WEBINAR 3: PUBLISHING YOUR BIOETHICS EDUCATION RESEARCH

Bioethics Education Resources (BEdR): Webinar Series
A Project of Cambridge Consortium for Bioethics Education: USA Working Group
Dr. Amy Michelle DeBaets, PhD, ThM, MDiv, MA
  • Assistant Professor, Department of Foundational Medical Studies, Oakland University William Beaumont School of Medicine
  • Co-Director, USA Working Group, Cambridge Consortium for Bioethics Education
Dr. Claire D. Clark, PhD, MPH
  • Assistant Professor, Behavioral Science, University of Kentucky College of Medicine
  • Co-Director, USA Working Group, Cambridge Consortium for Bioethics Education
ABOUT US

Cambridge Quarterly of Healthcare Ethics & the Cambridge University Press

Cambridge Consortium for Bioethics Education

International Working Groups

USA Working Group

Bioethics Education Resources (BEdR)
What is the Cambridge Consortium for Bioethics Education?

- A network of international bioethics educators that meets in Paris for 3 days each year to:
  - Discover promising practices
  - Develop international and national networks for collaborative research, publishing, and grants

- Upcoming: 9th Edition of the Cambridge Consortium for Bioethics Education
  - July 3, 4, & 5, 2019
  - Reid Hall, Columbia University Global Centers, Paris
Our mission is to:

- Develop and promote standards and best practices in ethics, humanities, and arts education in the health professions

- Equip educators from varied disciplinary backgrounds and expertise with the resources and training for a scholarly approach to teaching ethics, humanities, and the arts in the health professions and to make contributions to the scholarship of teaching and learning
Bioethics Education Resources (BEdR)

- www.bedr.education
- Open-access collection of peer-reviewed teaching resources that have cross-institutional promise in partnership with Florida International University
- Webinar series for ethics, humanities, and arts educators teaching in professional settings in partnership with Oakland University William Beaumont School of Medicine
Bioethics Education Resources (BEdR) Webinar Schedule

- August 7, 2018: Getting started in bioethics education research
- October 2, 2018: Methods in bioethics education research
- December 4, 2018: Publishing your bioethics education research
- February 5, 2019: Funding for bioethics education research
- April 2, 2019: Collaboration in bioethics education research

All webinars will be held at 1pm Eastern (US) time
Register: ceme@oakland.edu
Dr. Marin Gillis, PhD, LPh
- Professor and Chief of Division (Ethics, Humanities, Arts and Design), Florida International University (FIU) Wertheim College of Medicine, Miami, FL
- Founding Director, USA Working Group, Cambridge Consortium for Bioethics Education

With contributions by Dr. Melissa Ward-Peterson, PhD, MPH, Post-doctoral Associate, Department of Epidemiology, FIU Stempel College of Public Health and Social Work, Miami, FL and Dr. Carla Lupi, Associate Dean for Evaluation and Assessment, Kaiser Permanente College of Medicine, Pasadena, CA
WEBINAR 3: PUBLISHING YOUR BIOETHICS EDUCATION RESEARCH

Presented by: Dr. Marin Gillis
By the end of this session, attendees should be able to:
• Describe a scholarly approach to teaching and learning
• Locate venues for publishing teaching resources
• Distinguish analytic and descriptive approaches to educational scholarship
• Recall sites for faculty development in the scholarship of teaching and learning in ethics, humanities and the arts in the health professionals
Why do we need to discuss educational scholarship in ethics, humanities, and the arts?
We have convinced educators that our fields have a place in undergraduate and graduate medical education.

We have been less successful in:
- making the case teaching requires specialized training
- demonstrating how our instructional materials align with educational theory
- publishing best practices & evidence-based research in medical education journals
The future success of our educational efforts will depend on our ability to translate our work into forms that medical educators understand:

- peer-reviewed teaching resources
- quantitative, qualitative and mixed methods educational research
- articles in peer-reviewed medical education journals
- grant funding
• Teaching necessary for academic citizenship but insufficient for academic promotion because “anyone can do it”

Boyer 4 Types of Scholarship

- Scholarship of Discovery (traditional idea of research)
- Scholarship of Integration
- Scholarship of Application/Engagement
- Scholarship of Teaching and Learning
Educational Activity is:

• Systematically designed
• Implemented
• Evaluated
• Redesigned or informed by the literature and the best practices in the field
WHAT DO EDUCATORS DO?

1. Teach (lecture, small group, workshop, lab, simulation, PBL, TBL, CBL, etc.)
2. Design Curricula (degree, certificate, course, section, module, unit)
3. Design Assessments
4. Advise/Mentor
5. Lead/Advance
If you take a scholarly approach to teaching and learning you will have something to publish.
CONTRIBUTIONS TO SCHOLARSHIP OF TEACHING AND LEARNING

- Accessible to the education community
- Presented in a form that others can build upon
- Available to peers to review applying accepted criteria
**The Scholarly Process**

- Scholarly approach to your educational activities
- Have educational products
- Conference presentations: feedback
- Manuscript for publication
Culture & Ethics of Authorship

- Culture of humanities and medicine regarding scholarship

- Who is an author?
  - Editorial Policies on Contribution
  - ICMJE Standards
    1. Substantial contributions
    2. Drafting Content
    3. Final Approval
    4. Accountability
Who is our audience? What is our goal?
How prestigious a journal are we looking for? Impact factor?
How fast do we want to be published?
How much rejection are we willing to take?
Really? I thought it was Publish or Paris.
Publication Venues

- Resource Portals
- Articles
  - Descriptive
  - Analytic
RESOURCE PORTALS

MedEdPORTAL

BEdR

STFM Resource Library

RESOURCE PORTALS

BEdR

Bioethics Education Resources

BEdR is a project of the USA Working Group of the Cambridge Consortium for Bioethics Education. Our aim is to develop and promote standards and best practices in ethics, humanities, and arts education in the health professions. BEdR will equip educators from varied disciplinary backgrounds and expertise with the resources and training for a scholarly approach to teaching ethics, humanities, and the arts in the health professions and to make contributions to the scholarship of teaching and learning. BEdR includes the Collection and a Webinar Series.

Image credit: Frontispiece of De Fabrizza by Andreas Vesalius, an illustration from Vesalius’s De Fabriza showing Vesalius conducting a dissection for an audience. Source: https://circulatingnow.nlm.nih.gov/2014/07/08/illustrating-de-fabriza/#p-carousel-4493

The BEdR Collection:

SUBMIT A RESOURCE  FIND A RESOURCE
**Featured BEdR Submission**

**BEdR Featured Submission:**

**Drawing For Informed Consent**

**Type:** Lecture, small group activity, and individual assignment.

**Authors:** Kendra Kirchmer, MFA, Maris Gillis, LPH, PhD, Ryan Pham (MS 2021)

**Institution:** Herbert Wertheim College of Medicine, Florida International University

**Summary:**

Drawing is a form of communication. Physicians use it to understand medical concepts themselves and to explain treatments and conditions to patients. Yet it is not a skill commonly taught in academic medicine. To address this need, we created the Drawing for Informed Consent module to help medical students develop visual communication skills. The intervention focused on the role of drawing as a communication tool during the informed consent process. The interprofessional teaching team included professionals from the disciplines of design, the arts and medical ethics.

This module is applicable for undergraduate, graduate, or continuing education in any discipline that requires health communication.

**Samples from the Resource:**

“The near-universal fluency of drawings to communicate ideas across language barriers and literary levels makes them especially effective.”
Two Publication Domains for Articles

**Descriptive**

*My great new….*
- Teaching Tool
  - Course, TBL, PBL, workshop, simulation
- Assessment Tool
  - OSCE, MCQ, EOCA

*Reflection or perspective*
- This is how I did…
- We should think about X more…

**Analytic**

*Does it make a difference?*
- Learners liked it
- Evidence of learning and application of material
- Patients benefited

*Is it valid?*
- Content, reliability, process, etc…
### Descriptive Articles *(my great new....)*

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<td>Teaching &amp; Learning in Medicine</td>
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## Perspective and Reflective Articles

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## Analytic Articles

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<td>Clinical Teacher</td>
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<td>• Groundwork&lt;br&gt;• Investigations &amp; Validation</td>
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Specialty Specific Journals: Education Supplements & Special Issues

- Obstetrics & Gynecology (Green Journal)
- Contraception
- Family Medicine
- The American Journal of Surgery
- Annals of Internal Medicine
- JAMA
Another method to combat paywalls

Article goes through regular peer-review, requires fee for publication (after acceptance)

Pro: Article is freely available to the general public
Con: Requires funding
• Started by AMEE in 2012, re-launched in 2016

• Open-source e-journal

• Rapid publication

• Uses post-publication peer-review by online med ed community

• Med Ed World
CHALLENGES TO BE AWARE OF

• Scientific publishing is a for-profit industry—and therefore prone to industry pitfalls

• Peer review DOES NOT EQUAL Blind review
Predatory Journals

“Active solicitation of manuscripts and charge publication fees without providing robust peer review and editorial services.”

- Deliberately misleading

- Beall’s List of Predatory Journals
  - https://beallslist.weebly.com/

Dissemination & Development Venues

• Conferences
  • Med Ed
  • Bioethics Ed
CONFERENCES

• AAMC
  • Oral presentations/ posters
  • RIME (Research in Medical Education) presentations/ posters
  • Regional & national meetings (GEA)
• IAMSE
• OTTAWA
• AMEE
• Specialty Conferences
  • STFM
ETHICS, HUMANITIES, AND HEALTH EDUCATION CONFERENCES

- ASBH
- AHCP
- ICCEC
- IHHCC
- Cambridge Consortium
Harvard Macy Institute

- Brings together health care professionals, educators, and leaders to discuss the critical challenges of the day and design innovative solutions that have a lasting impact on the way medicine is practiced and students are educated.

- www.harvardmacy.org
eTOCs:
Academic Medicine- AAMC  http://journals.lww.com/academicmedicine/pages/etoc.aspx
Medical Teacher-AMEE  http://www.tandfonline.com/action/doUpdateAlertSettings
Medical Education- “Get New Content Alerts” link on website
Advances in Health Sciences Education- sign up under “Alerts for this Journal” on website
Teaching & Learning in Medicine- http://www.tandfonline.com/action/doUpdateAlertSettings
Medical Science Educator- sign up under “Alerts for this Journal” on website
STAY UP TO DATE WITH MED ED LIT

KeyLIME Podcasts

Episode 140 – The End of Empathy?
Length: 25:03 min
Access Podcast »

Episode 139 – What’s in a review... systematic, scoping, comprehensive...?
Length: 23:07 min
Access Podcast »

Episode 138 – The Gender Gap in Direct Observation Assessment
Length: 22:05 min
Access Podcast »
Questions? Comments?
• 9th Edition of the Cambridge Consortium for Bioethics Education: July 3, 4 & 5, 2019, Paris

• CFP: Fall 2018
www.icmbioethics.com
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Design Director: Kendra Kirchmer, BArch, MFA FIU Wertheim College of Medicine, Miami, FL
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