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Title

CASFM: Exploring cohesion and mission in the formation of a Medical Education Research Group (MERG)

Priority 1 (Research Category)

Education and training

Presenters

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Abstract

Context: Educational research and scholarship is necessary to evaluate current approaches as well as disseminate new and innovative educational practices. However, securing dedicated time and resources for educational scholarship is often difficult amidst existing workloads related to teaching, basic science research, and clinical commitments. To date, little information is published to guide the formation of medical education research enterprises by faculty to overcome these challenges. Objective: We created a medical education research group to support and promote scholarly productivity and to inform an evidence-based osteopathic medical education. We created a research project to investigate these aims. Study Design & Analysis: We identified and investigated a wide range of questions pertaining to both group formation and process, including research foci, institutional barriers and support needs, external medical education group participation, group values and norms, as well as teaching aims and improvement. Dataset: Information was collected from group members with both qualitative and quantitative aspects for future social network analysis describing overlapping areas of need and interest. Population Studied: The population studied included 18 members of the Medical Education Research Group (MERG) within Ohio University's medical college. Intervention/Instrument: Qualtrics surveys were used to assess future professional development training research foci and MERG focus and norms. Outcome Measures: Behaviors, norms, and future areas for collaborative research were measured through social network analysis and qualitative descriptive analysis. Results: Results included six key discoveries for group norms and interactions, as well as eight areas of overlapping interests and connectivity through social network analysis of research topic interests. In addition, the college dedicated 40% of a new position to support medical education research including providing additional professional development opportunities. Conclusion: Surveying MERG members on specified and preferred norms and procedures creates inclusive practices and identifies interrelationships for future medical education research among group members and across the college. Our hope is the work

produced by MERG will result in an increase in medical education research projects college-wide and the number of faculty joining MERG to strengthen the culture of evidence-based practice.