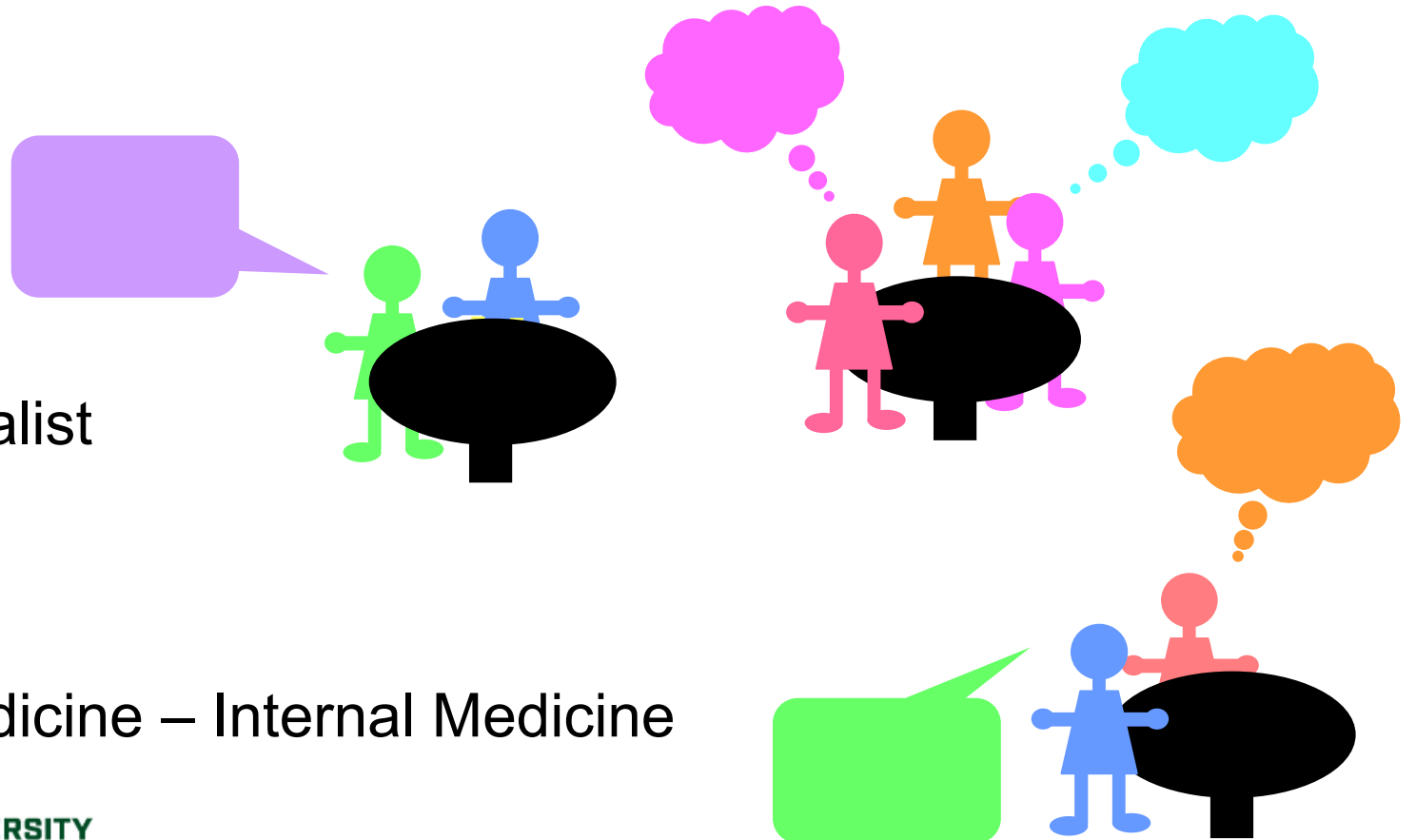


Building Community Amongst Medical Educators: A Model for a Medical Education Journal Club

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Building Educator Community at CUSOM at CSU

- University of Colorado – School of Medicine at Colorado State University (CUSOM at CSU) is a new campus located in Fort Collins, CO
- Want to retain and recruit community-based faculty by:
 - Building community
 - Creating professional development at medical school¹
- We created a medical education journal club for CUSOM at CSU faculty



Instructional Improvement Best Practices²

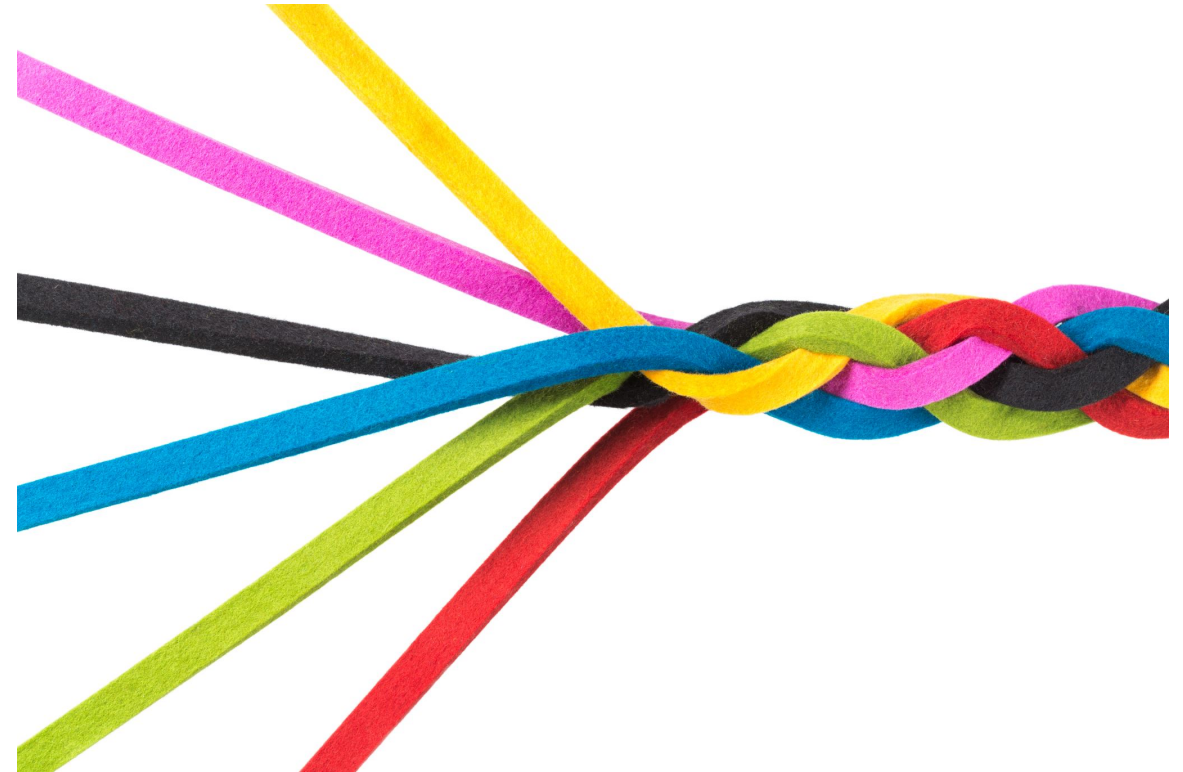
Ineffective strategies	Effective strategies
Creating and disseminating curricular materials for faculty to “take up”	Understand and target educators’ teaching-related beliefs
Implementing top-down policies to influence instruction	Long-term (i.e., longer than one semester)
	Designed to be compatible with institutional system

²Henderson, C., Beach, A., & Finkelstein, N. (2011). Facilitating change in undergraduate STEM instructional practices: An analytic review of the literature. *Journal of Research in Science Teaching*, 48(8), 952-984.2

Medical Education Journal Club Design

Understand and target educators' teaching-related beliefs

- Encourage attendees to shape meeting conversations with questions, contributions, and instructional experiences
- Invite attendees to select journal club readings and topics
- Foster a safe environment for earnest reflection – recognizing challenge of teaching³



Medical Education Journal Club Design

Designed to be compatible with institutional system

- Prior to starting journal club:
 - Surveyed CUSOM at CSU faculty to understand interest/usefulness, meeting times and days, frequencies
 - Met with CUSOM at CSU administrators and curricular year directors for design feedback



Medical Education Journal Club Design

Designed to be compatible with institutional system

- Learned that:
 - Faculty were interested
 - Faculty wanted in-person as well as remote meetings
 - Decided to alternate
 - Monthly meetings on Wednesdays at noon worked best
 - Decided to provide lunch for in-person meetings



Medical Education Journal Club: So Far & Next Steps

- Initial, informal feedback has been positive

Thanks so much for your work in putting this together. I think there's been really useful content! - Journal Club Member

- Attendees have included faculty from diverse curricular areas
- Thirteen members have attended two or more meetings
- Future steps include research on faculty takeaways from journal club opportunities

ATTENDEES OF AT LEAST ONE MEETING

- Administrators
- Clinical Faculty
- Medical Science Faculty
- Residency Specialists



Medical Education Journal Club: Readings

Sep. 2021	Adult Learning Theories: Implications for Learning and Teaching in Medical Education: AMEE Guide No. 83 (Taylor & Hamdy, 2013)
Oct. 2021	Psychological safety in feedback: What does it look like and how can educators work with learners to foster it? (Johnson, Keating, & Molloy, 2019)
Nov. 2021*	A Framework for Integrating Implicit Bias Recognition Into Health Professions Education (Sukhera & Watling, 2018) Implicit bias video: https://www.youtube.com/watch?v=rCDRgAtwi8E
Dec. 2021	Twelve Tips for Facilitating Team-Based Learning (Charles Gullo, Tam Cam Ha, & Sandy Cook, 2015)
Jan. 2022*	The Use of Reflection in Medical Education: AMEE Guide No. 44 (Sandars, 2009)
Feb. 2022*	12 Ways Teachers Can Build their Own Resilience (Cult of Pedagogy): https://www.cultofpedagogy.com/resilience/ What Educators Need Now Is Resilience (Harvard Business Publishing): https://hbsp.harvard.edu/inspiring-minds/what-educators-need-now-is-resilience

*Topic selected by journal club member

Questions?

