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WEBINAR 3: PUBLISHING YOUR BIOETHICS EDUCATION RESEARCH

Bioethics Education Resources (BEdR): Webinar Series

A Project of Cambridge Consortium for Bioethics Education: USA Working Group

WELCOME

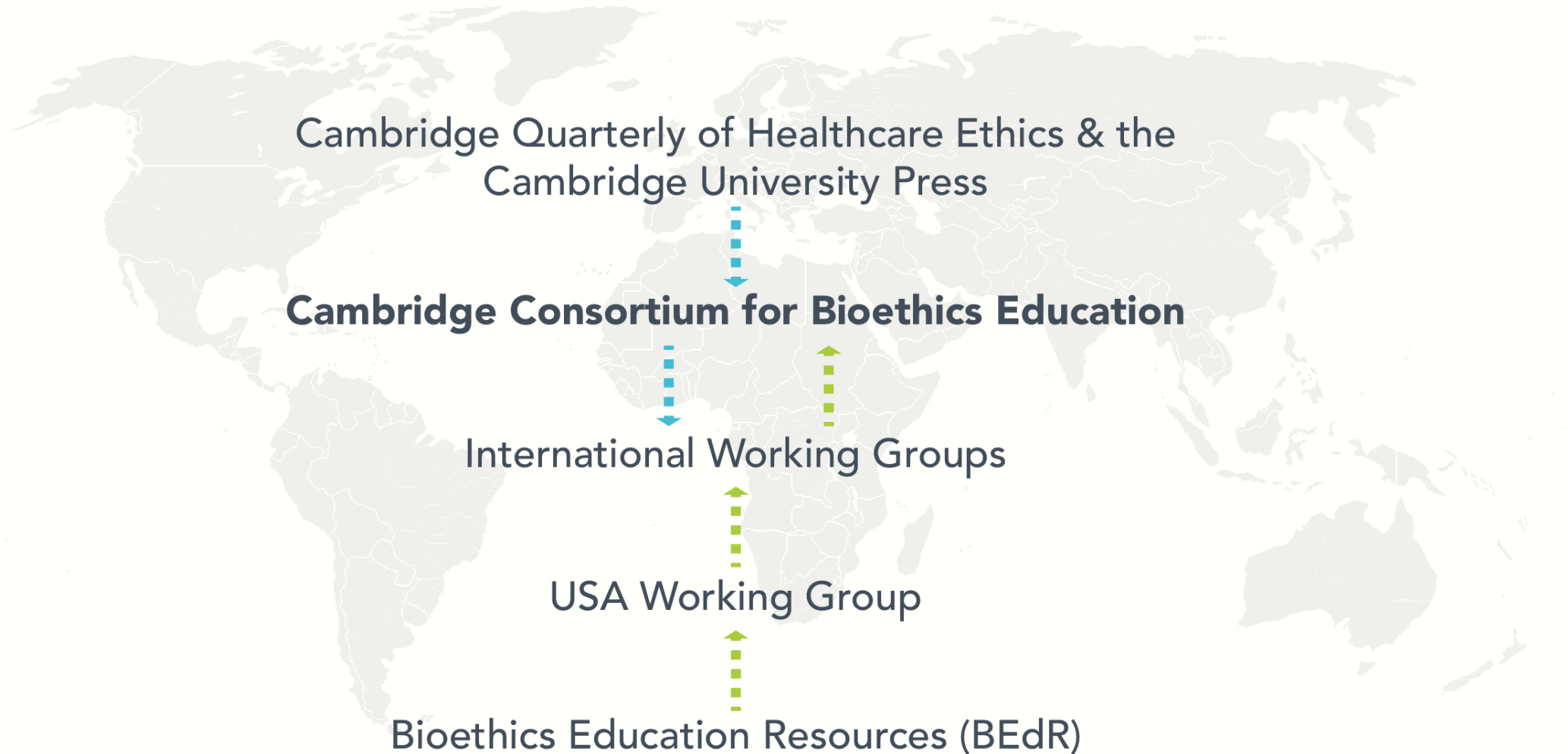
Dr. Amy Michelle DeBaets, PhD, ThM, MDiv, MA

- 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

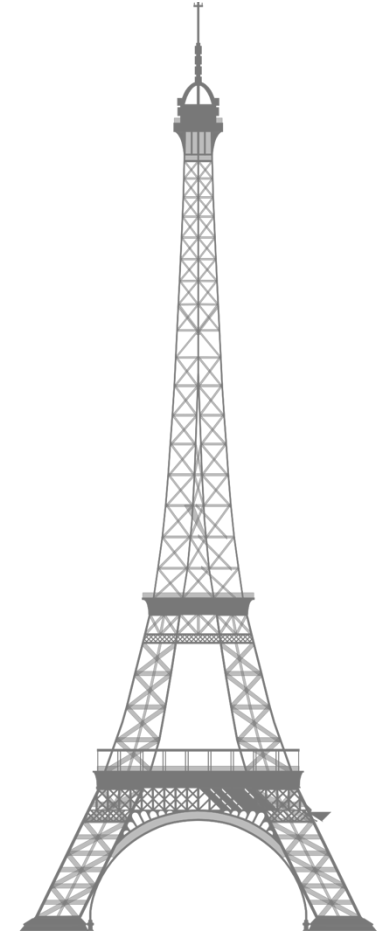
- Assistant Professor, Behavioral Science, University of Kentucky College of Medicine
- Co-Director, USA Working Group, Cambridge Consortium for Bioethics Education

ABOUT Us



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



CAMBRIDGE CONSORTIUM FOR BIOETHICS EDUCATION USA WORKING GROUP

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

TODAY'S PRESENTER

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

A stethoscope with a silver chest piece and black tubing is draped over a stack of several old, thick books. The books have worn spines and some have orange or red covers. The background is a soft, out-of-focus grey.

WEBINAR 3: PUBLISHING YOUR BIOETHICS EDUCATION RESEARCH

Presented by: Dr. Marin Gillis

LEARNING OBJECTIVES

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?*

ETHICS, HUMANITIES & THE ARTS IN MEDICAL EDUCATION

- 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

KEYS TO OUR FUTURE SUCCESS

- 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

EDUCATOR FACULTY

- Teaching necessary for academic citizenship but insufficient for academic promotion because “anyone can do it”
- Ernest Boyer, *Scholarship Reconsidered: Priorities of the Professorate* (Carnegie Foundation for the Advancement of Teaching, 1990).

BOYER 4 TYPES OF SCHOLARSHIP

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

WHAT IS A SCHOLARLY APPROACH TO 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 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

QUESTIONS TO ASK WHEN PUBLISHING

- 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?

↻ You Retweeted



Jen Gommerman @JenGommerman · Aug 17



10 y.o.: Dad why does mom play ABBA and drink wine?

Dad: she sends papers to big journals and they find her work "interesting" but reject



5



113



593

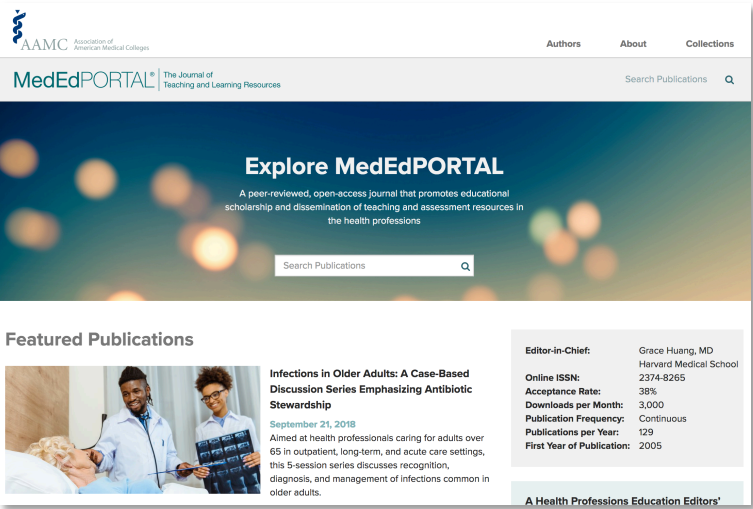




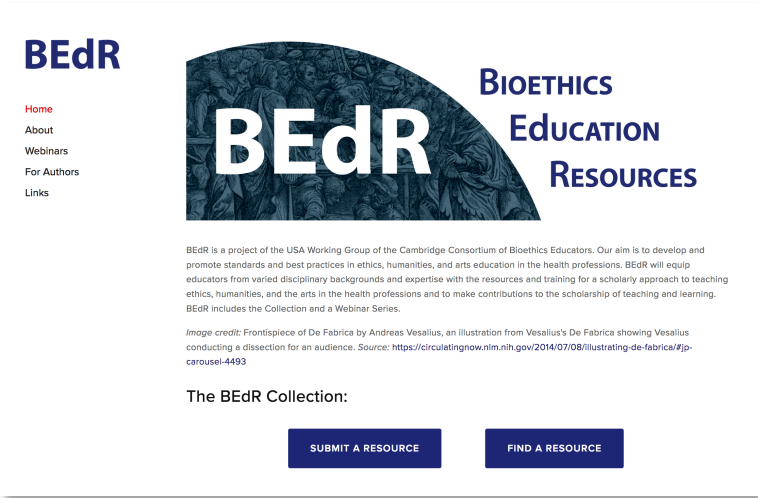
PUBLICATION VENUES

- Resource Portals
- Articles
 - Descriptive
 - Analytic

RESOURCE PORTALS



MedEdPORTAL



BEdR



STFM Resource Library

ETHICS PUBLICATIONS IN MedEdPORTAL

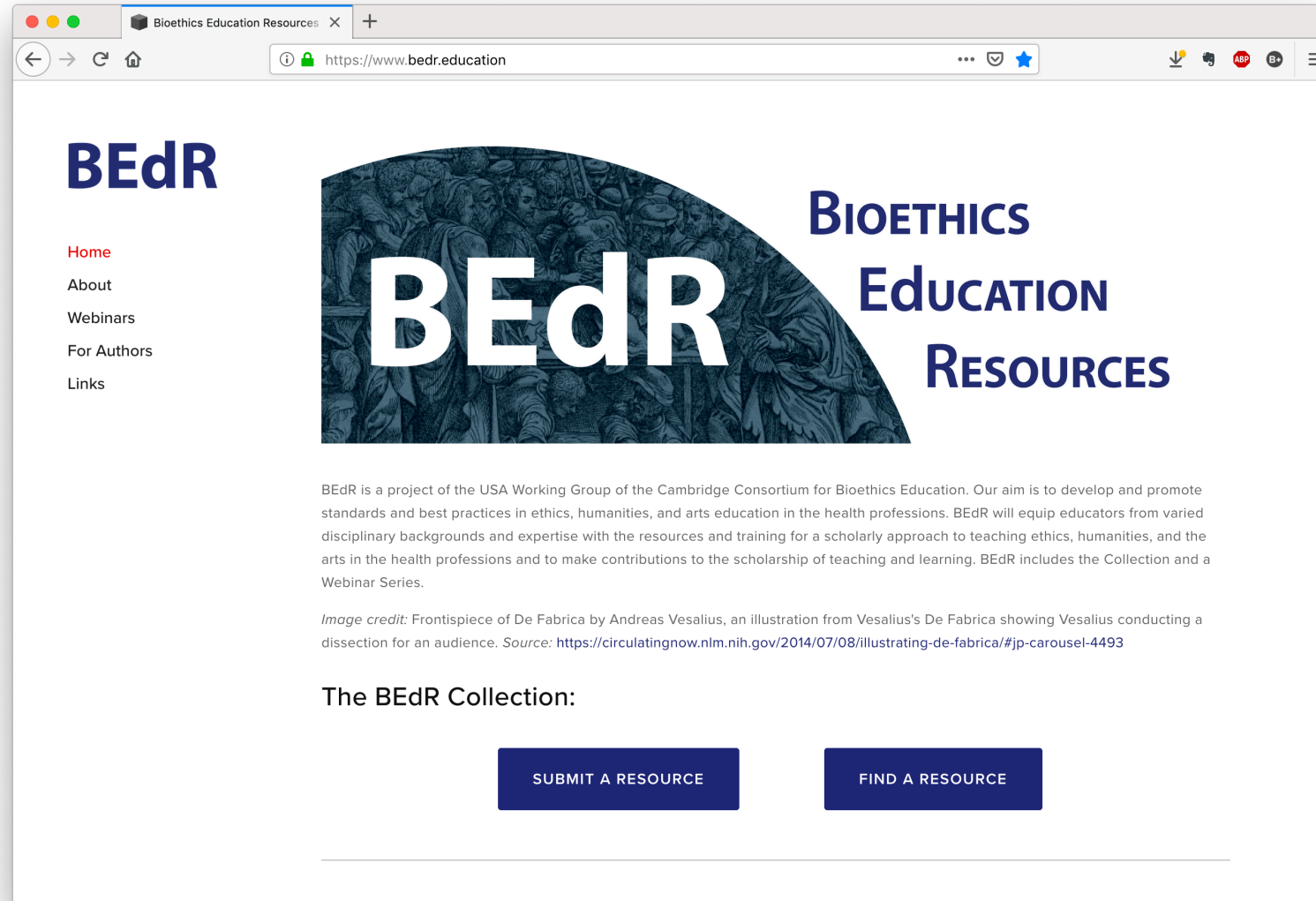
Armas M, Gillis M, Cuellar M. Ethics questionnaire assignment in the internal medicine clerkship. MedEdPORTAL Publications. 2013;9:9504.

http://doi.org/10.15766/mep_2374-8265.9504

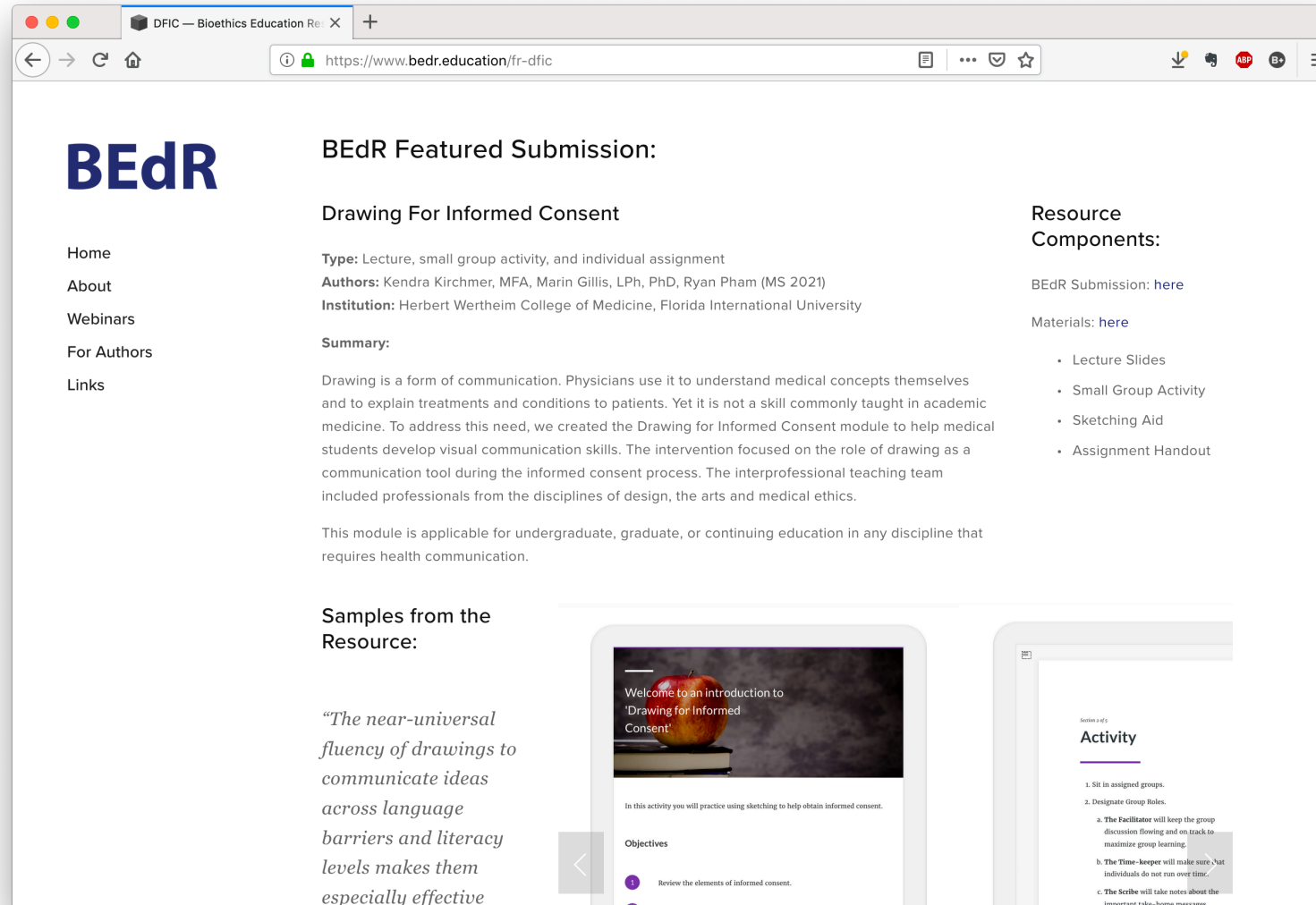
Gillis M, Hanrahan J. Article in search of an author: exciting collaboration or unethical conduct?. MedEdPORTAL Publications. 2010;6:8142.

http://doi.org/10.15766/mep_2374-8265.8142

RESOURCE PORTALS



FEATURED BEDR SUBMISSION



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...*)

Journal	Article Type(s)
Academic Medicine	<ul style="list-style-type: none">• Innovation Report
BMC Medical Education	<ul style="list-style-type: none">• Case Report• Study Protocol
Clinical Teacher	<ul style="list-style-type: none">• Faculty Development Reviews
Medical Education	<ul style="list-style-type: none">• Review Article
Medical Education Online	<ul style="list-style-type: none">• Feature Articles• Trend Articles• Short Communications
Medical Science Educator	<ul style="list-style-type: none">• Health Science Case Studies• Innovation• Short Communications
Medical Teacher	<ul style="list-style-type: none">• Short Communications
Perspectives on Medical Education	<ul style="list-style-type: none">• Show and Tell• Review Articles
Teaching & Learning in Medicine	<ul style="list-style-type: none">• Educational Case Reports

PERSPECTIVE AND REFLECTIVE ARTICLES

Journal	Article Type(s)
Academic Medicine	<ul style="list-style-type: none">• Perspectives Article• Point-Counterpoint
Advances in Health Sciences Education	<ul style="list-style-type: none">• Reflections
BMC Medical Education	<ul style="list-style-type: none">• Debate
Clinical Teacher	<ul style="list-style-type: none">• Insights• The Clinical Teacher's Toolbox
Medical Education	<ul style="list-style-type: none">• Really Good Stuff• When I say...
Medical Education Online	<ul style="list-style-type: none">• Feature Articles• Short Communications
Medical Science Educator	<ul style="list-style-type: none">• Short Communications
Medical Teacher	<ul style="list-style-type: none">• Short Communications• Twelve Tips
Perspectives on Medical Education	<ul style="list-style-type: none">• Eye Openers
Teaching & Learning in Medicine	<ul style="list-style-type: none">• Observations

ANALYTIC ARTICLES

Journal	Article Type(s)
Academic Medicine	<ul style="list-style-type: none">• Scholarly Article• Research Report
Advances in Health Sciences Education	<ul style="list-style-type: none">• General Article
BMC Medical Education	<ul style="list-style-type: none">• Research Article
Clinical Teacher	<ul style="list-style-type: none">• Original Article
Medical Education	<ul style="list-style-type: none">• Original Research• Cross-cutting Edge
Medical Education Online	<ul style="list-style-type: none">• Research Articles
Medical Science Educator	<ul style="list-style-type: none">• Short Communications• Original Research
Medical Teacher	<ul style="list-style-type: none">• Articles
Perspectives on Medical Education	<ul style="list-style-type: none">• Original Articles• Replication Studies
Teaching & Learning in Medicine	<ul style="list-style-type: none">• Groundwork• Investigations & Validation

SPECIALTY SPECIFIC JOURNALS: EDUCATION SUPPLEMENTS & SPECIAL ISSUES

- Obstetrics & Gynecology (Green Journal)
- Contraception
- Family Medicine
- The American Journal of Surgery
- Annals of Internal Medicine
- JAMA

OPEN ACCESS PUBLISHING

- 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

MEDEDPUBLISH.ORG

- 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
 - Stephen Buranyi, “Is the staggeringly profitable business of scientific publishing bad for science?” *The Guardian* (27 June 2017).
- Peer review DOES NOT EQUAL Blind review
 - Simine Vazire “Our obsession with eminence warps research” *Nature* (6 July 2017).

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/>

(Larisa Shamseer, et. al. “Potential predatory and legitimate biomedical journals: can you tell the difference? A cross-sectional comparison.” *BMC Medicine* (2017) 5:28.)

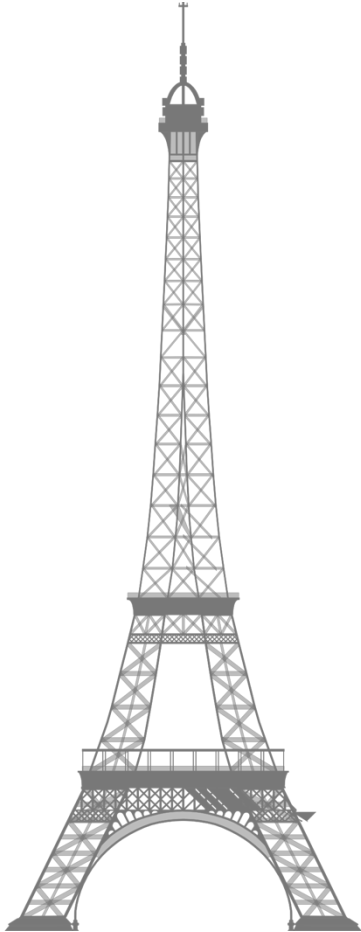
DISSEMINATION & DEVELOPMENT VENUES

- 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

STAY UP TO DATE WITH MED ED LIT

eTOCs:

Academic Medicine- AAMC <http://journals.lww.com/academicmedicine/pages/etoc.aspx>

Medical Teacher-AMEE <http://www.tandfonline.com/action/doUpdateAlertSettings>

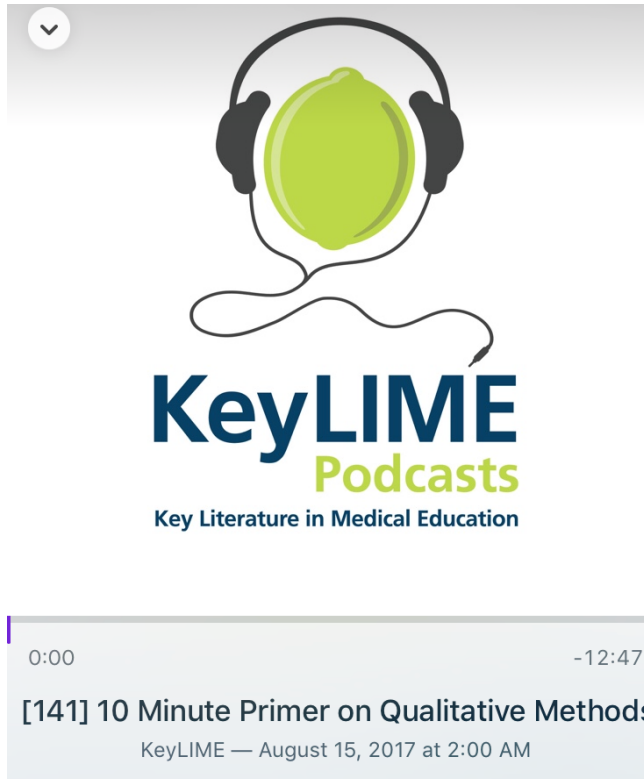
Medical Education- “Get New Content Alerts” link on website

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



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?

BEdR FUTURE

- 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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CAMBRIDGE CONSORTIUM USA WORKING GROUP EXECUTIVE

- Director: Marin Gillis, PhD, LPh, FIU Wertheim College of Medicine, Miami, FL
- Co-Director: Claire Clark, PhD, MPH, UK School of Medicine, Lexington, KY
- Co-Director: Amy DeBaets, PhD, ThM, MDiv, MA, Oakland University William Beaumont School of Medicine, Rochester, MI
- Design Director: Kendra Kirchmer, BArch, MFA FIU Wertheim College of Medicine, Miami, FL

BEdR

www.bedr.education



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