

# Make It Count Twice: Clinical Scholarship = Clinical Practice



**Wednesday, March 26, 2008**

**7:30-9:00 a.m. , Radisson University Hotel, Regents Room**

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## Handout

**Scholarship defined** (Glassick 1997)

- Clear, achievable goals
- Adequate preparation (including understanding of existing work in the field)
- Appropriate methods relative to goals
- Significant results (that contribute to the field)
- Effective communication of work to intended audiences
- Reflective critique (to improve quality of future work)

**Premise: Clinical scholarship enhances clinical practice; educational scholarship improves education**

- Part of being professionally competent (see Epstein & Hundert, 2002)
- Generating questions
- Linking basic and clinical knowledge-making connections, integrating
- Relational: teaching others, sharing knowledge & wisdom
- Willingness to acknowledge and correct errors
- Reflection in action. Continuous improvement cycles
- "Habits of the Mind"
  - Critical curiosity
  - Observations & reflection on one's own thinking, emotions, and techniques
  - Attentiveness
  - Recognition of and response to cognitive and emotional biases

## Potential benefits of participating in clinical scholarship

- Increased personal fund of knowledge or skills (e.g., critical appraisal of research)
- Cultivates professional “habits of the mind”
- Discovery of new knowledge, techniques
- Sharing new knowledge
- Credibility (increased confidence)
- New relationships and friendships
- Improved delivery of patient care (competence)
- Enhanced personal and job satisfaction
- Recognition by peers
- Opportunities for career advancement
- Brings meaning to our work

## Barriers to scholarship (Smesny, 2007)

- Faculty members unaware of other forms of scholarship as it relates to promotion and tenure
- Clinical services requirements (competition for time, energy)
- Few role models/mentors for scholarship and clinical activities
- Clinicians need assistance or mentoring in writing publications
- Work of Clinician Educator is less amenable to study or publication
- Others:
  - Myth: only “scientist/researchers” can do scholarly work
  - Unaware of the variety of opportunities
  - Not valued by individual or institution

## Types of scholarly activities (Boyer, 1990)

- Discovery
- Integration
- Application
- Teaching (at its best means not only transmitting knowledge through well-prepared lecture, but also transforming and extending that knowledge in a way it is presented to learners)

## Examples of clinical scholarship

- Case report (including poster presentations)
- Recruitment site for a larger research project
- Textbook chapter
- Grand Rounds presentation
- Journal club review
- Reflective writing (e.g., On Being a Patient)
- Safety or Quality Assurance project in hospital
- Patient education materials
- Decision-making models or materials
- Innovations in delivery of care (e.g., inventions, tools, )
- Preparing a workshop for a regional or national meeting

## **Educational Scholarship** (AAMC Scholarship Consensus Conference, 2007)

- Drawing upon resources and best practices in the field *and*
- Contributing resources to it
- Making the educational activity product publicly available to the educational community in a form others can build on at the
  - Local level (department, medical school, university)
  - Regional, national, or international level

## **Educator Activity Categories** (Simpson & Fincher, 1999)

- Teaching
  - Lectures, workshops, small group facilitation, role-modeling, hospital ward or office precepting, demonstrations of procedural skills, facilitation of online courses, formative feedback.
- Curriculum development
- Mentoring/advising
- Educational administration & Leadership
- Learner assessment

## **Examples of products of educational scholarship**

- Web-based instructional materials
- CME presentations
- Fellowship and residency program development
- Implementation and assessment of educational programs
- Gathering of student/resident performance data
- Evaluation of the effectiveness of teaching
- Advisee accomplishments
- Educational leadership
- Teaching tools
- Methods for assessment (OSCE)
- Participation in advanced training: e.g., fellowships (Bush, FIT), Diplomas in Med Ed, MBA
- Planning & organizing successful scientific meetings (e.g., ACP)

## **Strategies for realizing scholarship**

- The topic must be important to you. If so, make it a priority.
- Become an expert. The more narrow the focus the better. Early in career is easier. Get specialized training (e.g., Stanford Fac Dev, Masters Ed, Fellowship, Bush)
- Harness the power of **relationships**
  - Find a mentor
  - Find an energetic collaborator, protégé, or mentee
- Find time (time away, grants, fellowships, "carve outs")
- Collaborate. Hang around the right people (network with research communities, professional organizations, interdisciplinary, local, regional, national)
- Overcoming procrastination.
  - Work small amounts several times/wk.
  - Use meetings and abstracts and presentations as deadlines

## Venues for sharing your scholarly knowledge with the scientific community

- Peer review journals
- MedEd Portal (AAMC website)
- Scientific meetings
- Research conference
- Grand Rounds
- Books

## References

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