



MINI-GRANT SPOTLIGHT NAVIGATING SUCCESS STORIES

February 29, 2024



Agenda



01. Introductions

02. Presentation x 4

03. Q&A

Ask your questions via chat. Moderators will share these with presenters during the Q&A.

Beth Bierer (Past Chair)



W

Andrea Berry (Prof Dev, SGEA)



H

A

T

Zareen Zaidi (RIME)



Julie Youm (Communications)



Heeyoung Han (CGEA)



I

S

Janice Hanson (CGEA)



Constance Tucker (WGEA)



M

E

Steven Rougas (NEGEA)



S

R

E

Cayla Teal (Chair)



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MESRE Resources

Annotated Bibliography of Journals for Educational Scholarship 2022

This update to the [Annotated Bibliography of Journals for Educational Scholarship](#) was coordinated by the SGEA in collaboration with members from the CGEA, NEGEA, WGEA. The Annotated Bibliography is provides scholars and researchers with detailed information about the topics, types of manuscripts, and audiences for more than 60 journals that publish health professions education manuscripts.



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Cognitive Load Theory

Cognitive Load Theory explains how working memory deals with different types of information while completing tasks. It has 3 types of load: intrinsic (task complexity & learner's knowledge), extraneous (distractions), and germane (processing & refining related to task).

Paradigm

Cognitivist
Cognitive Constructivist
Post-positivist
Positivist

Educator's Portfolio Category

Approaches to Teaching and Learning
Curriculum Development and Evaluation

The Regional Mini-Grant

- Over 15 years
- Between 2010 and 2015, 52 funded proposals



**Opens in conjunction with spring GEA
meetings (May 2024)**

- Submissions due July 31
- Reviews due September 30
- Decisions in October
- Funding begins January 1



Impact of a Regional Grant Program Through the Lens of Social Cognitive Career Theory: A Mixed-Method Evaluation

Cayla R. Teal, PhD, MA, Anna T. Cianciolo, PhD, Andrea Berry, MPA, Christy Boscardin, PhD, Janet Riddle, MD, Steven Rougas, MD, MS, Lynn Shaull, MA, Judy A. Shea, PhD, Karen Szauter, MD, and S. Beth Bierer, PhD

“...grants were perceived as career launching pads..”

Abstract

Purpose

Evaluations of educational grant programs have focused on research productivity, with few examining impacts on grantees or effective program characteristics. This evaluation examined the regional grant program sponsored by Group on Educational Affairs to examine if and how grantees' careers were affected by funding, and if these experiences aligned with program goals.

Method

In this concurrent, mixed-methods theory-driven evaluation, quantitative and qualitative data were analyzed independently and then integrated to examine complementarity. Quantitative data examined differences among 4 geographic regions and included proposal and grantee characteristics abstracted from administrative records

of 52 funded proposals from 2010–2015 grant cycles. Qualitative data from 23 interviews conducted from 2018 to 2019 explored the impact on grantees, with Social Cognitive Career Theory (SCCT) serving as a framework for deductive thematic analysis. To facilitate integration of findings, quantitative data were layered onto each interview to permit exploration of associations between the 2 data types.

Results

Although significant regional differences existed in project length and amount of funding, there were few regional differences in grantee experiences. Despite small funding amounts, grants were perceived as career launching pads. The SCCT framework accounted for grantee experiences, including researcher identity formation and

subsequent research, but did not capture collaboration phenomena. Integration of the 2 data types identified experience patterns unique to different groups of grantees (e.g., more or less research experience). The diversity among grantees suggests that clarification of program goals and stronger alignment with criteria for funding may be warranted.

Conclusions

This evaluation illuminates why small educational grant programs may or may not impact interest and productivity in research. Implications exist for funders, including clarifying program goals and providing support for less experienced grantees. Future research should explore grantee subsets (e.g., underrepresented in medicine) to further identify what fosters or inhibits careers of medical education scholars.

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Sarah McCallum, PhD, NEGEA Representative

A.J. Kleinheksel, PhD, MEd, CHSE-A, SGEA Representative

Constance Tucker, MA, PhD, WGEA Representative

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Jean Bailey, PhD, Chair, MERC Program Steering Committee

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Cha-Chi Fung, PhD, RIME Planning Committee Co-Chair

Julie H. Youm, PhD, Communications Committee

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Kelly Lockeman, PhD
SGEA



Julie Youm, PhD
Chair

WGEA

Justin Bullock, MD, MPH

Fellow, Division of Nephrology

University of Washington

PROJECT TITLE

**Safe to Belong: A Qualitative Study of Identity Safety in Clerkship
Medical Students**

CO-INVESTIGATORS

Javeed Sukhera MD, PhD

Amira del Pino-Jones MD

Timothy G. Dyster MD

Jonathan S. Ilgen MD, PhD

Tai M. Lockspeiser, MD, MHPE

Pim Teunissen MD, PhD

Karen E. Hauer, MD, PhD



Project Overview

Aims

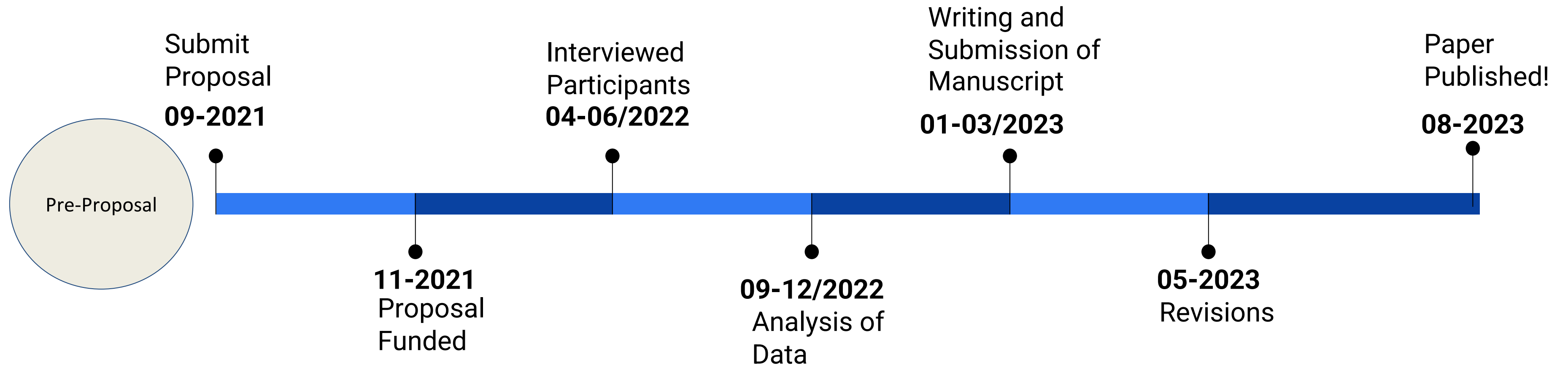
1. To describe the key features of an environment that fosters identity safety for clinical medical students.
2. To explore the interplay of the meaning of 'belonging' as it relates to both identity safety and professional identity formation.

Methods

- Multi-institutional, qualitative interview study
- Constructivist grounded theory informed by critical theories



Our Journey



Project Status



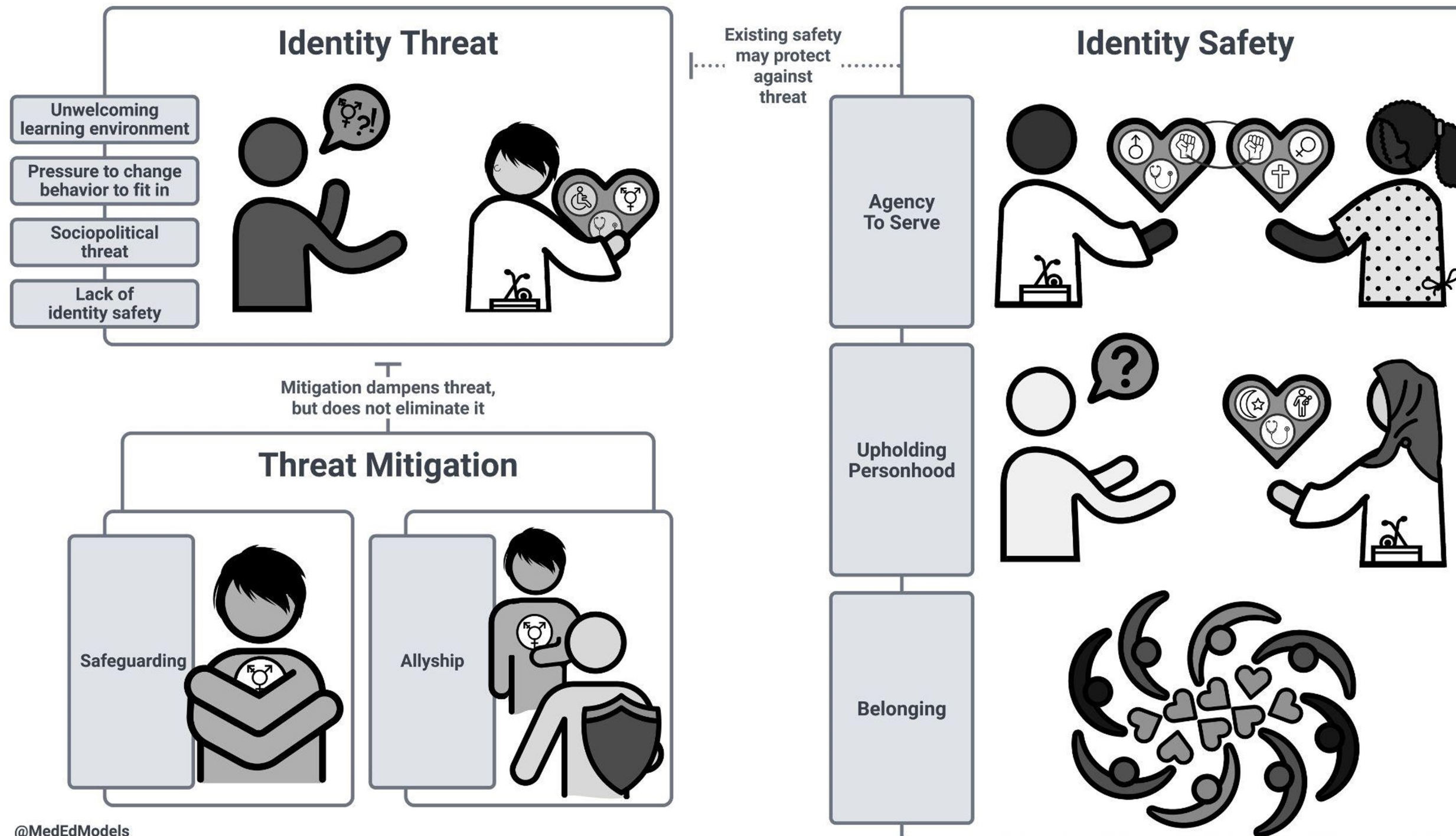
medical education

RESEARCH ARTICLE | [Open Access](#) |

‘Yourself in all your forms’: A grounded theory exploration of identity safety in medical students

Justin L. Bullock✉, Javeed Sukhera, Amira del Pino-Jones, Timothy G. Dyster, Jonathan S. Ilgen, Tai M. Lockspeiser, Pim W. Teunissen, Karen E. Hauer

[://doi.org/10.1111/medu.15174](https://doi.org/10.1111/medu.15174) | Citations: 5



Strategies for Grant Writing

If it fits: use the grant scoring guidelines to improve your chances of funding

The WGEA grant typically gives the scoring guidelines in the grant application. I recommend using their points allocation system to build a stronger proposal. For example, involving multiple WGEA schools, having a first time investigator, topic interest area

Focus on your Mission

Don't tell them what you think they want to hear, the best idea is the one that represents the way that you see, understand, and are interested in discovering the world.

All about the Team

Best teams have team members with skills which complement each other. Not just people who think the same as you! Some people may bring methods expertise, others subject area expertise, others are people who just get stuff done, etc.

CGEA



Adrienne Salentiny, PhD

Assistant Professor of Population Health and Director of
Instructional Design & Technology
University of North Dakota School of Medicine and Health Sciences

PROJECT TITLE

Teaching Together: A Multi-Institutional Approach to Faculty Development on Medical Education

CO-INVESTIGATORS

Judy S. Blebea, MD (Central Michigan University); Mary Haas, MD (University of Michigan);
Heeyoung Han, PhD (Southern Illinois University); John E. Lowry, PhD (Central Michigan University);
Mohammed Najjar, MD (The Ohio State University); J.M. Monica van de Ridder, PhD (Michigan State University)



Boyung Suh, PhD

Assistant Professor of Medical Education and Co-Director of Professional
Development at the Center for Human and Organizational Potential
(cHOP)
Southern Illinois University School of Medicine

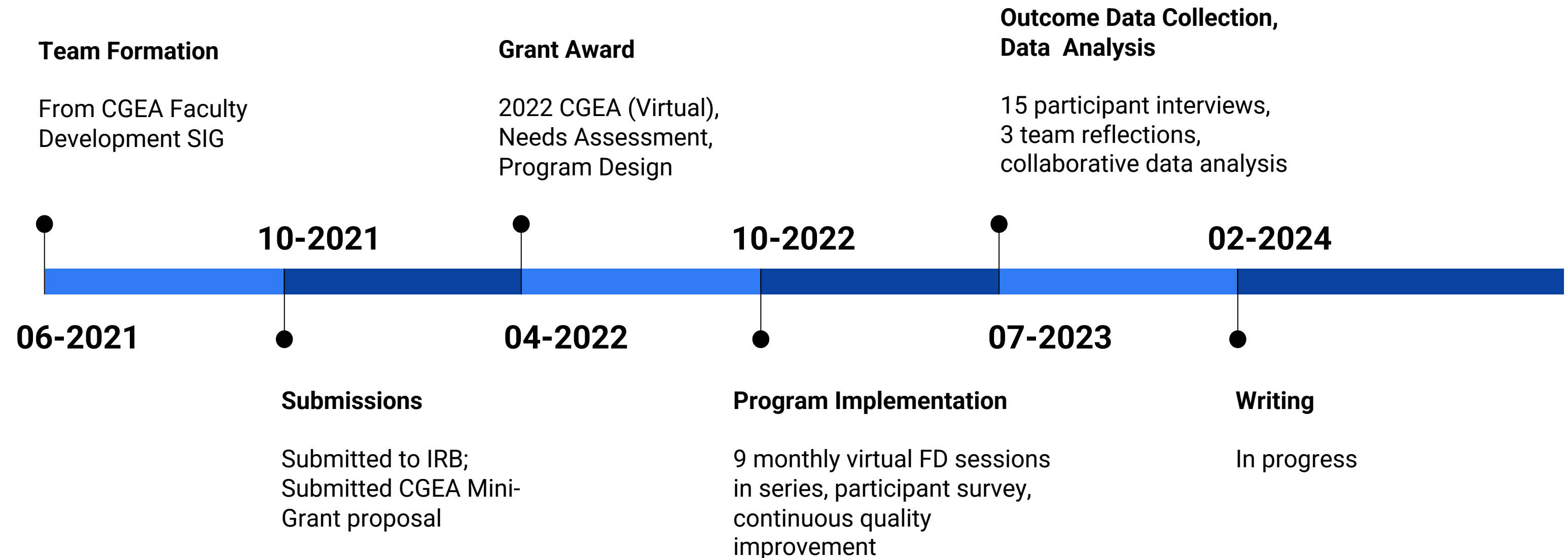


Project Overview

- Create a faculty development program that is shared among different institutions, leveraging expertise in different areas such as giving feedback, clinical teaching, assessment and teaching methods, and more depending on institutional needs assessments
 - Sharing resources
 - Save on travel and the creation of content (aka reinventing the wheel) across institutions
 - Develop a framework based on the above that could be copied by other institutions - including lessons learned and best practices.
- Participatory action research in a continuous cycle (“observe-reflect-plan-act-evaluate”). Mixed-methods approach to data collection.



Your Journey



Project Status

- Preliminary findings →
- Current phase: data analysis, results, and writing with intent to publish.
- Presentations:
 - CGEA 2023, 2024
 - TGME 2023
 - AMEE 2024 (Submitted)

	What Went Well	Improvement Ideas
Content	<ul style="list-style-type: none"> • Relevant topics and practical tools • Concise contents, graphics • Diverse perspectives and experts across institutions and regions 	<ul style="list-style-type: none"> • More theory-based sessions • Participant-select topics • Real time consultations on FD • Pair an MD and a PhD as presenters
Interactivity	<ul style="list-style-type: none"> • Small and large group discussions • Polling, digital brainstorming • Q & A, Reflection 	<ul style="list-style-type: none"> • Better structure and facilitation of breakout discussions for enhanced small group learning experience
Community & Collaboration	<ul style="list-style-type: none"> • Collaborative teamwork (chat mod., observation, social media) • Minimal operational costs • The inclusive and borderless nature of the program 	<ul style="list-style-type: none"> • Micro-certification and rewards for participants • Creation and nurturing of a FD community for learning and practice

Strategies for Grant Writing

Divide and Conquer

For teams, divide up writing activities based on preferences and strength. Be sure to have specific tasks and then have people to edit the work also, to ensure continuity between different writing styles.

Start the IRB Process

Stronger candidates for grants tend to already have IRB approval, but it wasn't required for the Mini-Grant. We did have to have an IRB submitted, but not approved at the time of submission.

Give Thorough Details

Be very clear with the details, especially around research questions, methodology, and data. We were asked to provide clarification because our proposal was not detailed enough at the time of submission.

[View our Multi-Institutional Faculty Development Series:](#)





SGEA

Sheila M. Crow, PhD

Associate Dean for Faculty Affairs & Professional Development, Professor in the Department of Pediatrics
University of Oklahoma College of Medicine

PROJECT TITLE

A Mixed Methods Examination of the Evolution and Impact of the Academy Movement

CO-INVESTIGATORS – Charlene Dewey, M.D., M.Ed., MACP; S.

Elizabeth Williams, M.D., MPH and Joseph Gigante, M.D. (Vanderbilt SOM); Kelsey Heggy, M.S. (University of Oklahoma COM)

Project Overview

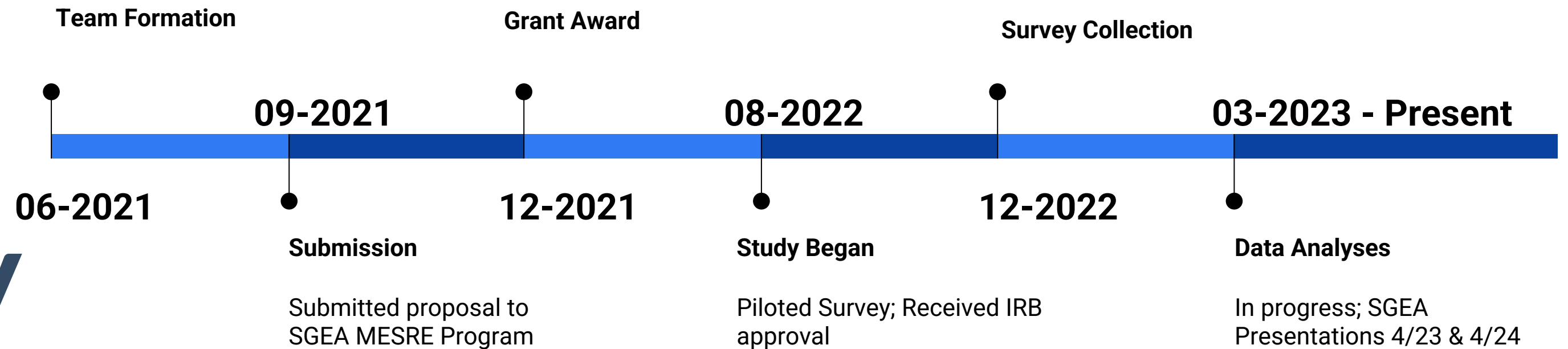
Aim 1: Assess how academies have changed since the last national survey.

Aim 2: Identify the role academies have in building a community of practice and promoting a common identity among its members.

Aim 3: Determine what is required for academies to remain sustainable, impactful, and successful.

We used a mixed-methods research design. A quantitative survey elicited information on the current prevalence and practice of academies at U.S. accredited medical schools, hospitals, healthcare systems, and academic medical centers. The qualitative study consisted of semi-structured interviews of academy leaders to identify the potential impacts on individuals, identify formation culture, and benefits to the greater educator society. Interviews will also explore themes related to success and longevity of academies, included barriers and facilitators.

Your Journey



- Study idea came from discussions regarding how academies may have evolved since the last survey was published in 2010.
- Our group of 5 people (2 institutions: 1 Phd, 3 MDs, 1 MS) applied for a SGEA MESRE Grant
- We developed and piloted a survey; followed by zoom interviews with study participants.
- We are now in the data analysis and writing phase.
- Major contributors to success: commitment to project, planning, specific roles identified.



Project Status

- We are near the end of analyses for survey data; just starting analyses of the transcripts. Following the conclusion of all analyses we will begin drafting manuscript.
- Top Academy goals: promote educational research; promote collaboration among faculty; stimulate educational innovation; develop faculty educational skills; promote teaching/educational activities; enhance the promotion of faculty educators; advocate for educational mission



Strategies for Grant Writing

Share the Work

These projects require a lot of work so it's important to have every team member involved in reviewing, editing, etc. The more feedback, the better.

Communication

With multiple institutions involved, good communication is key. Set up standing meetings in advance and ensure everyone knows what they are required to do before the next meeting.

Hot Topics

Look for hot topics in medical education. If the topic can cut across UME & GME, as well as institutions, your likelihood of success is better.



NEGEA

H. Carrie Chen, MD, PhD

Senior Associate Dean of Assessment and Educational
Scholarship, Professor of Pediatrics
Georgetown University School of Medicine

PROJECT TITLE

**Cheating or Not: Student and Faculty Perceptions of
Unauthorized Assistance and Sharing of
Information/Materials**

CO-INVESTIGATORS

Aleek Aintablian, MD; Yvonne Hernandez, PhD (Georgetown University)

Laura Martin, Catherine Witkop, MD, PhD, MPH; Lauren Maggio, PhD (Uniformed Services University)

Arianna Prince; Terry Kind MD, MPH; Anthony Artino, PhD (George Washington University)

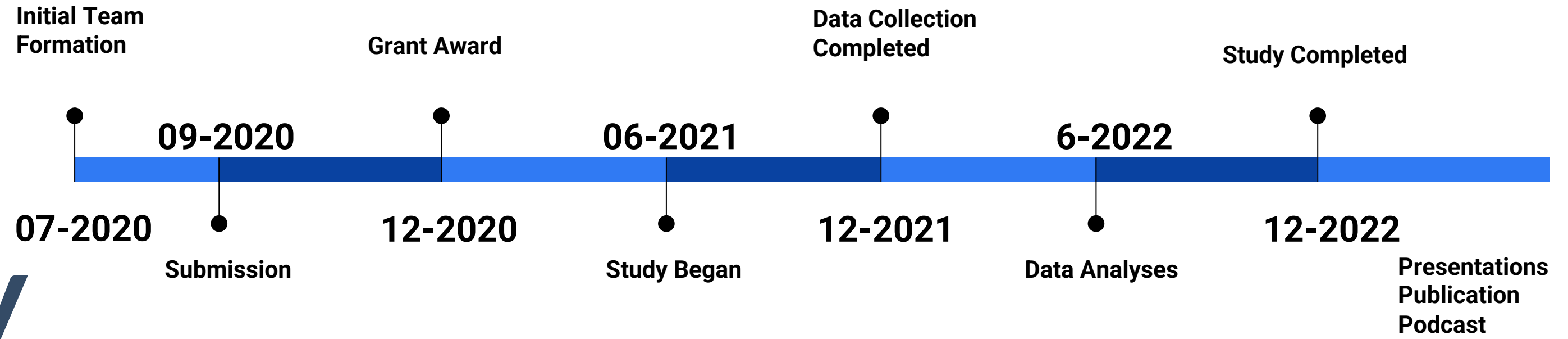


Project Overview

- Aim was to understand
 - Student perceptions and motivations for unauthorized collaborations in the preclinical curriculum
 - Faculty perceptions of unauthorized collaborations among preclinical students
 - Institutional and environmental conditions that influence these behaviors and perceptions
- Methods
 - Multi-institutional qualitative study using constructivist approach
 - Scenario prompted semi-structured interviews
 - Inductive thematic analysis



Your Journey



- Confluence of three things
 - **Work:** Assistant dean for preclinical curriculum and preclinical faculty frustrated at unauthorized collaborations on assignments and sharing of case and exam information
 - **Personal:** Niece's experience in school
 - **Scholarship:** Excuse to work with colleagues at other institutions



Project Status

- Completed
 - Presented at NEGEA, AAMC RIME, and AMEE conferences
 - Academic Medicine 2023;98(115): S42-S49
 - Academic Medicine Podcast Oct 24, 2023 episode
- Results → Three tensions
 - Faculty/curricular goals vs student goals
 - Inherent character traits vs modifiable behavioral states
 - Relationship with peer group vs relationship with education system



Strategies for Grant Writing

Build a team

Start with a team of scholars with whom you would like to collaborate. Bring in junior scholars and learners to mentor and develop. This helps ensure ongoing additions to our community of scholars and keeps the community vibrant.

Know the literature

Get to know the literature for your topic area. Remember that there may be important literature from outside of medical or health professions education literature. Use the literature to make a strong case for your study by clearly delineating the problem and gap.

Detail the methods

Demonstrate your understanding of and readiness to engage in the steps of the study by spelling out your methods. Ensure the methods are aligned with the research question, feasible, and ethical. Explain the data collection and analysis plan. If developing instruments, describe how they will be developed (e.g. whether informed by the literature, etc.), tested, and revised as needed prior to implementation.

References

- Teal CR, Cianciolo AT, Berry A, et al. Impact of a Regional Grant Program Through the Lens of Social Cognitive Career Theory: A Mixed-Method Evaluation. Acad Med. 2023;98(11S):S149-S156. doi:10.1097/ACM.00000000000005369
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- Chen HC, Brown K, Hernandez YM, et al. Faculty and Student Perceptions of Unauthorized Collaborations in the Preclinical Curriculum: Student or System Failure?. Acad Med. 2023;98(11S):S42-S49. doi:10.1097/ACM.00000000000005356

Q&A

 Website



Thank you for joining us!

To learn more about MESRE, visit
the AAMC MESRE website using
the QR code.



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