



Defining Scholarship and Various Mechanisms to  
Publish and Present Your Work  
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## Disclosure

- I have nothing to disclose.

## My background

- 14 years medical education experience
  - 13 yrs CME at Boston University
  - 1 yr GME in Anesthesia at U of Michigan
- **14 Presentations**
  - 6 Invited Speaker
- **5 Posters**
- **5 Publications**
  - 2 first author

## Opening questions

- How many of you have ever done something that was “cool” and wanted to disseminate it?
  - How many have NEVER presented or published your work?
  - Posters?
  - Presentations?
  - Attempted publications?
  - PUBLICATION

## Our Goals and Objectives

At the conclusion, you will be able to:

1. Discuss connections between planning education and planning research
2. Describe different possible publication options
3. List one idea for disseminating your work

## Options

- **Publish in peer review journal**
- Submit an abstract for poster or presentation
  - Maybe start local
- Submit innovations
  - Really Good Stuff, Innovations, Show and Tell, etc.

## Options for Presentations or Posters

- **GEA AAMC**
  - Regional Meetings (Abstracts due in November)
- **AAMC Annual Meeting**
  - Abstracts due December 13, 2016
- **ACGME**
  - Abstracts due in November
- **AMEE Annual Meeting**
  - Abstracts due February 6, 2017

## Options for Journals



## Don't forget about...

- Continuing education for faculty development
- Quality Improvement journals

## Options for Shorter Pieces

- **Really Good Stuff**  
*Medical Education*
- **Show and Tell**  
*Perspectives in Medical Education*
- **Educational Innovation/Brief Report**  
*Journal of Graduate Medical Education*

## Research from Work

- Opportunistic Research
- Evaluation Research
- Action Research

## Plan For Dissemination

### Education and Research: Two Peas in a Pod

Good Education	Good Research
Needs Assessment	Literature Review
Educational Intervention	Methods
Evaluation	Results
Reflection	Discussion

### Literature Review/Needs Assessment

Good Education	Good Research
<ul style="list-style-type: none"> <li>• What is the gap?</li> <li>• What have other people done?</li> <li>• What are contextual factors, i.e., barriers, resources?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the gap?</li> <li>• What have other people done?</li> <li>• Is my group representative?</li> </ul>

### What's included Literature Review/Needs Assessment?

- Talk to your librarian for literature review
- Assessment isn't only about the literature
  - Talk to residents and faculty
  - Look at any available data



### Educational Intervention/ Methods

Good Education	Good Research
<ul style="list-style-type: none"> <li>• Who's the target audience?</li> <li>• What is the best format and methodology?</li> <li>• How is it going to work?</li> </ul>	<ul style="list-style-type: none"> <li>• Who are my subjects?</li> <li>• What will the procedure be?</li> <li>• What is the intervention?</li> </ul>

### Intervention

- "Kitchen sink"
- Think about stepwise implementation
- Think about ways to randomize (block schedule)

### Evaluation/Results

Good Education	Good Research
<ul style="list-style-type: none"> <li>• How will I know if my intervention worked?</li> <li>• Will I have my residents take a test, fill out and evaluation?</li> <li>• Should they be assessed using a standard tool?</li> <li>• Can I look at electronic health record data to demonstrate a change?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the change I'm expected to influence?</li> <li>• How can I observe that?</li> <li>• What data are available?</li> </ul>

