Links to Medical Education Journal Sites and Selected Readings

AAMC: Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship, 2007
   https://members.aamc.org/eweb/upload/Advancing%20Educators%20and%20Education.pdf

Academic Medicine
   http://journals.lww.com/academicmedicine/pages/default.aspx

Advances in Medical Education and Practice

ACGME Journal of Graduate Medical Education
   www.jgme.org/

Advances in Health Sciences Education
   www.springer.com/education+%26+language/journal/10459

BMC Medical Education
   www.biomedcentral.com/bmcmededuc

Internet Journal of Medical Education
   www.ispub.com/journal/the-internet-journal-of-medical-education/

Internet Journal of Medical Simulation

Medical Education
   www.mededuc.com

Medical Education Online
   http://med-ed-online.net/index.php/meo

Medical Teacher
   http://informahealthcare.com/journal/mte

Journal of Continuing Education in the Health Professions

Teaching and Learning in Medicine
   www.siumed.edu/tml/

The Clinical Teacher
   www.theclinicalteacher.com

Selected Texts/Readings – Medical Education:


AAMC Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship: Summary Report and Findings from the AAMS Group on Educational Affairs Consensus Conference on Educational Scholarship 2007


Promoting Faculty Scholarship – An evaluation of a program for busy clinician-educators

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Published: 26 April 2015
CMEJ2015, 6(1):e43-e60 Available at http://www.cmej.ca
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Abstract

Background: Clinician educators face barriers to scholarship including lack of time, insufficient skills, and access to mentoring. An urban department of family medicine implemented a federally funded Scholars Program to increase the participants’ perceived confidence, knowledge and skills to conduct educational research.

Method: A part-time faculty development model provided modest protected time for one year to busy clinician educators. Scholars focused on designing, implementing, and writing about a scholarly project. Scholars participated in skill seminars, cohort and individual meetings, an educational poster fair and an annual writing retreat with consultation from a visiting professor. We assessed the increases in the quantity and quality of peer reviews for education scholarship. Data included pre- and post-program self-assessed research skills and confidence and semi-structured interviews. Further, data were collected longitudinally through a survey conducted three years after program participation to assess continued involvement in educational scholarship, academic presentations and publications.

Results: Ten scholars completed the program. Scholars reported that protected time, coaching by a coordinator, peer mentoring, engagement of project leaders, and involvement of a visiting professor increased confidence and ability to apply research skills. Participation resulted in academic presentations and publications and new educational leadership positions for several of the participants.

Conclusions: A faculty scholars program emphasizing multi-level mentoring and focused protected time can result in increased confidence, skills and scholarly outcomes at modest cost.

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Twelve tips for early career medical educators

Sayra Cristancho & Lara Varpio

To cite this article: Sayra Cristancho & Lara Varpio (2016) Twelve tips for early career medical educators, Medical Teacher, 38:4, 358-363, DOI: 10.3109/0142159X.2015.1062084
To link to this article: http://dx.doi.org/10.3109/0142159X.2015.1062084

Published online: 22 Oct 2015.