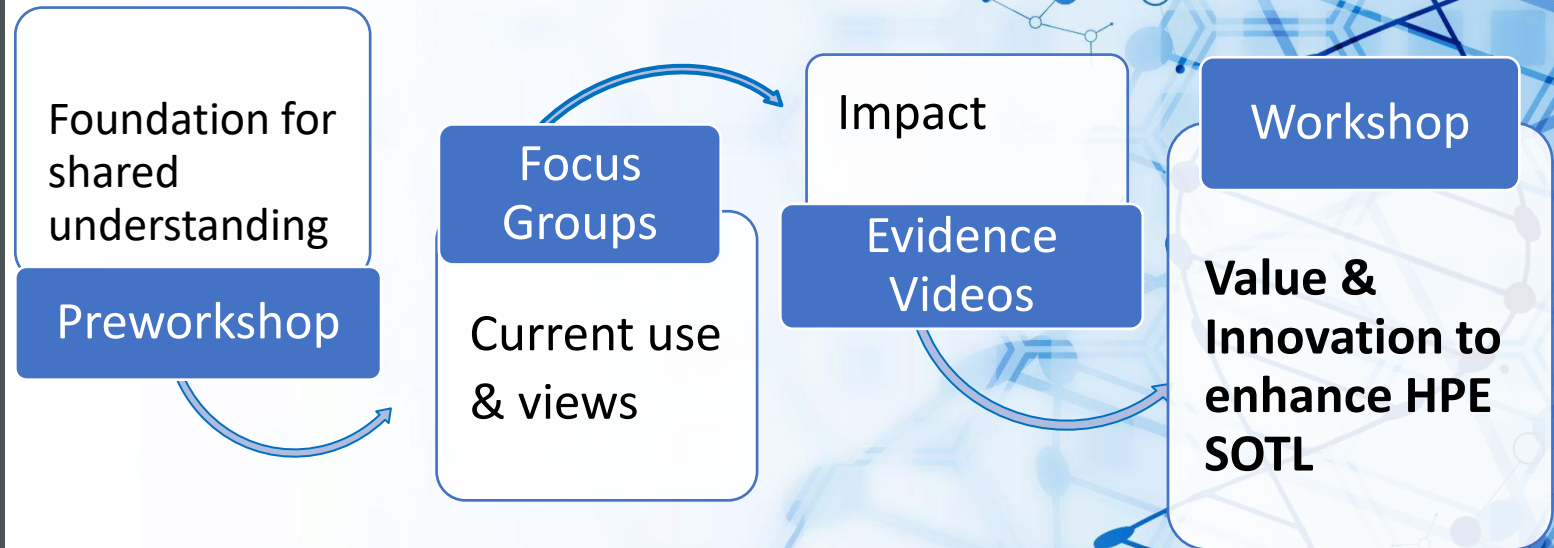


SCHOLARSHIP OF TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION

Global Forum on Innovation in
Health Professions Education

October 2024



Financial Supporters of the Forum

1. Academy of Nutrition and Dietetics
2. Accreditation Council for Graduate Medical Education
3. American Academy of Nursing
4. American Association of Colleges of Osteopathic Medicine
5. American Board of Family Medicine
6. American Council of Academic Physical Therapy
7. American Dental Education Association
8. American Nurses Credentialing Center
9. American Medical Association
10. American Physical Therapy Association
11. American Speech-Language-Hearing Association
12. Association of American Medical Colleges
13. Association of Schools and Colleges of Optometry
14. Athletic Training Strategic Alliance
15. Council on Social Work Education
16. Intealth
17. Massachusetts General Hospital Institute of Health Professions
19. National Academies of Practice
20. Columbia University Vagelos College of Physicians & Surgeons
21. National Association of Social Workers
22. National Board for Certified Counselors, Inc. and Affiliates
23. National Board of Medical Examiners
24. National Center for Interprofessional Practice and Education
25. National Council of State Boards of Nursing, Inc.
26. National League for Nursing
27. National Register of Health Service Psychologists
28. Physician Assistant Education Association
29. Society for Simulation in Healthcare
30. Texas Tech University Health Sciences Center
31. The Academy of Integrative Health and Medicine/ACIH Council
32. U.S. Department of Veterans Affairs
33. Weill Cornell Medicine – Qatar

Thank You: Planning Committee!

- **Kim Dunleavy, PT, PhD, FNAP (Co-Chair)**, University of Florida
Department of Physical Therapy & ACAPT Forum representative
- **Pamela Jeffries, PhD, RN, FAAN, ANEF, FSSH (Co-Chair)**,
Vanderbilt University School of Nursing
- **Jonathan Amiel, MD**, Columbia University's Vagelos College of
Physicians & Surgeons
- **Grace C. Huang, MD**, Harvard Medical School
- **Gail Jensen, PhD, MA**, Creighton University
- **Loretta M. Nunez, MA, AuD, CCC-A/SLP, FNAP, ASHA Fellow**,
American Speech-Language-Hearing Association
- **Yasuharu (Haru) Okuda, MD**, University of South Florida

Diversity of Thinking

1. Nutrition and Dietetics
2. Graduate Medical Education
3. Nursing
4. Medicine
5. Physical Therapy
6. Dental Education
7. Credentialing & Accreditation
8. Speech-Language-Hearing Association
9. Optometry
10. Athletic Training
11. Social Work Education
12. Interprofessional Organizations
13. Colleges & University Health Systems
14. Mental Health Counselors
15. Medical Examiners
16. Boards of Nursing
17. Psychology
18. Physician Assistant Education
19. Simulation in Healthcare
20. Integrative Health and Medicine
21. Government
22. Global Voices

Academy Charter: Signed by President Lincoln in 1863





Recap of Workshop

Kim Dunleavy, PhD, PT, OCS
Workshop Co-chair
ACAPT Representative

Workshop Objective

To bring forth the critical value of the scholarship of teaching and learning (SOTL) for health professions' workforce development and patient outcomes by exploring what is unique about SOTL in the health professions from education to practice.

JUL



Pre-Workshop

This event was held to review the history of, and terms used for SoTL. The planning committee led a roundtable discussion to consider how SoTL is applied in HPE and explore different priorities and perspectives.

[Watch recording here.](#)

AUG



Focus Groups

Information gathering sessions were held to inform planning committee members the current SoTL landscape including individual and institutional perceptions, beliefs, and attitudes about SoTL within various health professions.

SEP



Evidence-Based

Authors were invited to demonstrate how SoTL has impacted health professions in six key areas: health professional education; clinical care/clinical learning environment; simulation; interprofessional education; faculty development; and promotion & tenure.

[Presentation collection in progress.](#)

OCT

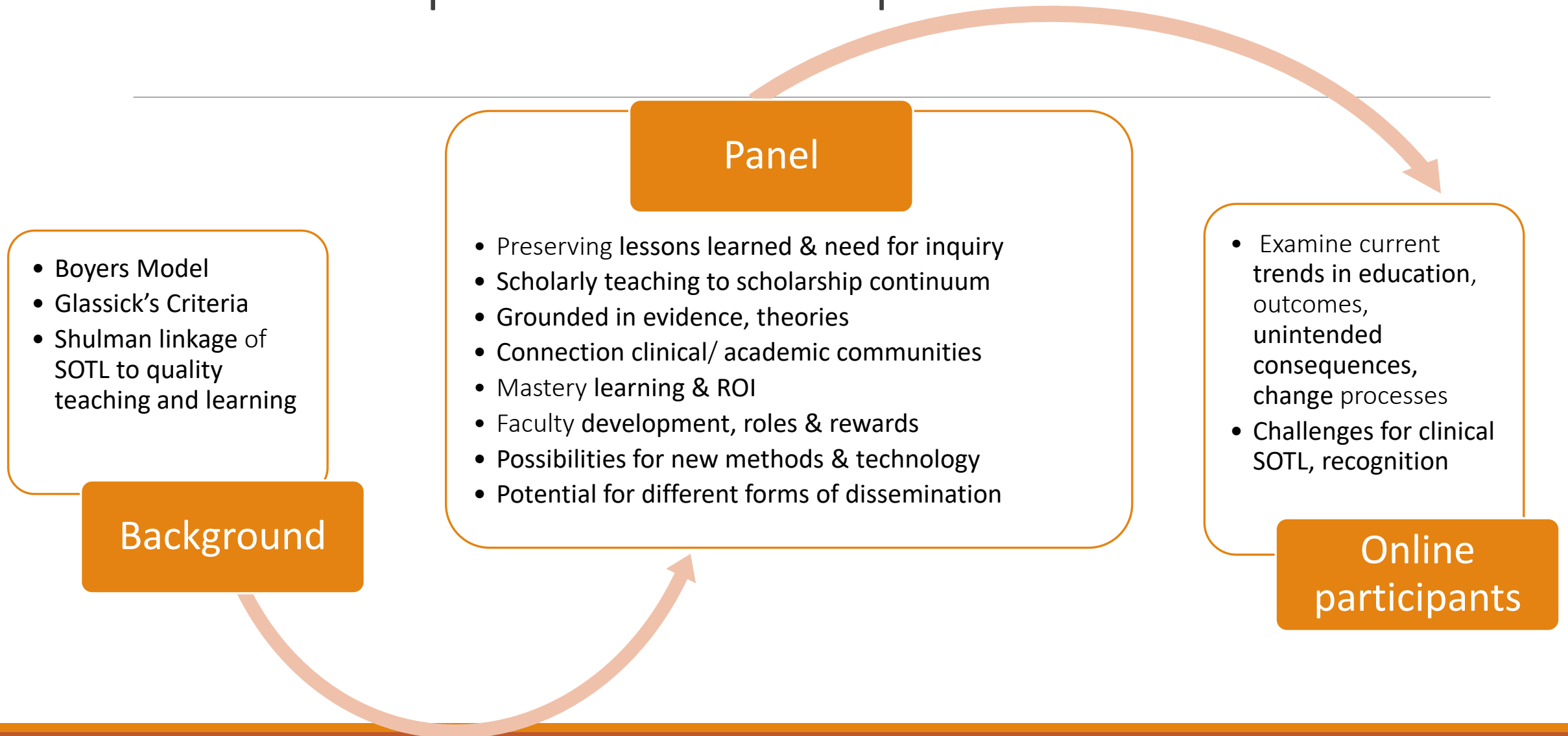


Workshop

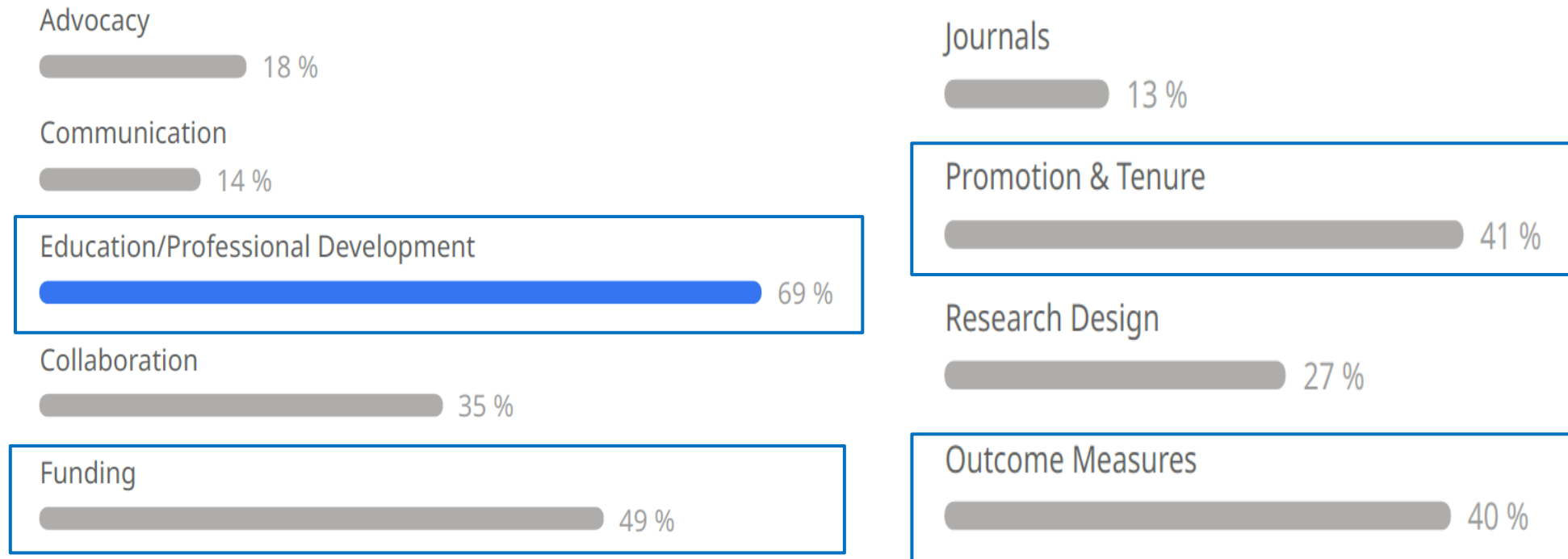
Planning committee members and guest speakers will amplify the value of HPE SoTL and explore innovations in educational research frameworks and what is needed for the future of teaching practice in HPE.

[Register for the 2-Day event here.](#)

Recap: Pre-Workshop Foundation



Workshop participant priorities for building value & innovation from focus groups



Recap: Evidence Summaries - Impact

Examples of published HPE SOTL supporting 6 areas identified by the Planning Committee

- Health Professions Education
- Clinical Learning Environment
- Technology and methods: Simulation
- Interprofessional Education and Practice
- Faculty Development
- Promotion and Tenure

[Scholarship of Teaching and Learning in Health Professions Education A Workshop | National Academies](#)



Asynchronous
review videos:
Critical
elements of
HPE SOTL

Critical to elevate SOTL to
be accepted as beneficial
as other forms of
research

Responsive to changing
needs (healthcare,
students)

Complexity of people and social
systems–
Explicit & implicit connections clinical
SOTL, patient care

Adapt learning theory & use evidence-
based teaching to provide practitioners
with tools for excellence

Use and develop
evidence-based
teaching strategies

Building blocks to
achieve observable
knowledge, skills &
attitudes

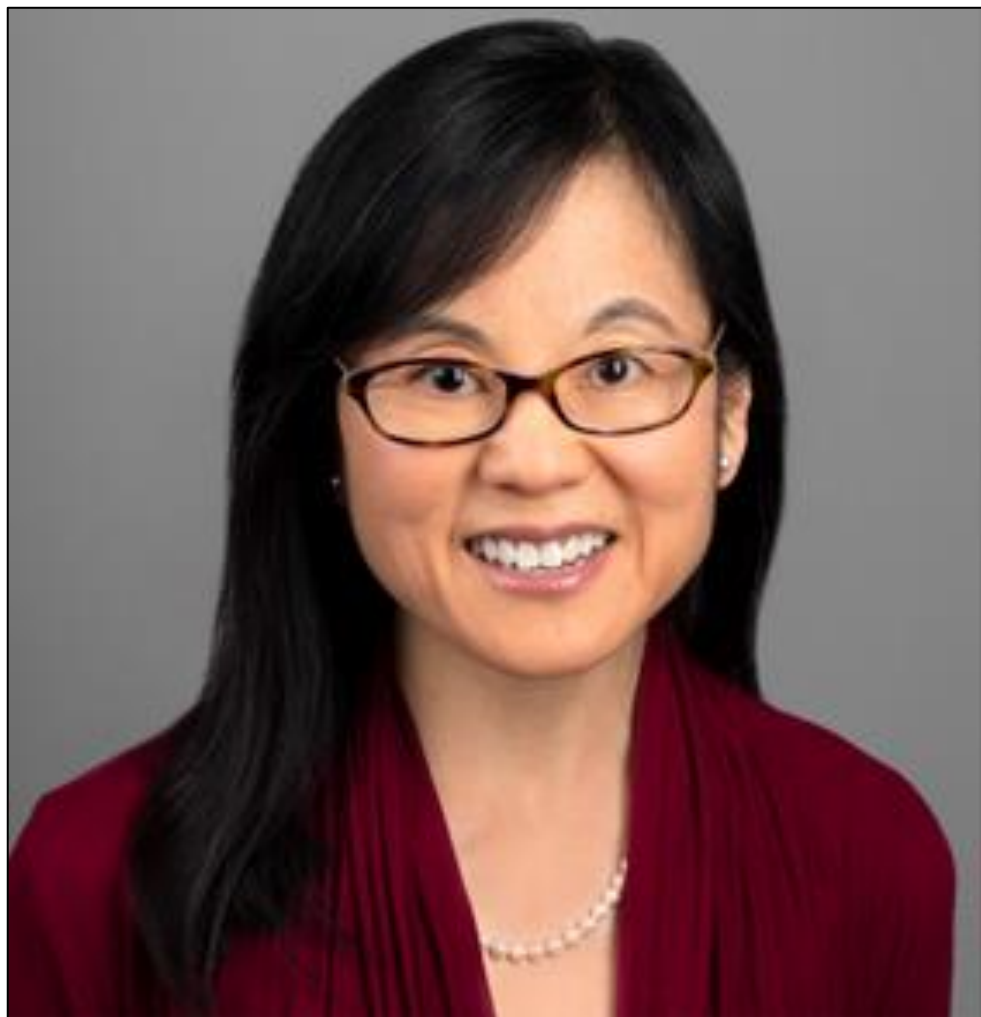
Connecting
classroom to
Clinic

CLINICAL PRACTICE – Societal
impact, focus on patient outcomes
along with student learning
outcomes

Opportunities for
individual feedback &
pacing (beyond
traditional clinical
models)

Triangulate/relate
outcomes – mixed
methods

Team science &
observations/perceptions
(clinicians, instructors,
patients, students)



Recap of Day 1 & 2

Grace C. Huang, MD

Dean for Faculty Affairs

Professor of Medicine



IN-PERSON AND VIRTUAL HPE SOTL WORKSHOP: VALUE AND INNOVATION

RECAP



VALUE EQUATION



Hard clinical outcomes << educationally sensitive outcomes
Tightly controlled environments << systematic observation and replication
RCTs << social science methods
Rigor of evaluation << innovation

HOW DO WE AUGMENT THE VALUE OF HPE SOTL?

Quality

Rigorous but pragmatic evaluation, incorporation of evidence-based practices

Skill development

Training, mentorship, formal professional development

Advocacy and recognition

Wider appreciation of value, guidelines for promotion and tenure

Connectivity

Interprofessional and interdisciplinary collaboration, communities of practice

Support structures

Funding, infrastructure, centralization

EXAMPLES: WHAT DOES INNOVATION IN HPE SOTL LOOK LIKE TO FACILITATE CHANGE?

- Create learning hubs in HPE SOTL
- Connect with accreditation standards
- Develop SOTL faculty competencies
- Use EHR data to measure impact
- Leverage technology to create individual learning journeys
- Use AI for foundational training



"Educate academic leaders about the validity and importance of SOTL and give researchers the support needed to do the work." - *online participant*





Mechanisms

Pamela Jeffries PhD, RN,
FAAN, ANEF, FSSH
Workshop Co-chair
Dean of School of Nursing

Mechanisms for Individual Faculty Development*

*The importance of faculty development for HPE SOTL

1. Align HPE SOTL projects with institutional **missions**
2. Participate in HPE SOTL **team** projects
3. Consider **longitudinal** project topics
4. Identify resources and mentors in other departments and **across professions**
5. Participate in **community of practice** activities (e.g. brown bags, discussions, group projects)
6. Seek out mentors and opportunities in **professional associations** and in other disciplines

Proposed Calls to Action

7 Call to Action Points

1. **Make a compelling case** for the value of HPE SOTL within institutions, and across professions that can be shared broadly as a unified message to disseminate information on and about HPE SOTL to stakeholders
2. **Develop consensus-based guidelines for Promotion and Tenure** committees and institutions on how to recognize quality, value, and scholarly impact of HPE SOTL
3. **Create communities of practice and faculty development supports** for HPE SOTL within institutions, professional associations, and across interprofessional and global boundaries
4. Explore the creation of a **National Center on SOTL** or Institute on Development of Teaching and Learning and SOTL in Health Professions Education
5. Generate strategies to create **new funding mechanisms and infrastructure** support for SOTL within and across institutions and professions
6. Identify methods to support **alternative forms of high-quality dissemination**, e.g.. blogs, media, online materials
7. Develop strategies to **address and overcome barriers** to systemic change given the complexities of HPE SOTL, including professional silos, lack of widespread understanding, limited resources, and challenges in conducting research



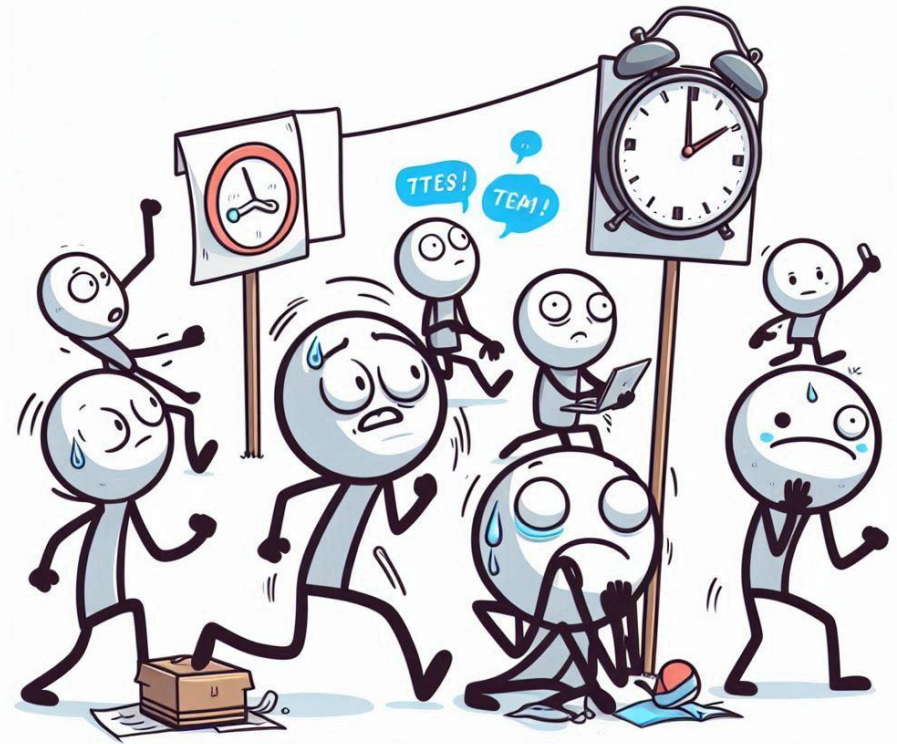
Call to Action

Gail Jensen, PhD, MA
Vice Provost for Learning
and Assessment

Develop strategies to address and overcome barriers to systemic change given the complexities of HPE SOTL, including professional silos, lack of widespread understanding, limited resources, and challenges in conducting research

Where do we start in addressing urgent barriers to systematic change?

Lack of knowledge/understanding impacts decision making-limits coordination and collaboration



Where do we start?

HPE SOTL is a Team Sport

Health professionals can work with other subject matter experts who know SOTL to develop skills/learn/publish

Partner

Clinicians who lack SOTL knowledge can partner with others

Collaborate

Communities of practice can cross disciplinary boundaries across health professions

Interprofessional

While single professions can make incremental change – major systemic change requires all health professions working together

Develop consensus-based guidelines for Promotion and Tenure committees and institutions on how to recognize quality, value, and scholarly impact of HPE SOTL

Promotion and Tenure (P&T) committees need to recognize **QUALITY** and reward true HPE SOTL quality

P & T committees often reward quantity over quality

Can we train young colleagues to engage in quality SOTL research?

Faculty development opportunities/longitudinal programs/ mentor colleagues in developing a program of research



Where do we start?

Shift the focus

Shift the focus from promoting productivity to the critical importance of SOTL knowledge in developing health professionals for the future and ensure that learners will provide better care for patients that is safe, effective and efficient

Set the bar

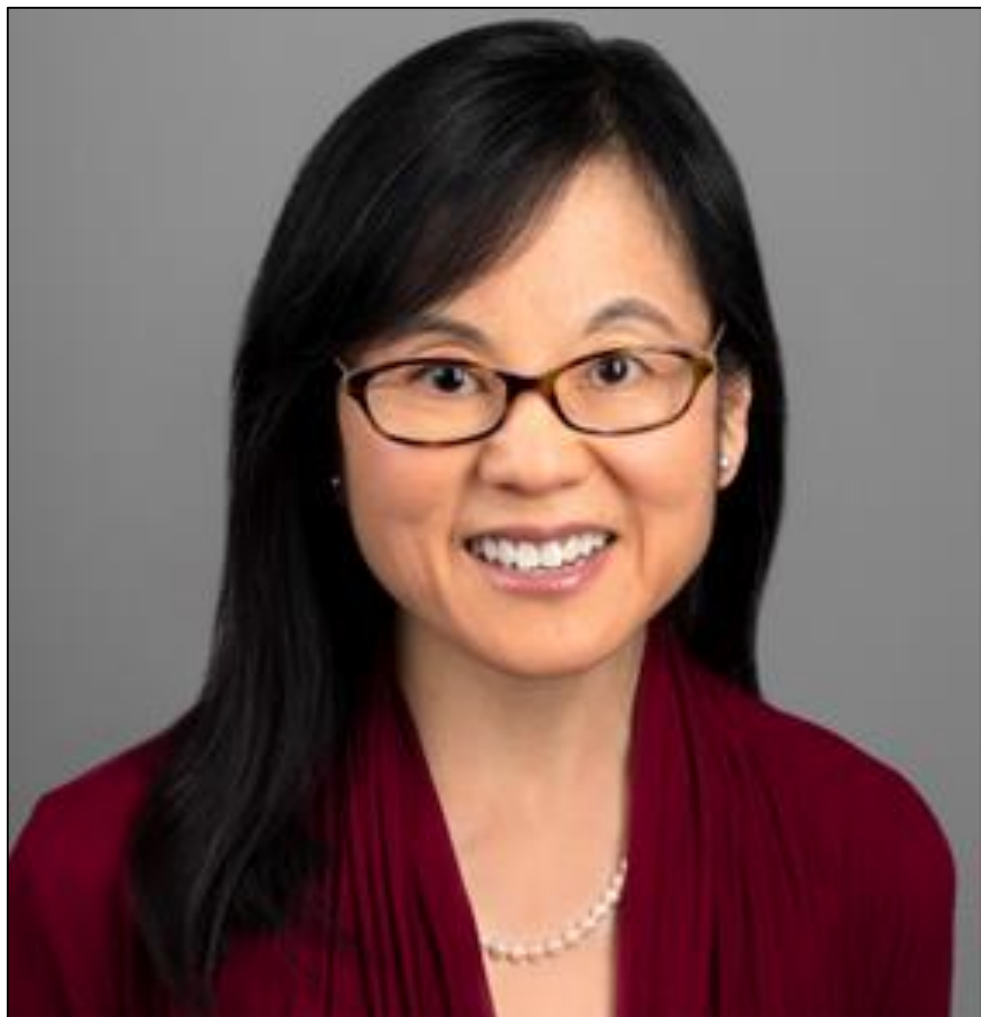
Set the bar for evidence and evidence for improving practice (not RCTs, other designs-implementation science/social science)

Overcome the challenge

The challenge is not just formal rules/promotion-tenure guidelines but in peer interpretation and implementation

SO

The need to train learners and faculty is essential to get strong HPE
SOTL promotion and tenure guidelines



Call to Action

Grace C. Huang, MD

Dean for Faculty Affairs

Professor of Medicine

Make a compelling case for the value of HPE SOTL within institutions and across professions that can be shared broadly as a unified message to disseminate information on and about HPE SOTL to stakeholders

Who are the stakeholders? Learners, faculty, institutional leaders, patients, society

Why do we need to make the case for something so obvious?

Quality health care is taken for granted in some settings and not accessible in others.

Health care is under threat - unaffordability, health disparities, destabilized industry, high operational and labor costs.

The stakes for individuals and public health are enormous (and universal).

High-quality, evidence-based, disseminated training practices for health professionals is paramount.

Make a compelling case for the value of HPE SOTL within institutions and across professions that can be shared broadly as a unified message to disseminate information on and about HPE SOTL to stakeholders

Why does the message need to be unified?

Health professions education tends to be siloed compared to clinical practice.
Collective efforts will lead to a higher impact.

What are potential next steps?

Simultaneously published journal editorials

White paper report from a reputable supra-health professions entity

Consortium consensus statement posted on or linked from professional organization websites

Infographic campaign in advance of a major proposal

Memorable framework that serves as a typology of the business case



Call to Action

Loretta M. Nunez, MA, AuD,
CCC-A/SLP, ASHA Fellow, FNAP
Senior Director of Academic
Affairs & Research Education

Create communities of practice and faculty development supports for HPE SOTL within institutions, professional associations, and across interprofessional and global boundaries

Communities of Practice – typically an intimate group of faculty who meet a few times a semester to talk about teaching and learning best practices, challenges, SOTL, etc.

May be open to all faculty, staff, postdocs, and graduate students with an interest in teaching.

Example: The University of Arizona Faculty Learning Community (FLC) <https://academicaffairs.arizona.edu/flc>



<https://designer.microsoft.com/image-creator>

Various options currently exist and can be duplicated, scaled up, or enhanced to create communities of practice that build SOTL support, value, and innovation.

Within Institutions

- Centers for Teaching and Learning
- SOTL 1:1 Mentorship Programs
Example: Georgia Southern University SoTL Mentorship Program

<https://www.georgiasouthern.edu/academics/sotlgisu/sotljourney/sotlmentorship/>

Within Professional Associations

- Special Interest Groups
- Communities of Practice
- Learning Communities
Example: ASHA Learning Community for Teaching Foundational Communication Sciences

Across Professions and Associations or Institutions

- Collaborations across disciplines, associations and/or institutions
Example: Grant Writing and Mentorship in Education Research (GAMER)

<https://www.gamereducationresearch.com/>



Call to Action

Yasuharu (Haru) Okuda, MD
Executive Director and CEO

Identify methods to support **alternative forms of high-quality dissemination**,
e.g., blogs, media, online materials

High-quality dissemination requires high-quality work to disseminate

For example: going beyond satisfaction surveys

How is this done when there's no time and no money?

- Maybe redefine outcome measures that look at incremental steps rather than demonstrating the full impact in one article.
 - For example: that education impacts patient care or population health all in one article.
 - IPE has been especially challenged with requests to justify that this educational intervention impacts patient care.

But will peer reviewed journals publish incremental studies?

- Maybe not, that's where alternative routes of dissemination may be a better
 - For example: alternative to get the message out in smaller increments.
 - Shorter, more concise material may be preferred by the consumer of the work

Shorter, More Concise Material for Incremental Sharing

Balance providing enough information to make the work scholarly and potentially replicable by other educators (i.e., implementation science) but not so overwhelming that it is not picked up by busy health professionals and educators.



Key Message: Quality needs to be at the foundation of any article, review, blog, newsletter or podcast.

Without quality, the choice of dissemination routes is really not important.

Generate strategies to create **new funding mechanisms** and infrastructure support for SOTL within and across institutions and professions

A strategy for creating new funding mechanisms for HPE SOTL begins with building a business case.

A business case identifies key stakeholders, the outcome measures, and the return on investment for each stakeholder group.

• **Stakeholder groups for HPE SOTL:**

- Faculty
- Learners
- Health system or educational leaders who hold the money strings
- Patients or populations

Each of these groups would ideally **buy into the need for HPE SOTL** but they need to understand what the benefit is to them, or their “**desired outcome.**”

Building a Business Case for HPE SOTL

Potential Desired Outcomes

- Faculty: might demonstrate improved teaching methods that improves student learning
- Student: Improved grades and competency
- Leadership & Institutions: Often bringing in money (research grants) but could include other things like diminished staff turnover, less stress/burnout, higher student satisfaction.

An Example

- See Dr. Jeffrey Barsuk's recorded presentation on the Forum's website.
- He and his colleagues used the Philips model to help prove the business case for funding their simulation training so that their CEOs know and help them get funding to maintain our simulation center.

Key Message

- Setting up a business case that documents these impacts and the financial savings from diminished staff turnover, could be the justification for the intervention.
- The closer the training is to patients, the easier it is to demonstrate the ROI



Call to Action

Loretta M. Nunez, MA, AuD,
CCC-A/SLP, ASHA Fellow, FNAP
Senior Director of Academic
Affairs & Research Education

Explore the creation of a National Center on SOTL or Institute on Development of Teaching and Learning and SOTL in Health Professions Education



A Moonshot

Lessons Learned from IPE

- Coalesced local efforts toward a national and global center for leading change and innovation.
- Different components emerged over time toward enhanced national and globally accessible resources.
- Consider what is already in place for SOTL and what potential next steps could be taken to build momentum toward achieving a national/international center on SOTL.

IPE Timeline

National Framework and Common Language

- Provided a framework, definitions, and calibration across health professions (WHO, 2010; Global Forum, 2013, 2014, 2015)

Exemplars

- Institutional or regional exemplars identified as IPE Centers and shared as models or approaches that could be duplicated or scaled up

Core competencies

- (IPEC, 2011, 2016, 2023) or Pathways to Excellence (NCICLE, 2017 to present)

Interprofessional conferences

- Institutional, regional, national, and international conferences

IPE Timeline

National/international conveners serve to facilitate and advance best practices, teaching and learning, scholarship, and advocacy across institutions, professions, and nations.

National Center for Interprofessional Practice and Education

<https://nexusipe.org/>



Interprofessional.Global

<https://interprofessional.global/>



Closing Discussion

