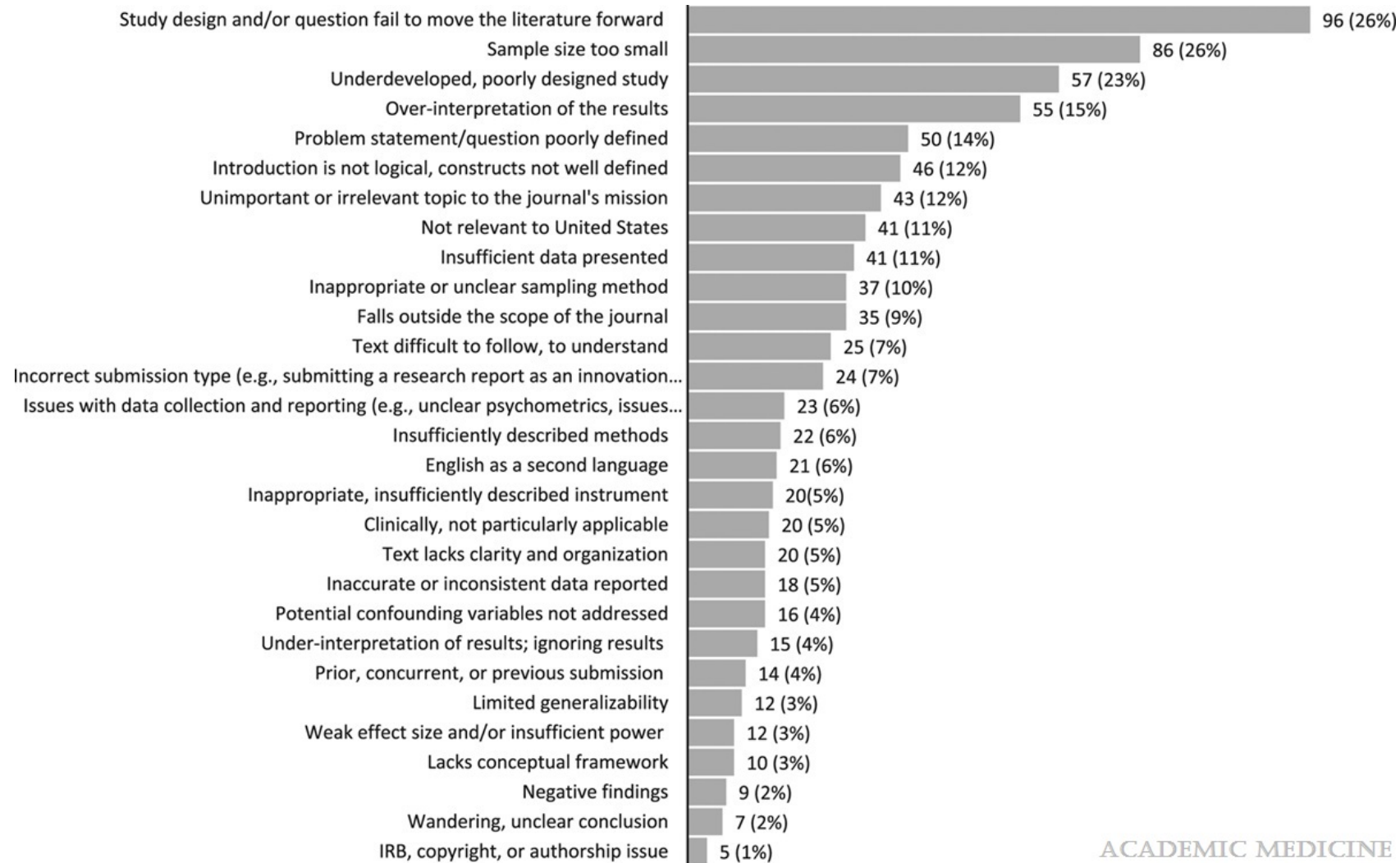


# Interpreting correspondence from editors ...



Saul Steinberg, *The New Yorker*

# Reasons for rejection without review at *Academic Medicine*



ACADEMIC MEDICINE

Meyer HS, Durning SJ, Sklar D, et al. Making the first cut: An analysis of *Academic Medicine* editors' reasons for not sending manuscripts out for external peer review. *Acad Med.* 2018;93:464-470.

# What do editors want?

- Significant, clear rationale
- Novel, interesting idea
- Alignment of purpose with rigorous methodology
- Discussion that puts the results or arguments into context
- Likely to be cited based on relevance and quality
- A good fit for the journal / publication
- Well written — work is presented clearly and accurately

# A “good” topic should be ...

- Salient
- Significant
- Well-defined, and
- Have received insufficient attention, or
- Be incompletely understood, or
- Require replication, or
- Have new information that sheds new light, or
- Present a new technique that permits new understanding, or
- Provide a distinct perspective that produces valuable meaning

# When developing a paper ...

Think about:

- Aims of the paper and what it contributes
- Target audience and the journal mission and venue
- Your professional development and goals – How does this work fit into your life's work?
- Getting in touch with colleagues, editors for guidance

# “It’s a *Story*, Not a Study”

- Consider the purpose of your work and your audience before writing your paper
- Different journals have different article types and audiences
  - Review the instructions for authors to determine any journal-specific requirements
  - Read recently published articles to determine how your work could fit



**WEB PAPER**

# Writing for academia: Getting your research into print: AMEE Guide No. 74

JOHN H. COVERDALE<sup>1</sup>, LAURA WEISS ROBERTS<sup>2</sup>, RICHARD BALON<sup>3</sup> & EUGENE V. BERESIN<sup>4,5</sup>

<sup>1</sup>Baylor College of Medicine, USA, <sup>2</sup>Stanford University School of Medicine, USA, <sup>3</sup>Wayne State University School of Medicine, USA, <sup>4</sup>Harvard University, USA, <sup>5</sup>Massachusetts General Hospital and McLean Hospital, USA

## Abstract

The authors identify and describe strategies for success in writing for publication, including how to choose an educational research topic, define the question and choose the correct design, know the anatomy of a research paper, write each of the sections, optimize the writing before publication, choose a journal, and respond to editors and reviewers. The research question should be focused, modest, and achievable given the constraints of the setting, significant, and appropriately imbedded in the available literature. The choice of methods is determined by the nature of the educational research question and should conform to ethical standards. Specific strategies for writing include starting where it is easiest to do so, spontaneously and uncritically writing the first paragraphs through, minimizing external impediments to the work, and knowing how each section of a manuscript is routinely

## MEDICAL EDUCATION

# Fostering Scholarship in Medical Education: Resources for Authors and Reviewers

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Scholarship drives the practice of medical education forward, affecting how we educate trainees and ourselves, what we know about each other and our institutions, and how we identify and close gaps in our understanding of important topics. The AAMC supports scholars and their work through its journals and professional development offerings and its role connecting people and convening groups from across the community.

Below you'll find a curated set of resources to advance your work as a health professions education researcher, writer, and reviewer. All resources are available to access and download for free unless otherwise noted.

This list is but a sample of the resources available to support scholars in their work. If you use other (free) resources, we want to know! E-mail [icollaborative@aamc.org](mailto:icollaborative@aamc.org) with a link to the resource and a brief description of it and why it's helpful to you. We'll update this page periodically with new and newly uncovered resources.

## Getting Started

Sometimes figuring out where to start can seem impossible. These resources will guide you through the before, during, and after processes of conducting research. They're the perfect place to begin for those new or newly returned to health professions education scholarship.

- The [Conducting Research in Health Professions Education: From Idea to Publication eBook](#) is a collection of one-page infographics offering guidance on each step of the process of conducting and publishing research in health professions education from writing good research questions to analyzing quantitative and qualitative data to responding to reviewer feedback to promoting your published work.
- The [Research in Medical Education: A Primer for Medical Students](#) includes an overview of medical education research as well as strategies and recommendations for getting started.

## Writing Up Your Work

Writing up your work can take time, and there is an art to communicating your argument and findings. These resources will help you improve your writing, no matter the type of publication.

- The [Handbook for Academic Medicine Writing Workshop](#) is a handbook with annotated examples of successful manuscripts published in *Academic Medicine*. It includes a variety of article types.

# Conducting Research in HPE: From Idea to Publication (eBook)

AM Last Page

## Conceptual Frameworks to Guide Research and Development (R&D) in Health Professions Education

Geoffrey Fortney, MD, MEd, PhD, professor of medical education, Member Emeritus, PhD, assistant professor of medical education, and Bachelor's Director, MD, MEd, associate professor of medical education, Department of Medical Education, University of Illinois at Chicago

**Conceptual frameworks (CFs)** are ways of...  
 • Thinking about a process or business  
 • Theoretically describing the steps to accomplish development  
 • Representing how things are being done  
 • Representing "best practices" or "gold standards"

Each CF is "theory" based, based on scientific or practical elements that are being put together.

**To find CFs...**  
 • Critically review the literature for relevant theories  
 • Review the CFs  
 • Do not proceed to the many frameworks that are available  
 • Select the ones that best fit your needs

**Use CFs to guide...**  
 • Choice regarding the content of your R&D project  
 • Selection of educational and investigation methods (the how)  
 • Interpretation of outcomes and results (the so what, what next)

Review articles, essays, journal articles, books, e-books, e.g., *Handbook of Educational Theories*  
 Health professions education, social sciences, etc. (e.g., psychology, anthropology, economics)

**When reporting educational research and development projects, state the CFs clearly so that others know your assumptions.**

**Why CFs?**  
 • CFs are pervasive, they underlie a majority of educational programs or research questions  
 • CFs offer a variety of perspectives from which to look at educational programs or research questions  
 • CFs provide a social framework, which is shared and understood by many and well-grounded principles, or others to build additional R&D projects  
 • CFs allow researchers to build on one another's work, leading to an ever greater understanding and growth of the field forward

Dimensions of project or study	Basic elements	Context	Variables and their interrelatedness	Educational	Methods	Investigation
Key questions addressed	"What are the major themes in the literature?"	"How are we going to do this?"	"What are the relationships between the variables?"	"How much 'design' is involved in the study?"	"What are the methods of data collection?"	"How are the data analyzed?"
Example study described in article	Problem: Teachers are making limited gains from a new, non-validated program in a classroom setting.	Context: A public school in a low-income urban area.	Variables: Teacher beliefs, student achievement, teacher efficacy.	Educational: A new, non-validated program.	Methods: Pre-test, post-test, surveys, interviews.	Investigation: Quantitative analysis of student achievement data.
How each CF influenced the authors' study from the beginning	Suggested that the focus on teacher beliefs is important in understanding the problem.	CFs helped to define the context of the study.	CFs helped to define the variables and their interrelatedness.	CFs helped to define the educational program.	CFs helped to define the methods of data collection.	CFs helped to define the investigation.
Major insight gained from the use of CFs	Interpretation of the data has been significantly influenced by the use of CFs.					

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## It's a Story, Not a Study: Writing an Effective Research Paper

London Lygard, PhD, professor, Department of Medical and Clinical Education, University of Maryland, Baltimore, MD, PhD, associate professor, Department of Clinical Neurological Sciences, Johns Hopkins University, Baltimore, MD

Advice and guidance for authors or those others looking to "define their niche." Authors are commonly told to "ask a clear question and suggest a hypothesis" or "develop a theoretical framework" for the study, but rarely included methods, validated separation of theory, thoughtful limitations and conclusions appropriate to the research design.

He of all things such advice, I've written the fundamental point: Because what separates a mediocre research paper from a great research paper is not so much the quality of the research, but the quality of the writing.

**A decent research paper reports a study.** **But a great research paper tells a story.**

**What's the difference between study and story?**  
 First, the difference is structural:  
 • A study lives in the methods and results of a report.  
 • A story unfolds in the introduction and discussion (and also in the methods and results).  
 Second, the difference is rhetorical:  
 • The study must be reported accurately.  
 • The story must be told persuasively.  
 A good story is understandable, compelling, and memorable. It needs a good start, to be sure, but it uses that study as a launching point to contribute to a conversation in the world about a shared concern.

As we illustrate the standard manuscript format according to the **IMRAD** concept, detailing for each section on the key question that should be asked in order to achieve a good story. While we distinguish between study and story for the sake of clarity, the two are often inseparable in a report's sections.

**Introduction:** What problem did you explore? Why is the study necessary? Does this fill a gap in the literature?

**Literature review:** What conversation are you joining? What's the gap in knowledge?

**Methods:** What did you do? What was the nature of the research design? Why are your methods and procedures the best explanation?

**Discussion:** How does your story add to the conversation? How have you filled the gap? How does the design of your study contribute?

**Results:** Who are the characters in your story? What are the findings?

together with style and clarity. We'll discuss the tools of grammar, sentence structure, paragraph organization, and how to engage and hold readers' attention.

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## Congratulations! Your Article Has Been Accepted. Now What? Media, Social Media, and Other Outlets for Promoting Your Work

Ron Glick, MA, emeritus staff editor, Academic Education, Association of American Medical Colleges

**First, know the journal's embargo policy.**  
 • All journals have one: it determines when you can share information publicly about your article.  
 • Will be your article's life cycle? Will you be able to use it in your own work? Will you be able to use it in your own work? Will you be able to use it in your own work?  
 • You can also discuss it with trusted colleagues, as long as you have not yet been asked to review it. Embargo dates are not set until the embargo ends.

**Next, consider what you want to say and who you want to reach.**  
 • This will allow you to focus on what you want to say and who you want to reach.  
 • It will also help you craft a story that you can do what your institution can do, and what the journal can do, which has an impact.

Promoter	Role	Reach
You	• Review a pre-proof of your work • Consider the story and a "mission statement" for your work • Review a pre-proof of your work • Consider the story and a "mission statement" for your work	Personal and professional networks
Your institution	• Review a pre-proof of your work • Consider the story and a "mission statement" for your work • Review a pre-proof of your work • Consider the story and a "mission statement" for your work	• Institutional communication channels • Social media channels
The journal	• Review a pre-proof of your work • Consider the story and a "mission statement" for your work • Review a pre-proof of your work • Consider the story and a "mission statement" for your work	• Institutional communication channels • Social media channels

**Finally, consider these communication strategies for crafting your message and reaching the right audiences.**

**Media:** Contact the editor of your journal as soon as your article is accepted. Explain in clear, concise language your work, its importance, and why it matters. The editor will then determine the appropriate outlet for your work. Social media, social media, social media. Contact the editor of your journal as soon as your article is accepted. Explain in clear, concise language your work, its importance, and why it matters. The editor will then determine the appropriate outlet for your work. Social media, social media, social media.

**Social media:** Twitter: Add a unique and personal touch to tag your work. Facebook: Other outlets or other organizations involved in your work. LinkedIn: Add a unique and personal touch to tag your work. LinkedIn: Add a unique and personal touch to tag your work.

**Remember, publishing your article is not the end. Getting the word out can help ensure that your work has an impact.**

AM Last Page



## The writer's craft

Lorelei Lingard

Published online: 8 April 2015  
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A medical education research colleague asked me for career advice recently, and in the course of our conversation I asked her, ‘How’s your writing?’ I didn’t intend it to be a loaded question, but it clearly was: she squirmed in her seat and avoided meeting my gaze. The pause stretched awkwardly as if I’d asked an intimate question like ‘How’s your marriage?’, and she was deciding how to handle this faux pas. Finally she answered, ‘I guess I’m okay at it...I don’t know...I’m not one of those people who’s a *writer*,

writing is a skill many feel they lack, the question ‘How’s your writing?’ gets at one of the dark hearts of imposter syndrome among medical education researchers. And, let’s be frank, a lot of our scientific writing is *terrible*: dry, chalky, convoluted stuff that even an engaged reader struggles to choke down. We find ourselves in a troubling situation: one of our valued practices—writing—is highly fraught, both because many individual writers feel unskilled and because our community perpetuates a shared genre we love to hate



## Review Criteria for Research Manuscripts

2nd Edition

Available from the AAMC  
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[AM ROUNDS](#)[LINKEDIN](#)[TWITTER](#)[PODCAST](#)

# AMexpress



What's New in [Academic Medicine](#)

January 16, 2022

## ANNOUNCEMENT

### [2021 Cover Art Honorable Mentions](#)

*In response to our first annual call for cover art in 2021, we received an overwhelming number of submissions. We were thrilled with the number and quality of submissions, and we are grateful for and humbled by the authors' artwork, insights, stories, and reflections. Because we are able to print only a fraction of the cover art we received, we wanted to acknowledge the artists whose work we loved but cannot publish. The following artists have received an honorable mention: Richard Buchanan, MFA, Harrison C. Thomas, Felicia Olawuni, Laura J. Tafe, MD, Katharina Anna Sabernig, MD, PhD, and Kristopher Tiffany, MEd, MA.*

## INVITED COMMENTARIES

### **The Great Health Paradox: A Call for Increasing Investment in Public Health**

*The authors argue that the country has invested excessively in acute care medical technology while investing insufficiently in its public health infrastructure. They recommend 5 steps that academic medicine should take to increase emphasis on and understanding of public health interventions to address society's health problems.*

Dan G. Blazer, MD, MPH, PhD, Christopher C. Colenda, MD, MPH, William B. Applegate, MD, MPH, and Burton V. Reifler, MD, MPH

[Read More →](#)

### **Advancing Equity in Academic Medicine Through Holistic Review for Faculty Recruitment and Retention**

*The Holistic Review Framework for Faculty Recruitment and Retention provides principles and resources that support consensus building, process standardization, and downstream efficiencies in the faculty search process that can advance diversity goals.*

# AM Express

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[academicmedicine@aamc.org](mailto:academicmedicine@aamc.org)

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Home > Collections

## Collections

### Editorials of Laura Weiss Roberts, MD, MA

**Creator:** Journal Staff

**Updated:** 3/9/2023

**Contains:** 40 items

This collection features the complete collection of editorials written by Laura Weiss Roberts, MD, MA. Dr. Roberts has served as editor-in-chief of Academic Medicine since January 2020.

### Academic Medicine and the Department of Veterans Affairs

**Creator:** Journal Staff

**Updated:** 9/7/2022

**Contains:** 31 items

This collection features articles and research reports from and about VA institutions, highlighting the VA contributions to medical education and research.

### Addressing Race and Racism in Medical Education

**Creator:** Journal Staff

**Updated:** 3/9/2023

**Contains:** 14 items

Academic Medicine is committed to assisting medical schools and teaching hospitals, their faculty and trainees, and the public in dismantling racism. This collection of articles was curated with the intent to help readers engage in necessary conversations about race and to inform strategies to eliminate structural racism in their institutions. This collection was curated by our assistant editors, Dr. Dorene Balmer and Dr. Irene Alexandraki, with the assistance of Toni Gallo (staff editor) and Dr. Kristin Maletsky. Read more about the collection's creation at <http://academicmedicineblog.org/new-collection-of-articles-on-addressing-race-and-racism-in-medical-education/>.

### AM Last Page

**Creator:** Journal Staff

**Updated:** 3/9/2023

**Contains:** 202 items

This collection features AM Last Pages. AM Last Pages were introduced in 2008. Note: This collection is currently incomplete; please check back for updates.

### Climate Change Education and Sustainability in Academic Medicine

**Creator:** Journal Staff

**Updated:** 3/13/2023

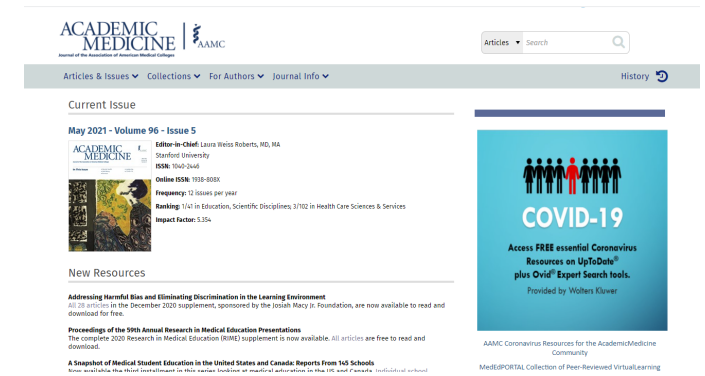
**Contains:** 19 items

This collection features articles on the importance of teaching medical trainees about climate change and current efforts to



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MEDICINE





Questions

Discussion