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 school\(^1\)

• We created a medical education journal club for CUSOM at CSU faculty

## Instructional Improvement Best Practices

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

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: 3
- Clinical Faculty: 8
- Medical Science Faculty: 6
- Residency Specialists: 3
<table>
<thead>
<tr>
<th>Month</th>
<th>Reading</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>Sep. 2021</td>
<td>Adult Learning Theories: Implications for Learning and Teaching in Medical Education: AMEE Guide No. 83 (Taylor &amp; Hamdy, 2013)</td>
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<td>Oct. 2021</td>
<td>Psychological safety in feedback: What does it look like and how can educators work with learners to foster it? (Johnson, Keating, &amp; Molloy, 2019)</td>
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<td>Nov. 2021*</td>
<td>A Framework for Integrating Implicit Bias Recognition Into Health Professions Education (Sukhera &amp; Watling, 2018)</td>
<td>Implicit bias video: <a href="https://www.youtube.com/watch?v=rCDRgAtwi8E">https://www.youtube.com/watch?v=rCDRgAtwi8E</a></td>
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<tr>
<td>Dec. 2021</td>
<td>Twelve Tips for Facilitating Team-Based Learning (Charles Gullo, Tam Cam Ha, &amp; Sandy Cook, 2015)</td>
<td></td>
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<tr>
<td>Jan. 2022*</td>
<td>The Use of Reflection in Medical Education: AMEE Guide No. 44 (Sandars, 2009)</td>
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</table>

*Topic selected by journal club member
Questions?