Getting Started in Publishing Your Education Scholarship

School of Medicine Faculty Development Workshop

http://tinyurl.com/edschol

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Overview

• Participants will be able to:
  – Share educational products while ensuring attribution is given
  – Identify standards used to assess educational products
  – Describe the process of submitting an educational product for peer review
  – Analyze medical education journals to identify the types of manuscript published by each journal
  – Describe the structure of an educational research article
  – Develop a draft abstract
“A colleague at Harvard…”

…wants to use a teaching case that I developed in their doctoring course.

I want to share my case with her. Can I share it? Should I put a copyright notice on it first?
UC Copyright

- Faculty members retain right to copy, modify, distribute and profit from their work.
- UC Regents retain right to copy and modify faculty members’ work for the purpose of teaching future UC students.

So, how do I exercise my rights?
Creative Commons

Creative Commons provides tools that let scholars easily manage their rights of:

• Attribution
• Modification
• Distribution
• Profitability

Visit [http://creativecommons.org/](http://creativecommons.org/) to learn more and license your work.
Choose a license

This chooser helps you determine which Creative Commons License is right for you in a few easy steps. If you are new to Creative Commons, you may also want to read Licensing Considerations before you get started.

Choose Features  Optional Info  Get License

Get Started
Scholarship in Teaching

• Can include the creation of scholarly work in an enduring format, such as digital or printed educational materials
• Presupposes submission of one’s work for professional review and evaluation
• Like other forms of scholarship, requires publication
Relevance

If faculty are not rewarded for the scholarship of educational materials through peer review publication, and tenure and promotion, they are less likely to utilize or develop scholarly materials during their career.  

And the quality of research, educational materials and innovations in education suffers.
Peer Review for Products

A national task force articulated a standardized peer review process for educational materials that can be adopted by publishers, institutions and professional societies.

These criteria and process have been adopted by MedEdPORTAL and mirrors a similar process used by MERLOT.
Teaching as Educational Scholarship

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

Adapted from Glassick Criteria for Scholarship to accommodate “educational products,” a non-traditional form of scholarship.
# Translating Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Submission Form Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear goals</td>
<td>The author clearly states the goals of the work using educational objectives.</td>
<td>Educational Objectives</td>
</tr>
<tr>
<td>Adequate preparation</td>
<td>The author uses prior work (e.g., existing scholarship and personal experience) to inform and develop the work.</td>
<td>List any references used to create this work</td>
</tr>
<tr>
<td>Appropriate methods</td>
<td>The author uses a suitable approach to meet the stated objectives of the work.</td>
<td>Describe any special implementation requirements or guidelines</td>
</tr>
<tr>
<td>Significant results</td>
<td>The author achieves the goals and contributes to the field in a manner that invites others to use the work.</td>
<td>Describe the effectiveness and significance of your work</td>
</tr>
<tr>
<td>Effective presentation</td>
<td>The author effectively organizes and presents the content of the work.</td>
<td>Intended audience and Instructor’s Guide</td>
</tr>
<tr>
<td>Reflective critique</td>
<td>The author thoughtfully assesses the submission to refine, enhance, or expand the original concept.</td>
<td>Describe any lessons learned</td>
</tr>
</tbody>
</table>
“A colleague at Harvard…”

…wants to use a teaching case that I developed in their doctoring course.

I want to share my case with her. Can I share it? Should I put a copyright notice on it first?

Yes you can share your case and should exercise your copy rights to promote scholarship.
## Publication Portals

<table>
<thead>
<tr>
<th>Options</th>
<th>Publishers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Dissemination with possible peer review</td>
<td><img src="https://www.merlot.org" alt="MERLOT II" /></td>
</tr>
<tr>
<td>Peer Review Publication</td>
<td><img src="https://www.mededportal.org" alt="MedEdPORTAL" /></td>
</tr>
<tr>
<td>Quick Dissemination with user reviews</td>
<td><img src="http://mededworld.org" alt="MedEdWorld" /></td>
</tr>
</tbody>
</table>

Publication in Merlot does not preclude publication in MedEdPORTAL.
• Founded in 1997 by California State University Center for Distributed Learning
• 26 Editorial boards
• Includes >40,000 materials in 19 categories
• Possible peer review based on:
  – Quality of Content
  – Effectiveness as teaching tool
  – Ease of use
MERLOT is a free and open peer reviewed collection of online teaching and learning materials and faculty-developed services contributed and used by an international education community.
• Must be AMEE Member to submit
• Forum educational scholarship internationally
• Peer recognized or assessed
• Open Access Journal
  – Founded 2005, Peer review, Open exchange
• Types of Submissions
  – Original Publications and Letters to Editor
• Submission Standards: All submissions must…
  – Been implemented with target learners
  – Been evaluated
  – Contain ESR and key resources to implement
  – Conform to Glassick Criteria for scholarship
Submission Info

https://www.mededportal.org/authors/
The Educational Summary Report (ESR) is a required part of all submissions to MedEdPORTAL. The ESR functions as a guide for the purpose, use, and evaluation of the resource. A MedEdPORTAL Original Publication submission consists of both the (ESR) and all resources (appendices) required for implementation. Ensure you have the submission guidelines on the Author site prior to completing this template.

**Directions:** Provide complete and succinct responses for each section, minimizing the use of lists and bullets. Ensure that your responses are publication-ready with accurate spelling, grammar, and word choice. Submit your ESR as a Word document (10-point Calibri font, bolded headings, and 1-inch margins). For guidelines on headings, tables, and figures, review the ESR Style Guide. PDFs will not be accepted as staff will reformat your ESR upon acceptance.
Educational Summary Report

Required of all submissions 2016 and later:

• Title (limit to 18 words)
• Structured Abstract (limit to 250 words)
• Educational Objectives
• Introduction
• Methods
• Results
• Discussion
• Appendices
• References
Submit

Screen

Peer Review

Accept

Revise

Reject

Accept

Reject
I-PASS Handoff Curriculum: Core Resident Workshop

Nancy Dollase Spector, MD, Amy J. Starner, MD, MPH, April D. Allen, BA, MA, James F. Bale, MD, Zia Bismilla, MD

Published: January 17, 2013  |  10.15766/mep_2374-8265.9311

Abstract

The Core Resident Workshop is the centerpiece of the I-PASS Curriculum Collection. The workshop features a 2-hour didactic and interactive session devoted to team training in structured communication techniques, and to the teaching of a standardized approach to the handoff process (including the integration of oral and written handoff components). Key structured team communication techniques and the I-PASS mnemonic are taught in detail and reinforced with the use of trigger videos and large group discussion. Ideally this 2-hour session is followed by the 1-hour handoff simulation exercises which features small group interactive role-plays in which participants gain hands-on experience and practice the I-PASS handoff technique. This workshop is also suitable for a faculty educational retreat. In brief, we found in a detailed review of 10,740 patient admissions that a 23% reduction in medical errors and a 30% reduction in injuries due to medical errors (preventable adverse events) occurred following implementation of the I-PASS Handoff Bundle in nine academic medical centers. In direct observation of thousands of hours of resident workflow (time motion analysis) before and after implementation of the program, conducting handoffs using the I-PASS method was found to require no more time per handoff, and resident workflow throughout the shift was likewise unchanged, including no change in the amount of time spent at the computer or in direct patient care.

Keywords

Handovers, Handoff, Handoff Mnemonic, Inpatient Settings, Signout, IPASS

Educational Objectives

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

1. Describe the importance of effective communication in reducing medical errors.
2. Apply effective team training strategies to improve handoffs.
3. Detail the essential content and sequence of effective handoffs.
MedEdPORTAL Usage Metrics

Publication Usage Report

Title: I-PASS Handoff Curriculum: Faculty Observation Tools
Published Date: October 3, 2013
Report Date: February 11, 2018

Total Page Views: 1693
Total Downloads: 769
Percentage of Views Leading to Downloads: 45%

MedEdPORTAL® is the journal of teaching and learning resources published by the Association of American Medical Colleges (AAMC) in partnership with the American Dental Education Association (ADEA).
Activity

Objective: Use peer review criteria to evaluate a scholarly work

1. Divide into pairs
2. Select one of these MedEdPORTAL modules to review:
   • Knott Tying: https://www.mededportal.org/publication/9328/
   • I-PASS Faculty Observation Tools: https://www.mededportal.org/publication/9570/
   • Use the Peer Review Form to evaluate. (25 min)
3. Report back your findings and discuss as group.
What we learned

• We have become familiar with the peer review criteria for educational materials
• We have seen how these criteria lead to the creation of high quality, scholarly works
• Being a reviewer is a great way to improve your scholarly approach to educational materials
Conclusions for Scholarly Products

• Criteria-based peer review can enhance faculty development and career advancement within academic institutions.
• Publication outlets now exist and are accepting materials for review.
• Outlet can provide usage information.
• This will improve the quality of learning materials and health science education.
Copyright Overview

• What can and cannot be copyrighted
• Fair use exception
• Finding and using images
• Copyright resources
• Open Access
Purpose of copyright

“….to promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries.”

The goal of copyright law, as set forth in the Copyright Clause of the US Constitution
What can be copyrighted?

• Must be an *original* expression
• The expression must be fixed in a *tangible medium*
• Copyright is automatic
What cannot be copyrighted?

- Works in the public domain
- Ideas
- Facts
- Most data
The fair use exception

• § 107 Limitation on exclusive rights
• The fair use of a copyrighted work for purposes such as:
  – criticism,
  – comment,
  – news reporting,
  – teaching (including multiple copies for classroom use),
  – scholarship,
  – or research
• is not infringement of copyright
Four factors of fair use

• A balancing of four factors
  – The purpose and character of the use
  – The nature of the copyrighted work
  – The amount and substantiality of the work
  – The effect of the use on the potential market for the value of the work
What if it’s not a fair use?

Or what if you’re not sure and are nervous about using it….

- Obtaining permissions – contact the copyright holder
  - Some publishers will charge a fee
  - Individual authors may be hard to locate
- Find something similar from an open access resource
- Create your own original content
What about images?

• Why are images tricky?
  – Most of the time, people want to use the entire image, which may fail factor 3, the amount and substantiality of the work
  – Images are by nature more creative than a section of expository text
  – Cartoons!
Finding and using images

UCSF Licensed Images

• Netter Presenter Atlas of Human Anatomy
• AccessMedicine
• Licenses allow educational non-profit use
Finding and using images

Look for open source images:

• Flikr: Creative Commons
  https://www.flickr.com/creativecommons/

• Stanford’s Bio-Image Search
  https://lane.stanford.edu/bioimagesearch.html

• Public domain and open access
• Government websites (i.e., NIH Institutes)
• LibGuide: https://guides.ucsf.edu/images
Additional Copyright Resources

• Copyright at UCSF – online guide
  http://guides.ucsf.edu/copyright

• Fair use questionnaire (UCSD)
  https://tinyurl.com/y7fc4oaf

• Fair use checklist
  https://guides.ucsf.edu/ld.php?content_id=3512067
Open Access Journals

• Author pays fee to publisher for publication
• Fees can be discounted if institution has membership
• Articles available freely to readers via the web
• Author retains all copyrights
• Author can deposit article copies to institutional repositories (i.e., eScholarship or PubMed Central)
Open Access Author’s Fees

• Open Access Publishing Discounts
  o https://www.library.ucsf.edu/open-access/discounts/

• BMC Medical Education
  o Article processing fee = $2,145 (full OA)
  o UCSF institution membership allows 15% discount
  o UCSF author processing fee = $1,824
  o Fee is only charged if article is published
  o Info: https://bmcemededuc.biomedcentral.com/submission-guidelines
Open Access Resources

- Directory of Open Access Journals: DOAJ
  http://www.doaj.org/
- Public Library of Science: PLoS http://www.plos.org/
- BioMed Central http://www.biomedcentral.com/
- OAFindr
- Open Access filter on UCSF Library Global Search
- PubMed Central https://www.ncbi.nlm.nih.gov/pmc/
UCSF’s Open Access Policy

• UCSF Open Access Policy (passed May 2012)
  https://www.library.ucsf.edu/open-access/policy/

• Open Access Policy Tools
  - Deposit your work
  - Get a Waiver or Embargo
  - Delegate Request Form (for Senate Faculty)
  - FAQ
UCSF Open Access Fund

• Fund helps cover open access publication fees
  https://guides.ucsf.edu/oafund

• Who is eligible?
  – UCSF current faculty; UCSF personnel in all other categories (e.g. students, postdocs, and staff) may apply on behalf of a faculty co-author.

• What can these funds cover?
  – Open access journal article processing charges (APCs)
  – Open access monograph publishing fees
  – Open access to UCSF electronic theses & dissertations in the Dissertations & Theses database, etc.
Scholarly Publications Overview

- Familiarize ourselves with medical education publication resources
- Set up to have TOC delivered to email
- Review structure of an education article
- Practice writing an abstract for dissemination/publication
Scholarly Peer-reviewed Papers

• Familiar to most academics
• Questions are:
  – Where to publish?
  – What to publish?
  – What is the peer-review process like?
Where to Publish
eTOC to your Inbox

• We will demonstrate this…
• Start at the UCSF Library website
• PubMed@UCSF → Single Citation Matcher
• Search journal title
• Save search
• Set parameters for frequency and amount…
• Resource for more information:
  – http://tinyurl.com/y46qut6c
Save your PubMed Searches & Keep Updated

• Create a good search in PubMed
• On results page click Create alert
• Set:
  – Name of search
  – Parameters for frequency and amount
Traditional Publishing

• Author does not pay fee to publisher
• Typically, author signs all copyrights away to the publisher
• Publisher charges institutional libraries exorbitant fees to license online content

• **Retain your copyrights!**
  o Think about your copyrights before you sign a publisher’s contract
  o SPARC Author’s addendum
Where to Publish

• Finding journals with highest impact factors: Journal Citation Reports database

• Resource: NEGEA RIME Annotated Guide

• Download tables of contents from medical education journals using PubMed
Where NOT to Publish

- Open access journals are increasing in number
- Guidelines exist to help you identify where to publish
- [https://beallslist.weebly.com/](https://beallslist.weebly.com/) (predatory journals and publishers)
- [http://jane.biosemantics.org/suggestions.php](http://jane.biosemantics.org/suggestions.php) a tool to identify where to publish based on content of title and abstract...
Structure of a Medical Education Article

- Introduction
- Methods
- Results
- Discussion

Top tier MEDICAL EDUCATION journals accept < 20%

Why???
Low “so what”
Inadequate review of the literature
No conceptual framework
Structure of a Medical Education Article

• Introduction
  – Broad problem
  – What do we know (updated review of the literature)
  – What conceptual framework/theory
  – What gap justifies this study
  – Purpose of study
Structure of Medical Education Article

• Methods
  – Design
  – Participants & Setting
  – Intervention
  – Measures
  – Procedures
  – Analysis
Structure of Medical Education Article

• Results
  – Just the data, no interpretation

• Discussion
  – More than repeating the data
  – Draw on conceptual framework to interpret the data
  – Limitations
  – Recommendations despite limitations
Guidance

- Standards for an Acceptable Manuscript: http://static.springer.com/sgw/documents/1478659/application/pdf/Instructions+to+authors+absolutely+final+%282%29.pdf
- Quantitative: MESRQI, CONSORT, QUORUM (see http://www.equator-network.org/)
What to Publish?

- Practice with an abstract
- Think about an idea that you would like to write about that you think is interesting to others, relevant, and if have data (bonus).
- Share with your neighbor.
- Neighbor complete this sentence:
  - I would jump at the chance to read this because:
Write

http://tinyurl.com/edschol

• 5 minutes; no stopping, no editing, just quantity
• Share with neighbor: What is interesting, exciting, what should rewrite focus on?
• Practice by writing a submission
  – Convert your idea into an abstract form
  – Use blanks for the information that you do not have
    • UCSF AME Education Showcase
    • Really Good Stuff
    • JGE New Idea
    • Academic Pediatrics

• Write
WHAT IS IT?

YOU SAID TO DO AN ABSTRACT
Peer Review

• Obtain internally first
• Editor will decide if article is of interest
  – If not, a quick return to author without much explanation.
  – If interested, sent to usually two-three reviewers
  – Editor will make decision
• If asked to revise and resubmit, address
  – Editor’s comments first
  – Each comment by each reviewer
  – Respectful tone!
Publication Summary

- Chose an appropriate journal.
- Start with an abstract or if ready, a manuscript.
- Get feedback before submitting
  - Ask for an ESCape Consultation
    - [http://meded.ucsf.edu/cfe/escape-educational-scholarship-conference](http://meded.ucsf.edu/cfe/escape-educational-scholarship-conference)

Thank you!
Evaluation and Action Plan

• [http://tinyurl.com/edschol](http://tinyurl.com/edschol)