MedEdPORTAL

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Session Objectives

1. Understand the similarities and differences of the three MedEdPORTAL services.

2. Discuss examples of appropriate types of materials that can be published in MedEdPORTAL Publications and shared in iCollaborative and CE Directory.

Session Objectives

1. Help you learn about a unique venue for educational scholarship.
Who Has Used MedEdPORTAL?

Submitted?
Downloaded?
Searched?
Peer Reviewer or Associate Editor?
www.mededportal.org/about
MedEdPORTAL Suite of Services

**Publications**: peer reviewed health education and assessment tools

**iCollaborative**: promotes exchange of Innovative approaches, practices, and strategies for transforming healthcare

**CE Directory**: directory of evidence-based online CE credited activities

www.mededportal.org
Peer Reviewed Publications

How to Communicate Value Added Care: Negotiation and Saying No

This workshop assists medical students, residents, physician assistants, advanced nursing students or practicing physicians, with communication strategies to enhance value-added care discussions with patients.

Featured Publications

Latest

- Interdisciplinary Simulation-Based ACLS Refresher Training for Internal Medicine Residents
- GI Biopsy Crash Course
- Critical Synthesis Package: Team Emergency Assessment Measure (TEAM)
- Twist on Cultural Sensitivity

News

- October 1, 2014
  Medical Schools to Test Core EPAs Before Students Begin Residency
- October 1, 2014
  Curriculum Inventory in Context
- October 1, 2014
  MedEdPORTAL at ICRE

Sponsored Collections

- Interprofessional Education Collaborative
- Interprofessional Education
- Dentistry
- Sponsored by: American Dental Association
Objective Structured Clinical Examination (OSCE) Station on Communicating Poor Prognosis to the Family in a Neurological Acute Care Setting

Publication ID: 9700
Published: February 13, 2014
Version: 1

Description
Stroke is a common cause of patient morbidity and mortality. Communicating its prognosis to family members, with the establishment of goals of care, is a frequent task for neurologists and neurology residents. Given this, we felt it was an appropriate scenario from which to assess neurology resident medical expert and communication skills in an OSCE setting.

This is a standardized case with an actor portraying a patient's relative. Residents are to give "bad news" of poor neurologic prognosis and establish goals of care for patient. It is to be administered with an actor playing the standardized patient's relative and an examiner. The case scenario, instructions to examinee and examiner marking sheet are included. Data on twenty-five neurology residents is presented.

Citation
Sexual History Taking Curriculum: Lecture and Standardized Patient Cases

Description
An inclusive sexual history is critical to providing appropriate patient care and is one method to begin creating a practice that is inclusive of lesbian, gay, bisexual, and transgender (LGBT) patients. Here we package a sexual history taking curriculum that has been implemented since 2009 that includes faculty development materials, an introductory lecture, and four standardized patient cases. This session can be held at any point in the medical school curriculum after basic communications have been covered.

Download the Educational Summary Report.

Citation
Sexual History Taking Curriculum: Lecture and Standardized Patient Cases

Rita Lee, MD, Danielle Loeb, MD, Austin Butterfield, MD

Abstract

This sexual history taking module engages medical students in discussion and practice with standardized patients in taking an inclusive (orientation- and gender-neutral) sexual history. An inclusive sexual history is critical to providing comprehensive patient care and on an environment supportive of lesbian, gay, bisexual, and transgender (LGBT) patients. This case was developed for first- and second-year medical students who have had basic communication skills training. This session was designed to be delivered in one 60-minute large-group session followed by three 1-hour-long small-group sessions (with one third of the class participating in each session) with standardized patients. Four students per group are optimal. Facilitator training should take approximately 60 minutes prior to the session as well as participation in the large-group session.

The materials associated with this publication include guidelines for faculty facilitators and students to prepare for the large-group discussion and small-group practice sessions with standardized patients. Also included are four standardized patient cases, a slide presentation using an audience response system for the large-group session, and an evaluation form.

The average response to “Overall, this session was effective in improving my sexual history taking skills” has been 4.3 out of 5. Our communication needs assessment has shown a statistically significant improvement in these reporting increased importance, confidence, and performance of a sexual history between the first and second year of medical school (before and after the curriculum). In addition, students reported performing more complete exams of the sexual history after the session. This sexual history taking module has been incorporated into the Foundations of Doctoring communications curriculum and has been rated as highly effective by learners. Performing an inclusive sexual history is critical to providing comprehensive patient care as well as providing an environment supportive of LGBT patients.

Please see the end of the Educational Summary Report for author-supplied information and links to reviewed digital content associated with this publication.

Introduction

It is well known in the literature that health care providers do not routinely perform a complete sexual history.1-2 One of the most commonly cited reasons is lack of education and fear of discomfort about how to do this. We recognize that our core communications curriculum did not include sexual history taking. Thus, this session was created to address this need and to allow students to practice a challenging communications skill.

In addition, an inclusive sexual history is one method lesbian, gay bisexual, and transgender (LGBT) patients use to recognize a health care provider as being LGBT-friendly.3 A secondary goal of this educational session was to improve student awareness of LGBT health disparities and to provide foundational skills in caring for LGBT patients, predominantly from a cultural standpoint. Most medical schools, including our own curriculum, provide minimal education on LGBT health topics.4

In 2008, we conducted a needs assessment of our communications curriculum. We found that while 87.7% of our students felt a sexual history was important, only 70.1% (< .0001) felt confident in performing and 51.9% (< .0001) routinely performed a sexual history. Of the students, 72% and 45% reported wanting to learn about and practice sexual history taking skills, respectively. Thus, this curriculum was developed to address this need.
User Comments: I used this resource, with slight modifications, for an interprofessional group of medical students and graduate students focused on translational research. It was very useful. The students were engaged, the amount of advanced preparation for students was appropriate and not overwhelming or onerous. It led to a particularly rich discussion of clinical and translational research ethics.

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### MedEdPORTAL Publications Usage Report

**Date Report Generated:** July 21, 2015  
**Publication Title:** Got Ethics? Exploring the Value of Interprofessional Collaboration Through a Comparison of Discipline Specific Codes of Ethics  
**Publication Primary Author:** Emily Akerson  
**Publication ID:** 9331  
**Publication Date:** January 30, 2013  
**Publication URL:** [https://www.mededportal.org/publication/9331](https://www.mededportal.org/publication/9331)  

#### Summary Usage Report:
- Total Number of Downloads: 227  
- Total Number of Unique Users Downloading: 200  
- Total Number of Unique Countries Downloading Publication: 15  
- Total Downloads for Teaching or Training: 152  
- Total Downloads for Self-Learning: 104  
- Total Downloads for Curriculum Development: 20  
- Total Downloads for Assessment and Evaluation: 1  
- Total User Comments Posted: 1

#### MedEdPORTAL Publications Detailed Usage Report:

The following usage data provides de-identified characteristics about every user that has downloaded your publication and their intentions for its use.

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Publications Statistics

- 50+ submissions/month
- Over 1,500 expert, nominated peer-reviewers
- 1,600 peer-reviewed publications currently available

- 1,000+ downloads weekly
- 196 countries
- All major health professions downloading
Publications Statistics

Health professions downloading:

- 69% Medical
- 22% Other/Interprofessional
- 8% Dental

Reason for Download:
- Teaching or Training
- Self Learning
- Curriculum Development
- Assessment/Evaluation
- Teaching or Training
## My MedEdPORTAL

**Henning Saul**  
_Last sign in: June 18, 2012_

<table>
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<th>My Favorites (7)</th>
<th>Matching My Interests (213)</th>
<th>My Submissions (3)</th>
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<td>![p] Internal Medicine Clerkship Team-Based Learning Series: Anemia Module</td>
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<td>![ce] Child Abuse Medical Examiner Online Training</td>
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*EDIT MY PREFERENCES →*
Reliability of Professional Volunteers Recruited for Clinical Trials

In any clinical research study the participants/subjects form one of the most critical components of the study. This retrospective analysis focuses on the various pros and cons of having local or out-of-state volunteers for clinical trials.

Featured Activities

Latest

- Allergic Rhinitis
- Entecavir Plus Adefovir Combination Therapy Versus Lamivudine Add-On Adefovir for Lamivudine-Resistant Chronic Hepatitis B: A Meta-Analysis
- Navigating the Challenges of Clinical Diagnosis and Management of a Managed Disorder

News

News & Updates

October 1, 2014
Medical Schools to Test Core EPAs Before Students Begin Residency

October 1, 2014
Curriculum Inventory in Context

Sponsored Collections
CE Directory Activities

Patient Safety Simulation
- Format: Curriculum
- Activity ID: 249
- Released: August 21, 2009
- Expires: August 21, 2012

Safe and Effective Opioid Prescribing for Chronic Pain
- Format: Curriculum
- Activity ID: 279
- Released: February 1, 2011
- Expires: January 31, 2013

Comprehensive Unit-Based Safety Program and Stop BSI
- Format: Curriculum
- Activity ID: 207
- Released: August 1, 2010
- Expires: August 1, 2013

Healthcare Improvement Skills Center Core QI Modules
- Description:
  A set of 6 highly engaging, case driven, web-based learning activities that introduce participants to core quality improvement concepts and skills in a down to earth way. You will learn how to write aims; build a team; collect, display and analyze data; and determine whether or not change is due chance and represents a genuine improvement.
- Format: Curriculum
- Activity ID: 255
- Released: September 1, 2010
- Expires: August 31, 2013

www.mededportal.org/ce
Pain Management - Assessing and Treating Neuropathic Pain

Activity ID: 1250
Released: June 30, 2013
Expires: June 30, 2016

Description:
Neuropathic pain is one of the most common types of pain, but it is often under-recognized and under-treated. It is defined by the International Association for the Study of Pain as pain “initiated or caused by a primary lesion or dysfunction in the nervous system.”

Accreditor:
AMA PRA Category 1 Credit™

Credit(s) Awarded: 1.0
Fee: $6

Related Materials:
- Publications (5)
- iCollaborative (5)
- Continuing Education (5)
- Pain Management - Barriers to Pain Management

Material Access:
This resource is hosted on an external web site.

Join the Conversation:
Have you downloaded this material? Share your thoughts with other users by commenting or rating this material.

Post a comment

0 ratings
Demo: MedEdPORTAL blank search
Demo: MedEdPORTAL keyword search
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Publications</th>
<th>iCollaborative</th>
<th>CE Directory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and advance educational scholarship</td>
<td>Share innovative approaches to transforming health care education</td>
<td>Collaborate on tools in development</td>
<td>Promote certified online continuing education activities</td>
</tr>
<tr>
<td>Access peer reviewed, proven educational tools</td>
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| Standards                                    |                                                                             |                                                                                |                                                                              |
| Stand alone module                           |                                                                             |                                                                                | Accredited                                                                    |
| Clear learning objectives                    |                                                                             |                                                                                | Online learning format                                                        |
| Classroom tested                             |                                                                             |                                                                                | Created by faculty/staff at a non-profit health institution                   |
| Ready for implementation                     |                                                                             |                                                                                |                                                                              |
| Copyright/patient privacy compliance         |                                                                             |                                                                                |                                                                              |

| Features                                     |                                                                             |                                                                                |                                                                              |
| Peer Reviewed                                |                                                                             | 5 star rating                                                                   | Quick, searchable by content area                                             |
| Author usage reports                         |                                                                             | Threaded commentary                                                            | Access online learning outside home institution/specialty                     |
| Formal citation for scholarly credit         |                                                                             | Three year expiration                                                          | Removed when expired                                                          |
| Special clearance assessment tools           |                                                                             |                                                                                |                                                                              |
| Published indefinitely                        |                                                                             |                                                                                |                                                                              |

| MEP Peer Reviewed                           | Yes                                                                         | No                                                                              | No                                                                            |
| Formal Citation                             | Yes                                                                         | No                                                                              | No                                                                            |
Publications Submission Process

Step 1: Preparing your submission
Packaging Your Submission

1. Generalizable material (i.e. size, content)
2. Stand alone learning module
3. Educational Summary Report
Web-based Submissions

Your Website

Educational Summary Report

Your Submission

.ppt  .mp4  .doc

.jpg  .html  .swf

Folder image retrieved 8/19/14 from http://openclipart.org/image/300px/svg_to_png/88081/1285977495.png
**Educational Summary Report**

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<tr>
<th>I. Title</th>
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<tbody>
<tr>
<td>II. Abstract</td>
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<tr>
<td>III. Educational Objectives</td>
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<tr>
<td>IV. Introduction</td>
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<tr>
<td>V. Methods</td>
</tr>
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<td>VI. Results</td>
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<tr>
<td>VII. Discussion</td>
</tr>
<tr>
<td>VIII. References</td>
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<tr>
<td>IX. Appendices</td>
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- Word Document
- 10 pt, Calibri
- Bold Headings
- 1” margins

[https://www.mededportal.org/esr](https://www.mededportal.org/esr)
Publications Submission Process

Step 2: Staff Editors help ensure Submission Standards are met.
Copyright Concerns

MedEdPORTAL staff screen each submission for potential third-party materials.

What % of submissions contain copyright issues?
Public Domain vs. Publicly Accessible

- No/Expired copyright
- Author released material
- Federal government websites

vs.

Google
MedEdPORTAL staff screen each submission for potentially identifiable “protected health information.”
Example:

Image accessed 10 November 2010 from http://commons.wikimedia.org/wiki/File:Brain_diagram_it.svg
Associated Creative Commons License: http://creativecommons.org/licenses/by-sa/3.0/deed.en
Example:

Some doctors join Facebook, Twitter; others wary

Updated 7/7/2010 11:54 PM

By Rita Rubin, USA TODAY

Jeff Livingston uses his iPad to show information from his OB/GYN practice's Facebook page to patient Dulce Martinez and her mother, Anastacia, in an exam room in Irving, Texas.
Example:

Photo Source:
www.telegraph.co.uk/health/healthnews/10208422/Girl-nine-told-to-walk-off-broken-leg-by-doctor.html
Example:

Medical Record # 1234
Wilkerson, E
D.O.B. 1-1-1980

Creative Commons License: creativecommons.org/licenses/by-nc-nd/3.0/
Image retrieved on 26 October 2009 from:
http://www.flickr.com/photos/ann-alto/2724265384
Step 3: Submission is reviewed by:
- 2 Expert Peer Reviewers
- 1 Content Associate Editor
- The Editor-in-Chief
Teaching as Educational Scholarship

"Scholarship Assessed" Criteria

<table>
<thead>
<tr>
<th>Clear Goals</th>
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<tbody>
<tr>
<td>Adequate preparation</td>
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<tr>
<td>Appropriate methods</td>
</tr>
<tr>
<td>Significant results</td>
</tr>
<tr>
<td>Effective presentation</td>
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<tr>
<td>Reflective critique</td>
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</tbody>
</table>

Scholarship criteria for accommodating “educational products,” a non-traditional form of scholarship.
Publications Rejection Reasons

1. Insufficient educational context (not generalizable)
2. Mismatch of educational objectives and instructional content
3. Does not contribute to the field (e.g. superficial, reference materials)
4. Failure to adequately address revisions
Publications Statistics: Cumulative

- Accept: 6%
- Reject: 33%
- Revisions Required (later accepted): 61%
Publications Submission Process

Step 4: Publication
Publications Special Clearance

Access restricted to instructors and designated persons.

- Assessment tools
- Standardized Patient cases
- OSCE
- Exam materials
Questions?

Thank you!