



Tomorrow's Doctors, Tomorrow's Cures

Learn

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MedEdPORTAL

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Association of
American Medical Colleges

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*.
3. Assess standards and criteria to meet MedEdPORTAL *Publications* guidelines.

Session Objectives

1. Help you learn about a unique venue for educational scholarship.

Who Has Used MedEdPORTAL?

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MedEdPORTAL



www.mededportal.org/about

MedEdPORTAL Suite of Services



P

Publications: peer reviewed health education and assessment tools



ic

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



CE

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

MedEdPORTAL Publications

MedEdPORTAL **iCollaborative**

MedEdPORTAL **CE Directory**

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Peer Reviewed Publications

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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

News & Updates

- 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 ICPE

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Interprofessional Education

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MedEdPORTAL *Publications*

Guiding Educational Research Projects: Activity-Based Workshops on Writing a Literature Review and Developing Research Questions

Cases

Publication ID
10143



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Denise: A Virtual Patient

Publication ID	Published	Version
10145	July 16, 2015	1



MedEdPORTAL
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REVIEWED ✓

Typhoid Fever Presenting as Heat Stroke

Publication ID	Published	Version
10135	June 11, 2015	1



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Human Genetic Variation: A Flipped Classroom Exercise in Cultural Competency

Publication ID	Published	Version
9621	June 11, 2015	1



Special Clearance
Required

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Caring with Compassion, Domain 1: U.S. Public Healthcare Systems

Publication ID	Published	Version
9811	May 29, 2014	1



MedEdPORTAL
PEER
REVIEWED ✓

Description

Caring with Compassion provides core background information to support clinical care for homebound, underserved, uninsured, and at-risk populations.

Graduate medical training programs must train clinicians who are adept in providing care within the complex U.S. health insurance system and who can meet the needs of medically underserved patients. Indeed, teaching hospitals often provide essential services to patients who are uninsured or dependent upon public insurance. The Association of American Medical Colleges has documented the disproportionate share of care for the uninsured that is provided by teaching hospitals. Despite

Virtual Patients

Simulations

Flipped Classroom

Interactive Modules

More...



Objective Structured Clinical Examination (OSCE) Station on Communicating Poor Prognosis to the Family in a Neurological Acute Care Setting

Publication ID	Published	Version
9700	February 13, 2014	1



**Special Clearance
Required**

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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

Smyth P, Sim V. Objective Structured Clinical Examination (OSCE) Station on Communicating Poor Prognosis to the Family in a Neurological Acute Care Setting. MedEdPORTAL Publications; 2014. Available from: <https://www.mededportal.org/publication/9700> http://dx.doi.org/10.15766/mep_2374-8265.9700

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Material Access

The file associated with this resource
includes the following:

- Instructor's Guide Neurology Code Status Communication.docx
- Code Status Communication Examiner OSCE Marking Sheet.doc
- Communication OSCE Station Resident Instructions.docx
- Actor Standardized Patient Relative Instructions Code Status OSCE.docx
- Instruction Guide for Special Clearance Publications.pdf
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Download

Sexual History Taking Curriculum: Lecture and Standardized Patient Cases

Publication ID	Published	Version
9856	July 30, 2014	1



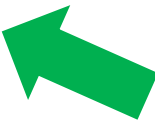
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Description

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

Lee R, Loeb D, Butterfield A. Sexual History Taking Curriculum: Lecture and Standardized Patient Cases. MedEdPORTAL Publications; 2014. Available from: <https://www.mededportal.org/publication/9856>
http://dx.doi.org/10.15766/mep_2374-8265.9856

General Information

Authors & Co-Authors

Outcomes

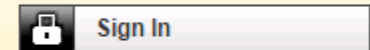
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Educational Objectives

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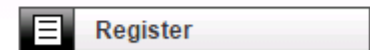
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Related Materials

Publications (5)

-  An LGBTI-Inclusive Sexual History Taking Standardized Patient Case
-  Advanced Communication Skills Cases

ESR - Publication



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 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 40-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 is optimal. Faculty training should take approximately 30 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 them 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 those 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 components of the sexual history after the session. This sexual history taking module has been incorporated into our 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 peer 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 lack of comfort around how to do this. We recognized 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% ($p < .0001$) felt confident in conducting and 51.9% ($p < .0001$) routinely performed a sexual history. Of the students, 72% and 85% reported wanting to learn about and practice sexual history taking skills, respectively. Thus, this curriculum was developed to address this need.

Lee R, Loeb D, Butterfield A. Sexual History Taking Curriculum: Lecture and Standardized Patient Cases. MedEdPORTAL Publications; 2014. Available from: <https://www.mededportal.org/publication/9856> http://dx.doi.org/10.15766/med_2374-8265.9856

Originally published on July 30, 2014

MedEdPORTAL Publications, 2014

1



in one situation contraception is likely to be less of a concern, but both need a method of protection from STIs. Who even knows what a dental dam is and how to use it? It would have been nice to get some of this information along with this session.

- This is an extremely important aspect of history taking, an aspect that was reinforced during the introductory lecture; however, there was not enough time given to practicing. Considering this is a safe environment to explore the students' comfort with this process and their own biases there could have been more patients who would be reaction-inducing: MTF or homeless youth who practice trading sex for housing. It is a difficult session to conduct in a short period of time, especially as patients in real life can take a long time to open up and be comfortable talking about their problem in a deeper context.

In response to the feedback we received, the sessions were altered to allow students more time to interview each patient case (see Appendix B: Sexual History Taking SP Rotation Sample 2). In addition, we began to include more content on the health issues facing LGBT and sexual minorities. However, given time constraints, complete content on these topics could not be included.

Discussion

These cases could be used with a variety of learners across the health professions, at the graduate medical education level, and potentially as continuing medical education as part of a communication skills building course. The greatest challenges are the time and cost associated with running such an activity.

We chose the original cases based on our clinical experience and to provide exposure to a spectrum of sexuality and sexual behavior. A key issue we wanted to focus on was diversity, highlighting the important issues around stereotypes and the fact that sexual behavior does not always correlate with self-identification of sexual orientation. We did not include a transgender case because this was felt to be too complex an issue given our time constraints. We did not feel we could adequately address the health issues and transition history (hormonal and surgical) needed for students to be able to perform this adequately.

Given more time and money, we would expand the curriculum to include additional lectures, including overview of LGBT health disparities, transgender health, sexual health is-

suess (to cover erectile dysfunction, sexuality around various health issues—heart disease, orthopedic issues, depression, medications, etc.), and creating an inclusive practice. The standardized patient cases should also be expanded to cover a broader diversity of sexual health issues that providers are likely to see in practice such as a transgender man, a transgender woman, a bisexual patient, a lesbian who is interested in becoming pregnant, or an older patient with either a cardiac problem or arthritic condition impacting the ability to have intercourse. This would enrich the learning experience, reflect the spectrum of patients more accurately, and potentially help with discussions around the ethics and confidentiality issues that can arise when taking a sexual history.

From the evaluations we have received, an interview time of 15-20 minutes with 10-15 minutes of feedback/debrief for each case would be optimal. Ideally, each student would perform one interview and be exposed to three other cases—this would allow the students to see a broader spectrum of gender/sexual expression and a greater variety of sexual history taking skills in practice.

Educational Objectives

By the end of this module, the learner will be able to:

1. Describe the rationale and steps for performing a gender- and orientation-neutral sexual history.
2. Recognize the breadth of expression of sexuality and gender identity.
3. Practice performing a gender- and orientation-neutral sexual history.

Keywords

Sexual History, Communication Skills, LGBT, Standardized Patient Cases, Audience Response, Lectures

Appendices

- A. Sexual History Taking SP Rotation Sample 1.pdf
- B. Sexual History Taking SP Rotation Sample 2.pdf
- C. Sexual History Taking SP Rotation Sample 3.pdf
- D. Sexual History Taking Lecture.pptx
- E. Sexual History Communication Session-Faculty Guide.pdf
- F. Danni Allen Case.pdf
- G. Daphy Chick.pdf
- H. Edward Stone Case.pdf
- I. Gerald Walter (Walt) Moore.pdf
- J. Sexual History Taking Session Evaluation Form.pdf
- K. Instructions for Special Clearance Publications.pdf
- L. Copyright License.pdf

MedEdPORTAL Publications, 2014

4



References

1. Mahieux B, Haley N. Clinicians assess lifestyle-related examinations? A and obstetrician-gyn 1999;160(13):1830-1831.
2. Tao G, Irwin KL. Kac to assess sexually transmitted during routine medicine 2000;18(2):109-114.
3. One Colorado Education Fund. INVISIBLE: the state of LGBT health in Colorado. http://www.one-colorado.org/wp-content/uploads/2012/01/OneColorado_HealthSurveyResults.pdf
4. Obedin-Maliver J, Goldsmith ES, Stewart L, et al. Lesbian, gay, bisexual, and transgender-related content in undergraduate medical education. JAMA. 2011;306(9):971-977.
5. Nausbaum, MRH, Hamilton CD. The proactive sexual health history. Am Fam Physician. 2002;66(9):1705-1712.

MedEdPORTAL Publications, 2014

5



Publications Usage Reports

MedEdPORTAL Publications Usage Report

www.mededportal.org

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>

Publication Citation: Akerson E, Stewart A, Baldwin J, Gloeckner J, Bryson B, Cockley D. Got Ethics? Exploring the Value of Interprofessional Collaboration Through a Comparison of Discipline Specific Codes of Ethics. MedEdPORTAL Publications; 2013. Available from: <https://www.mededportal.org/publication/9331> http://dx.doi.org/10.15766/mep_2374-8265.9331

Summary Usage Report:

Total Number of Downloads: 227

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User Comments: I used the article to focus on translation students focused on translation students was appropriate and research ethics.

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

Date Downloaded	Primary Health Profession	Institution Affiliation	Country	Intended Audience	Reason(s) Downloaded
02/02/2013	Other	Concordia University of Wisconsin	United States of America	Educator	1.Teaching or Training
02/03/2013	Other	University of British Columbia	Canada	Faculty	1.Teaching or Training 2.Curriculum Development 4.Assessment and Evaluation
02/14/2013	Medical	Tzuchi University	Taiwan	Student	1.Teaching or Training
02/15/2013	Other	warren alpert medical school of brown university	United States of America	Faculty	1.Teaching or Training
02/15/2013	Medical	Maricopa Medical Center	United States of America	Faculty	1.Teaching or Training 2.Curriculum Development
02/26/2013	Other	Louisiana State University Health Sciences Center	United States of America	Faculty	1.Teaching or Training 2.Self Learning 3.Curriculum Development 4.Assessment and Evaluation

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



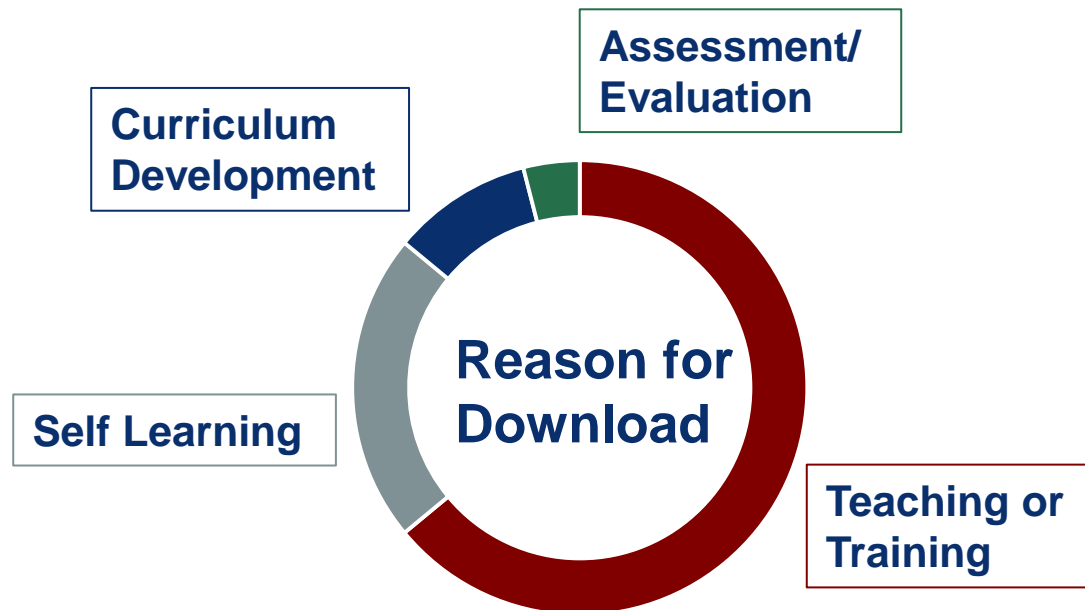
Publications Statistics

Health professions downloading:

69% Medical

22% Other/ Interprofessional

8% Dental





Non-Peer Reviewed Resources

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▶ 01 02 03

CaseMaker: A Template for Production of E-cases for Pre-clinical and Clinical Medical Education

This teaching tool provides an understanding of the case report format, fosters basic medical knowledge across a wide range of topics, and incorporates education on refinement of the differential diagnosis based on the available medical data.

Featured Resources

Latest

- ▶ The Bowman capsule of the glomerulus in the kidney (human, rat)
- ▶ Cholera in Haiti and the Modern "John Snow"
- ▶ Cartilage Formation
- ▶ Intramembranous Bone Formation

News

News & Updates

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

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Pre-health

iCollaborative Resources

Military Health History Pocket Card for Clinicians and Trainees

Format	Resource ID	Posted
Fact Sheet	215	May 4, 2012

Fact Sheets

Ambulatory Telemedicine Intervention in Heart Failure

Format	Resource ID	Posted
Reference	190	May 4, 2012

References

Partnering to Heal: Teaming Up Against Healthcare-Associated Infections

Format	Resource ID	Posted
Video, Multimedia, Case	2098	June 15, 2011

Videos

The University of Texas MD Anderson Cancer Center – Interpersonal Communication And Relationship Enhancement (I*CARE) Program

Format	Resource ID	Posted
Multimedia, Website	277	May 7, 2012

Websites

Adolescents' Use of the Internet in Finding Health Information

Format	Resource ID	Posted
Poster	316	May 3, 2012

Posters

Description

Recent research indicates that some adolescents and young adults use the Internet to find health information, and in certain cases do so for their parents who are unable to successfully navigate the Web on their own.

The purpose of this study was to determine whether, how, and why adolescents and young adults use the Internet for finding health information, and whether the information they find influences their health care decisions.

*Presented at 2012 SGEA Regional Conference

iCollaborative Usage

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Henning Saul






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[Matching My Interests \(218\)](#)

[My Submissions \(3\)](#)

 CICARE	April 19, 2012	 10
 Internal Medicine Clerkship Team-Based Learning Series: Anemia Module	March 30, 2012	 view
 Child Abuse Medical Examiner Online Training	July 01, 2010	



CE Directory

Find evidence-based online activities for continuing education credit.

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▶ 01 02 03

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 Movement Disorder

News

News & Updates

- October 1, 2014**
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Curriculum Inventory in Context
- October 1, 2014**

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Dentistry

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CE Directory Activities

Patient Safety Simulation

Format	Activity ID	Released	Expires
Curriculum	249	August 21, 2009	August 21, 2012

Patient Safety

CE

Safe and Effective Opioid Prescribing for Chronic Pain

Format	Activity ID	Released	Expires
Curriculum	279	February 1, 2011	January 31, 2013

Pain Management



CE

Comprehensive Unit-Based Safety Program and Stop BSI

Format	Activity ID	Released	Expires
Curriculum	207	August 1, 2010	August 1, 2013



CE

Healthcare Improvement Skills Center Core QI Modules

Format	Activity ID	Released	Expires
Curriculum	255	September 1, 2010	August 31, 2013



CE

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.



Team-Based

Quality Improvement



Pain Management - Assessing and Treating Neuropathic Pain

Activity ID	Released	Expires
1250	June 30, 2013	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."



General Information

Authors & Co-Authors

Credit

Comments (0)

Accreditor	Credit(s) Awarded	Fee
AMA PRA Category 1 Credit™	1.0	\$ 6

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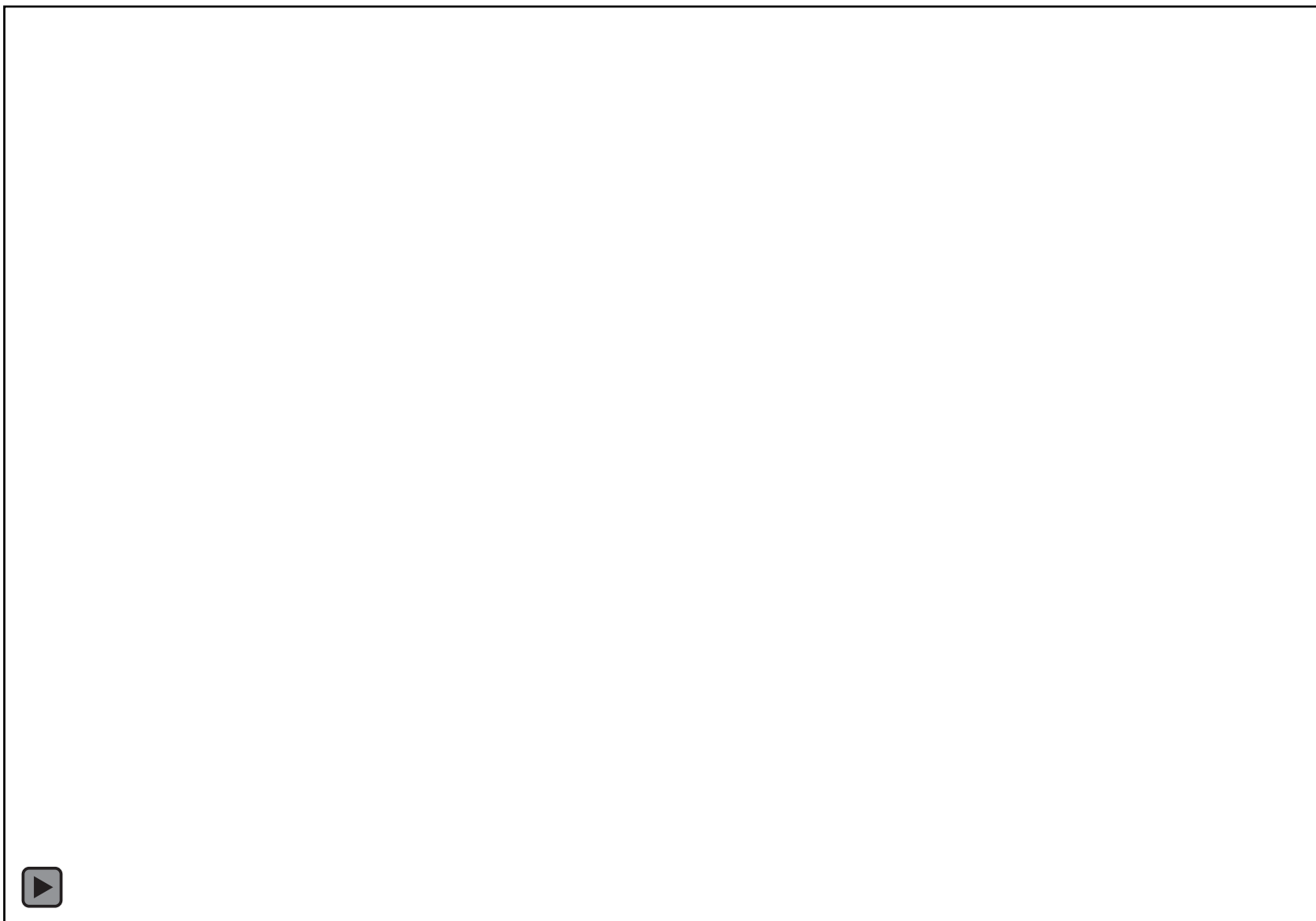
Publications (5)

iCollaborative (5)

Continuing Education (5)

 Pain Management - Barriers to Pain

Demo: MedEdPORTAL blank search



Demo: MedEdPORTAL keyword search

The screenshot displays the MedEdPORTAL website interface. At the top right, there is a "Sign In" link. The main header features the "MedEdPORTAL" logo and the "AAMC" logo. Below the header, a navigation bar includes "Publications" (highlighted), "Collaborative", and "CE Directory". Under "Publications", there are links for "Browse Publications", "Submit", "Peer Review", "Partner", and "About". A search bar labeled "Search Publications" is located on the right side of the navigation bar.

The main content area features a large banner with a photograph of a doctor. On the left side of the banner, the text reads "Peer Reviewed Publications" with a link "Browse Publications >". Below this is a "Subscribe to Our Monthly Newsletter" section with a text input field for "Email" and a "Subscribe" button. On the right side of the banner, the text reads "Celebrating a Successful Pilot – MedEdPORTAL Faculty Mentor Program" and "Selected Faculty Mentors serve as liaisons within their institutional community, and provide individual mentorship to local faculty members interested in submitting educational content to the MedEdPORTAL suite of services."

Below the banner, there are three columns of content:

- Featured Publications:** A list of articles with a "Latest" link. The articles include "Topics in Geriatric Medicine", "Task-building Cataract Surgery Curriculum for the PGY-2 Resident: From the Wetlab to the Operating Room", "An Interdisciplinary Team-Based Learning Experience in Clinical Ethics", "A Four Station OSTE (Objective Structured Teaching Exercise) in Geriatric Medicine", and "Critical Synthesis Package: Study Interest".
- News:** A section titled "News & Updates" with three entries dated "September 15, 2013": "MedEdPORTAL Identifies 'Out of Print' Web-based Publications", "@MedEdPORTAL Reaches 900 Twitter Followers...and Counting!", and "MedEdPORTAL Prepares for the 2013 AAMC Annual Meeting".
- Sponsored Collections:** Two collections are listed: "Interprofessional Education" sponsored by the "Interprofessional Education Collaborative" (IPEC), and "Dentistry" sponsored by the "American Dental Education Association".

	Publications	iCollaborative	CE Directory
Purpose	Recognize and advance educational scholarship Access peer reviewed, proven educational tools	Share innovative approaches to transforming health care education Collaborate on tools in development	Promote certified online continuing education activities
Standards	Stand alone module Clear learning objectives Classroom tested Ready for implementation Copyright/patient privacy compliance	Copyright/patient privacy compliance	Accredited Online learning format Created by faculty/staff at a non-profit health institution
Features	Peer Reviewed Author usage reports Formal citation for scholarly credit Special clearance assessment tools Published indefinitely	5 star rating Threaded commentary Three year expiration	Quick, searchable by content area Access online learning outside home institution/specialty Removed when expired
MEP Peer Reviewed	Yes	No	No
Formal Citation	Yes	No	No



Publications Submission Process

Step 1: Preparing your submission



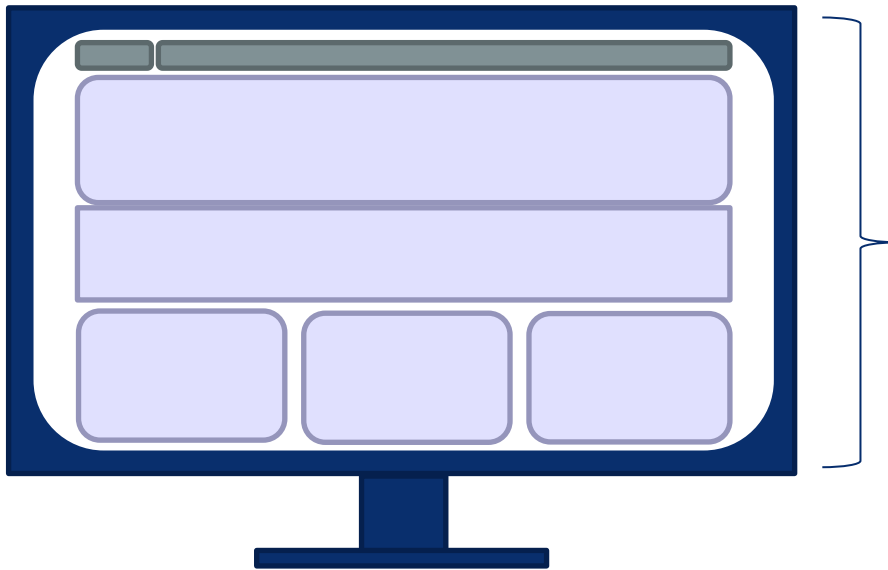
Packaging Your Submission

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

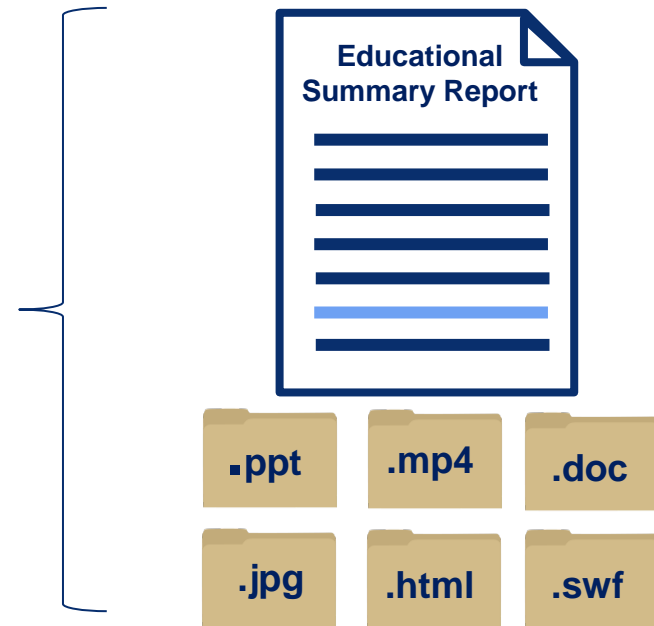


Web-based Submissions

Your Website



Your Submission

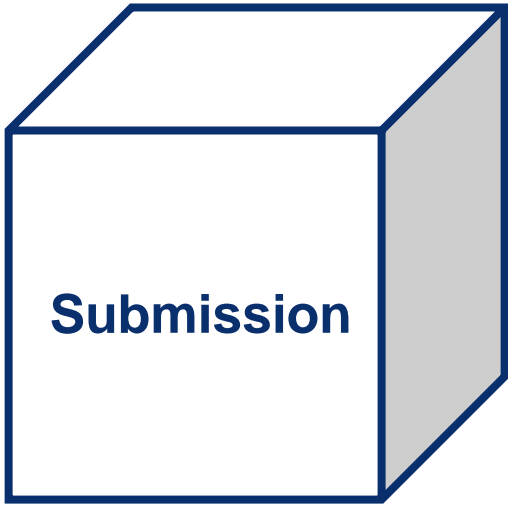


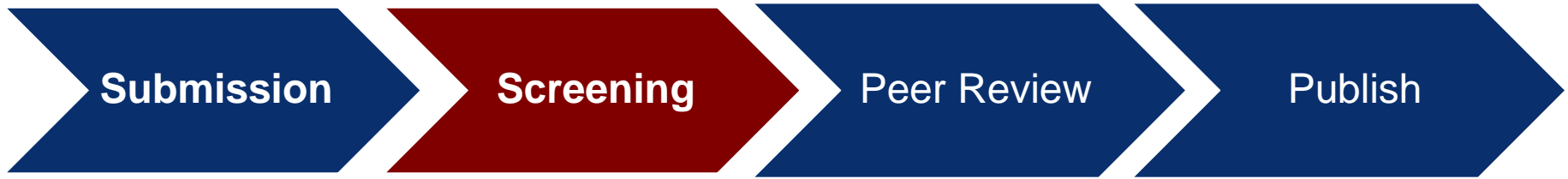


Educational Summary Report

	I. Title
	II. Abstract
	III. Educational Objectives
	IV. Introduction
	V. Methods
	VI. Results
	VII. Discussion
	VIII. References
	IX. Appendices

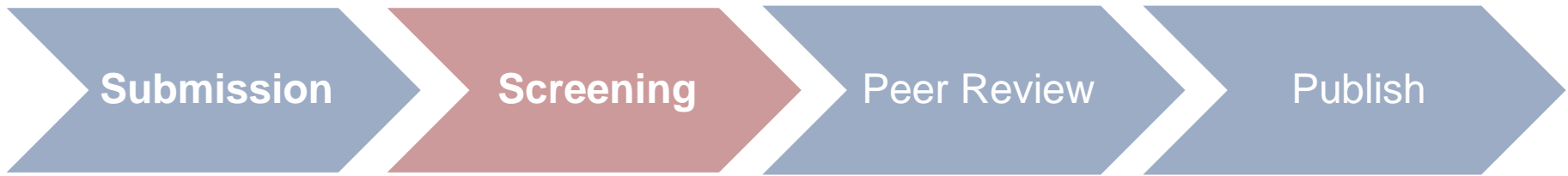
- Word Document**
- 10 pt, Calibri**
- Bold Headings**
- 1" margins**





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?

- Photos
- Images
- Charts
- Published Articles
- Graphs
- Cartoons
- Text (large portions)



Submission

Screening

Peer Review

Publish

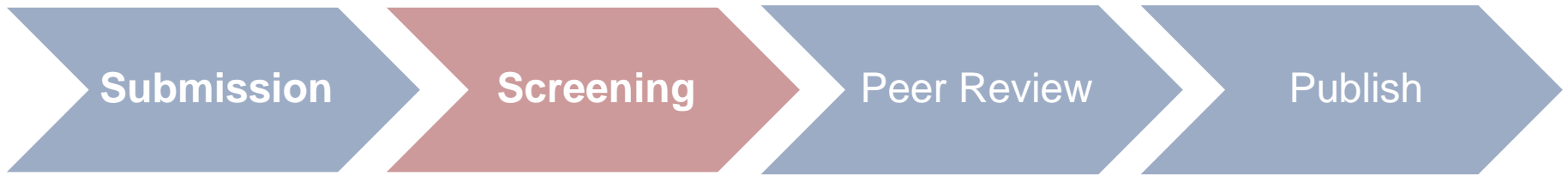
Public Domain vs. Publicly Accessible

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

vs.



Google



Patient Privacy Violations

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

- Patient Photographs
- Charts
- Lab Values
- Medical Records
- Graphs
- Radiographs
- Biometric Identifiers

Submission

Screening

Peer Review

Publish

Example:

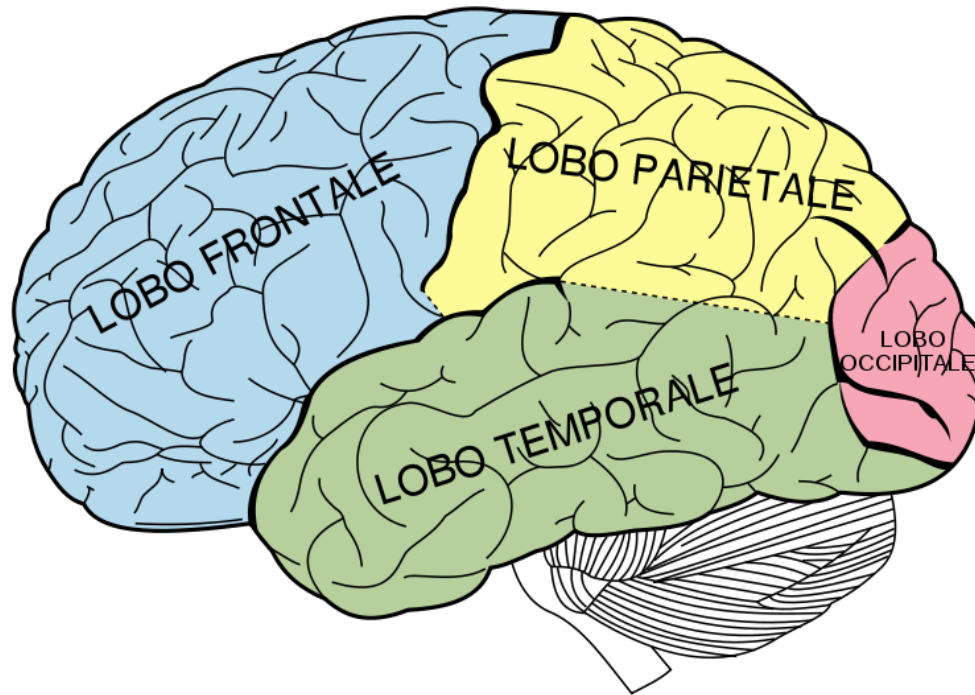


Image accessed 10 November 2010 from http://commons.wikimedia.org/wiki/File:Brain_diagram_it.svg
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Submission

Screening

Peer Review

Publish

Example:



Some doctors join Facebook, Twitter; others wary

Updated 7/7/2010 11:54 PM

By Rita Rubln, USA TODAY



By Mei-Chun Jau

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.

Submission

Screening

Peer Review

Publish

Example:



Photo Source:

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

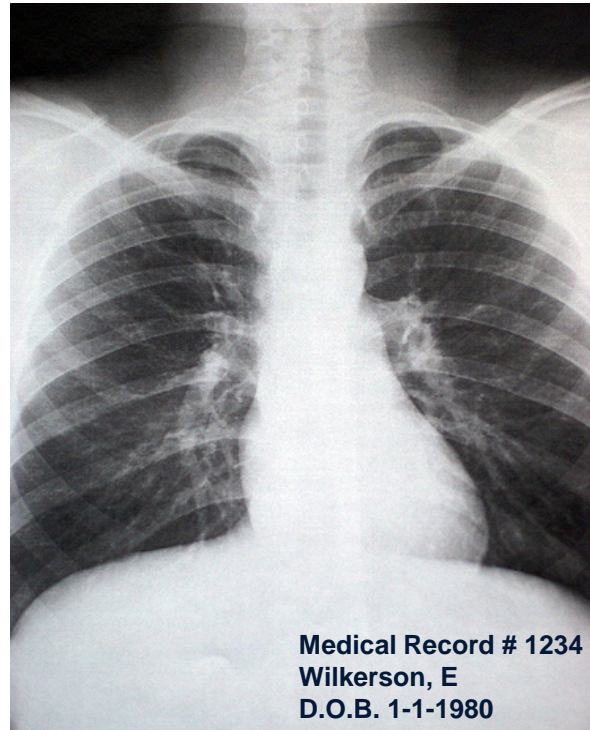
Submission

Screening

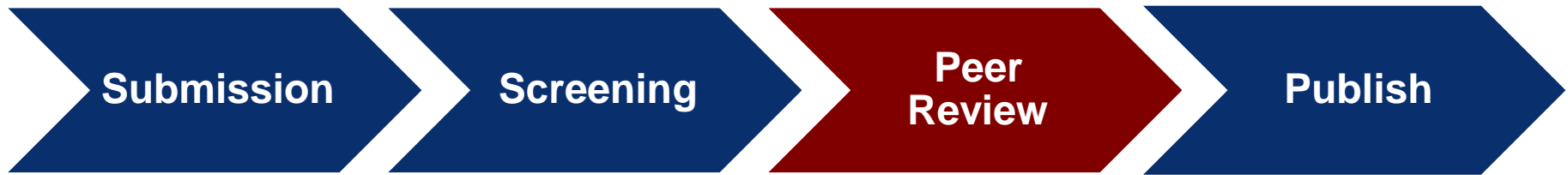
Peer Review

Publish

Example:

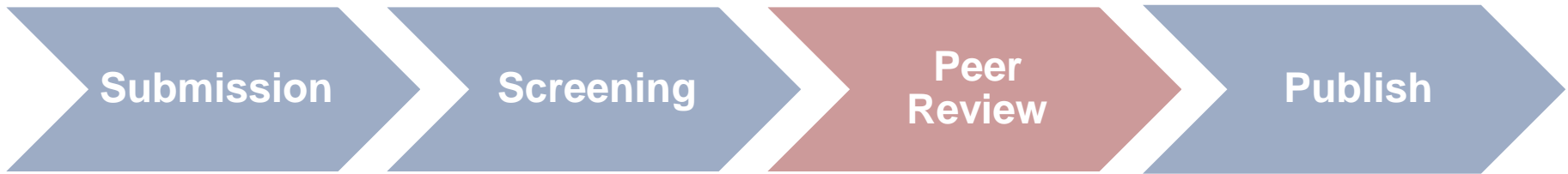


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Image retrieved on 26 October 2009 from:
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Publications Submission Process

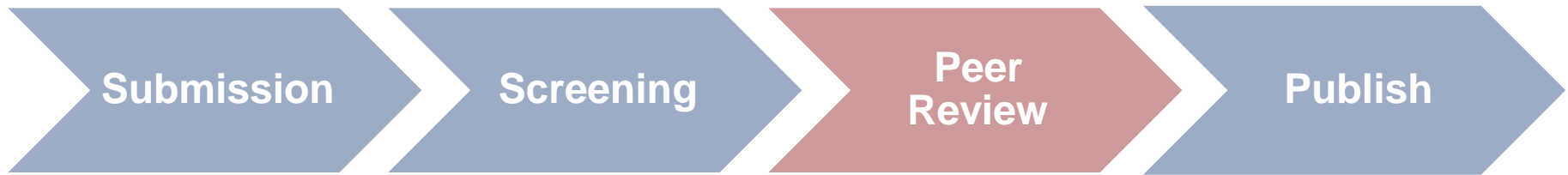
- Step 3: Submission is reviewed by:
- 2 Expert Peer Reviewers
 - 1 Content Associate Editor
 - The Editor-in-Chief



Teaching as Educational Scholarship

“Scholarship Assessed” Criteria
Clear Goals
Adequate preparation
Appropriate methods
Significant results
Effective presentation
Reflective critique

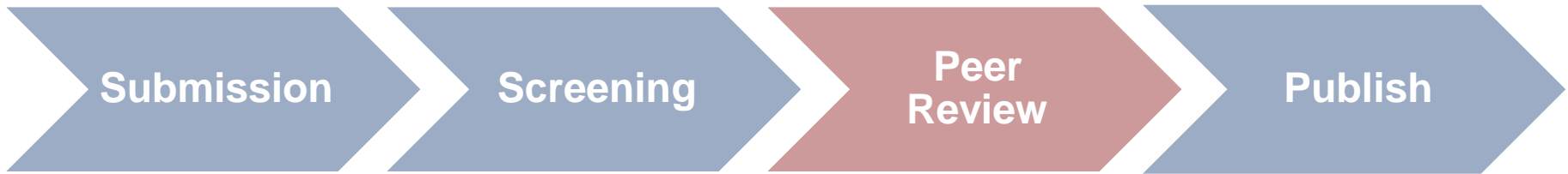
Scholarship criteria for accommodating “educational products,” a non-traditional form of scholarship.



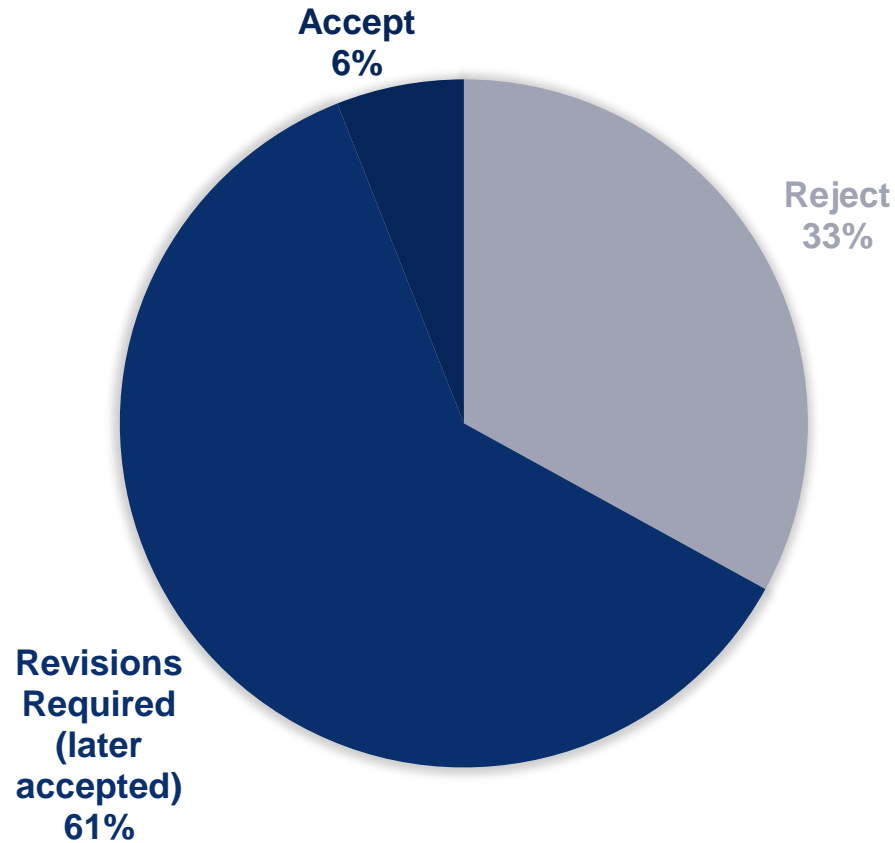
Publications Rejection Reasons

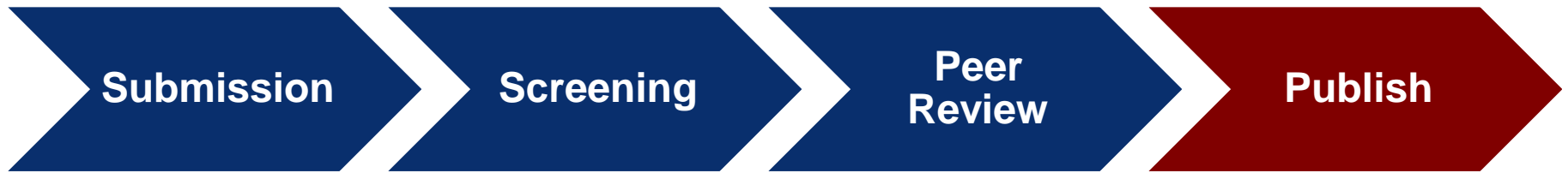
1. Insufficient educational context (not generalizable)
2. Mismatch of educational objectives and instructional content
3. Does not contribute to the field (e.g. superficial, reference materials)
4. Failure to adequately address revisions





Publications Statistics: Cumulative





Publications Submission Process

Step 4: Publication



Publications Special Clearance

**SPECIAL
CLEARANCE**

Access restricted to instructors and designated persons.

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

MedEdPORTAL *Publications*



Questions?

Thank you!