

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 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

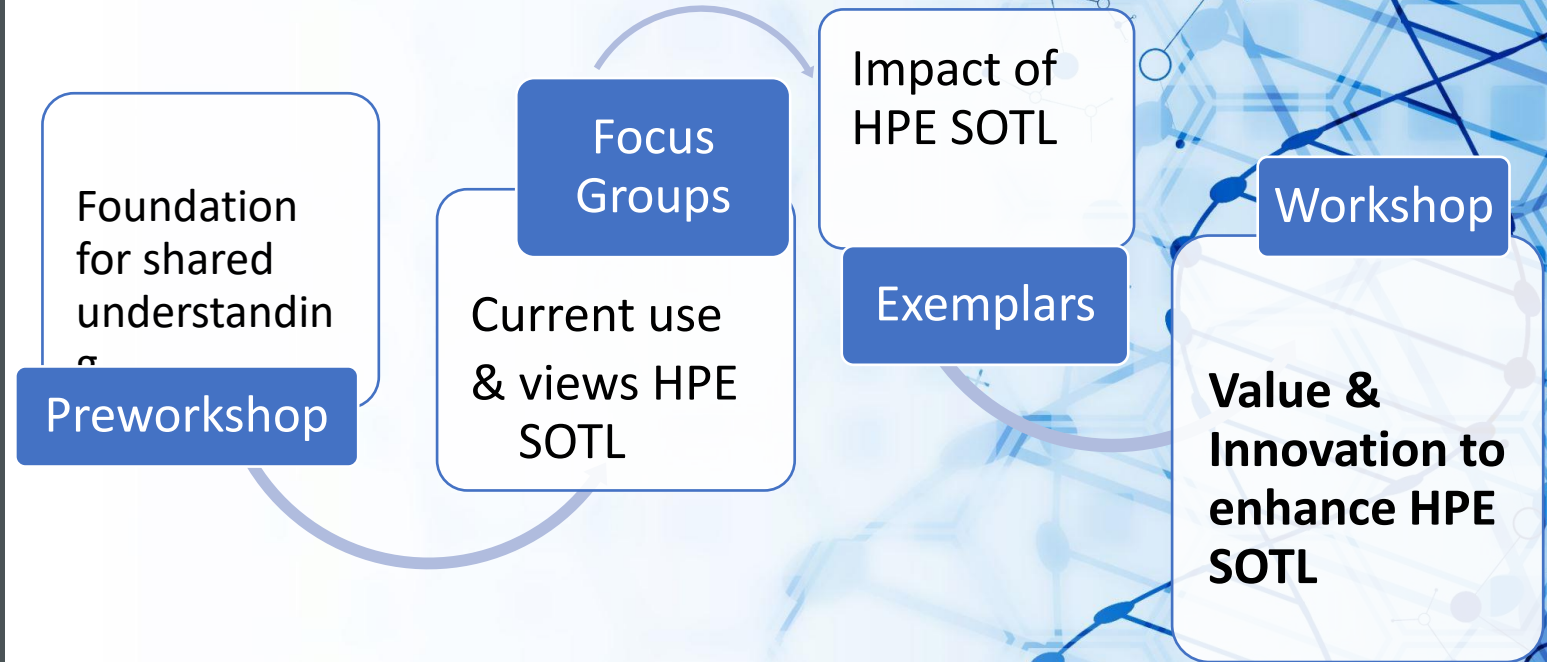
Thank you: SOTL Recorded Presenters!

1. Ana Abad-Jorge, Ed.D., MS, RDN, FAND & Jennifer Walsh, PhD, RDN
2. Jeffrey H. Barsuk, MD, MS, SFHM
3. Desiree A. Díaz, PhD, APRN, FNP-BC, CNE, CHSE-A, ANEF, FSSH, FAAN
4. Jennifer Friberg, EdD, CCC-SLP & Mark DeRuiter, MBA, PhD, CCC-A/SLP
5. Joan A. Friedland, MD, MPH & Nancy P. Moreno, PhD
6. Sarah Ginsberg, EdD, CCC-SLP
7. Alice Kim, PhD
8. Heather Knight, PT, DPT, CBIS
9. Patricia O'Sullivan, EdD, MS
10. Sarah Shrader, PharmD, FCCP

SCHOLARSHIP OF
TEACHING AND
LEARNING IN
HEALTH
PROFESSIONS
EDUCATION

Global Forum on Innovation in Health Professions Education

October 2024



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.

SOTL HISTORICAL JOURNEY

Boyer (1990)

Scholarship Reconsidered: Priorities of the Professoriate^{1,2}

Broader meaning of scholarship

1. Discovery
2. Integration
(connections/synthesis across disciplines/contexts)
3. Application (to practice)
4. Teaching (dissemination)

Glassick (1998)

Scholarship Assessed:^{3,4,}

Importance of standards for scholarship

1. Clear Goals
2. Adequate Preparation
3. Appropriate Methods
4. Significant Results
5. Effective Presentation
6. Reflective Critique

Shulman (1997-2008)

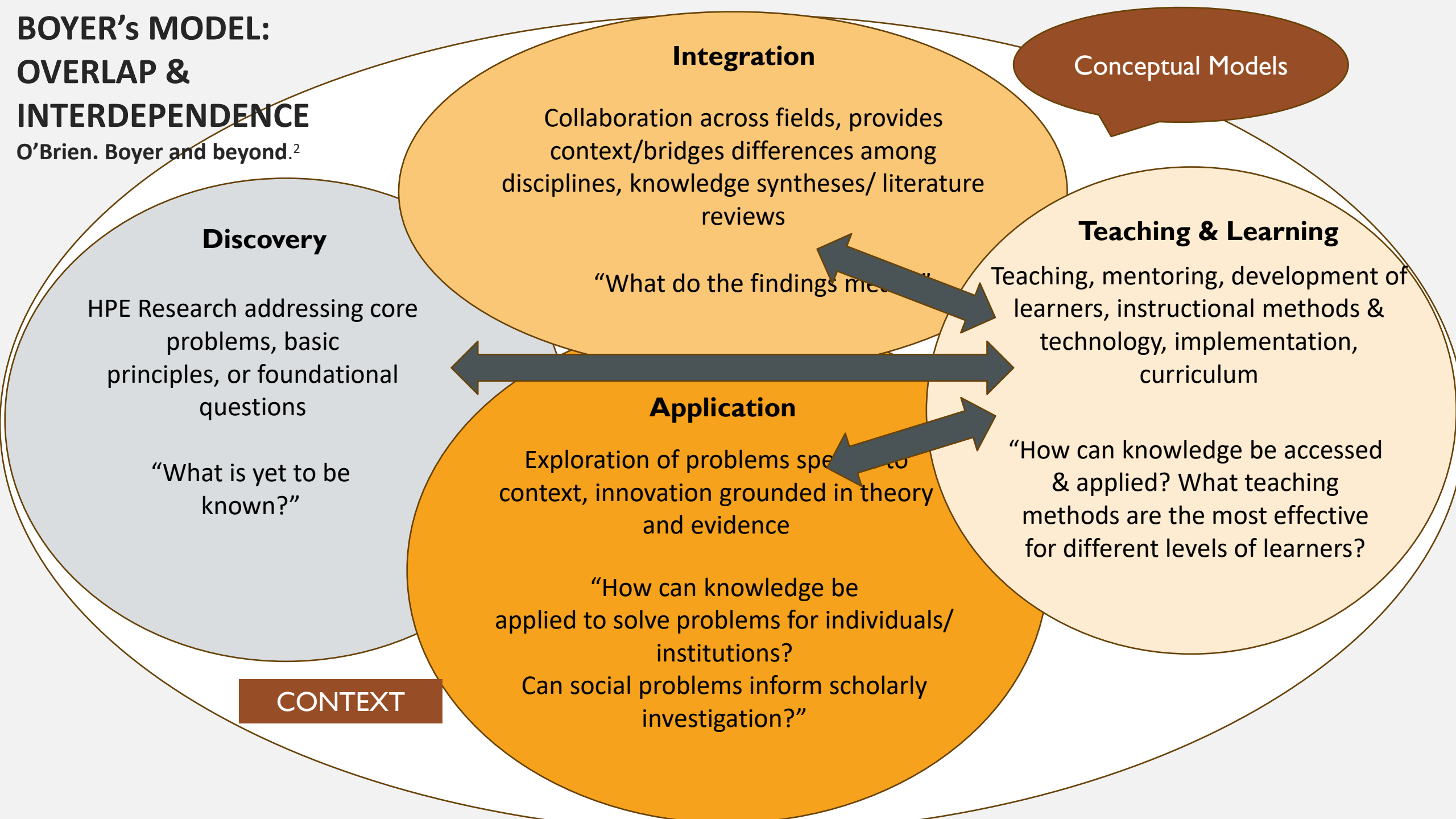
Scholarship of Teaching Reconsidered – Reconsidered:^{4,5,6}

INQUIRY/SOTL related to student learning drives systematic improvements

1. Public
2. Peer review & critique with accepted standards.
3. Can be reproduced, platform to build from for other scholars

**BOYER'S MODEL:
OVERLAP &
INTERDEPENDENCE**

O'Brien. Boyer and beyond.²



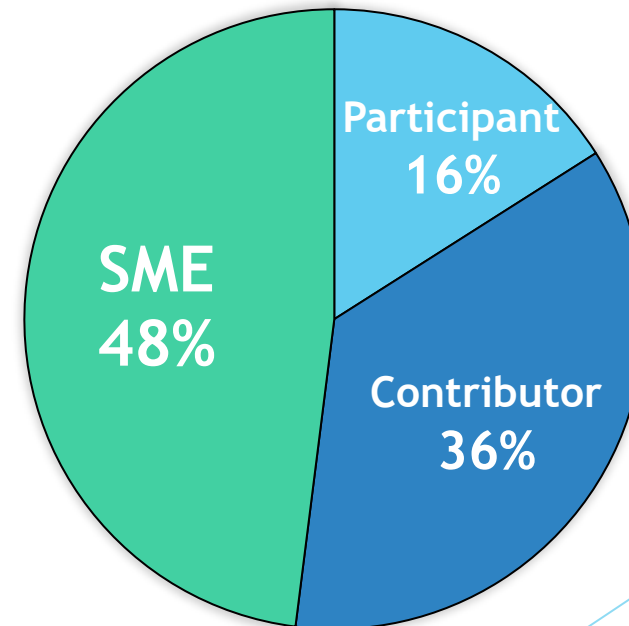
Scholarship of Teaching & Learning (SOTL) Focus Groups

Loretta M. Nunez, MA, AuD, CCC-A/SLP
Workshop Planning Committee Member

Focus Group Participants

- n= 25 Participants, 11 different health professions
- Educators, Clinical Educators, Academic Leaders, Administrators, Journal Editors
- Academic institutions, clinical learning environment, professional associations

PARTICIPANT SELF-DESCRIBED SOTL EXPERIENCE



SOTL Areas of Interest

1. Education within one's health profession
2. Clinical care or clinical learning
3. Simulation
4. Interprofessional education or practice
5. Faculty development
6. Promotion and tenure

All areas identified by planning committee reflected by 6 topic areas.

Focus Group Questions & Responses

Motivation for Engaging in HPE SOTL

Scholarship	Demonstrating Value & Quality
Faculty Development	Developing high quality teachers & Supporting promotion & tenure
Curricular Outcomes	Using evidence-based education practices to improve outcomes
Clinical Education	Improving learning and patient outcomes Bridging academic education to clinical care Improving health equity

Institutional Support

Lack of Support

Institutional Alignment

Mission alignment with SOTL, resources & support

Mismatch of espoused values and SOTL support, only research is valued, IRB challenges, poor access to support systems

Promotion & Tenure, Merit

SOTL is integrated & encouraged as part of merit, promotion, awards

No SOTL evaluation system, consideration for P&T, or awards; inconsistent use of SOTL terms

Faculty Development

Explicit support & availability of peer mentors, networking, development programs, connections

Limited support, peer mentorship, intramural funding, networking, development programs

Effective Professional Association Support for HPE SOTL

Resources	Materials & support for academic and clinical educators (e.g., web content, journals publishing SOTL work, innovation & dissemination grants and funding, accreditation standards)
Faculty and Professional Development	Educational events (SOTL tracks/ emphasis at conferences, workshops, peer mentoring, networks, SOTL COPs, Clinical educators' CE requirements, support multiple identities)
Recognition	Awards for SOTL achievements and excellence in teaching, & opportunities to connect SOTL beyond education (e.g., policy, professional issues, practice)

Building Value and Innovation for HPE SOTL

SOTL and Educational Research

- ▶ Boyer's scholarship model used broadly in academia with SOTL track
- ▶ Common SOTL language/terminology
- ▶ Enhanced rigor, research designs, quality studies strengthened
- ▶ Outcomes measured for SOTL impact

Structural support

- ▶ Institutional support
- ▶ Funding/grants
- ▶ Promotion and tenure guidelines
- ▶ Merit raises, awards

Communities of Practice

- ▶ Collaboration across disciplines
- ▶ Mentorship
- ▶ Networks

Health Professions SOTL initiatives

- ▶ Advocacy for HPE SOTL - consensus statement value
- ▶ Publication within disciplinary journals
- ▶ Professional identity as educator-scholars, clinician-educator-scholar
- ▶ Expand SOTL training in professional, doctoral education, residency training, professional development

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the slide, creating a modern, dynamic feel.

SLIDO

Priorities for Building Value & Innovation in HPE SOTL

SLIDO

Is there a priority that was not listed in the poll that you feel builds value and innovation in HPE SoTL?

REFERENCES

1. Boyer EL. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching; 1990.
2. O'Brien B et al. Boyer and beyond: an interview study of health professions scholarship units in the United States and a synthetic framework for scholarship at the unit level. *Acad Med*. 2019;94:893-901
3. Glassick CE, Huber MT, Maeroff G. *Scholarship Assessed*. San Francisco, CA: Jossey-Bass, 1997.
4. Papp KK, Altose MD, Wilson-Delfosse AL, Thomas PA. Scholarship in Teaching: An Approach to Enhancing the Value and Academic Standing of Teaching. *Med Sci Educ*. 2020 Sep 18;30(4):1585-1590. doi: 10.1007/s40670-020-01082-0
5. Glassick C. Boyer's expanded definitions of Scholarship, the standards for assessing scholarship, and the elusiveness of the Scholarship of Teaching. *Acad. Med*. 2000;75:877-880.
6. Shulman L. *The Scholarship of Teaching*. *Change*. 1999;31(5):11.
7. Boyd WE. Does Boyer's integrated scholarships model work on the ground? An adaption of Boyer's Model for scholarly professional development. *IJ-SoTL*, 2013; 7 (2) Art. 25
8. Hutchings P, Huber MT, Ciccone A. *Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*. (2011).. Jossey-Bass/Wiley.

Carrie Chen, MD, PhD

Associate Dean for Medical
Education Research and
Scholarship



Instructions

In-Person Attendees: remain in room to participate in table discussions.

Virtual Attendees: watch the [Evidence Based Videos](#) from SOTL subject matter experts and respond (in the survey link) to the questions accessed through the survey link.

Return to the webcast tomorrow at 9amET

Discuss both questions but report on 1

Table Discussions: A & B

Table A: Lynette Hamlin, *Uniformed Services University*

Table B: Carole Tucker, *American Council of Academic Physical Therapy*

- a) What are the elements related to HPE SOTL that are critical and make it unique?
- b) How do we connect HPE SOTL from classroom to clinic?

Discuss both questions but report on 1

Table Discussions: C & D

Table C: Ryan Scilla, *Veterans Administration, Office of Academic Affairs*

Table D: Zohray Talib, *California University of Science and Medicine*

- c) What strategies would you use to bring HPE SOTL value back to your profession and/or across health professions?
- d) How do you advocate for implementation of SOTL innovation?

Discuss both questions but report on 1

Table Discussions: E & F

Table E: Mark Merrick, *Athletic Training Strategic Alliance*

Table F: Lyuba Konopasek, *Intealth*

e) How do we promote HPE SOTL as part of professional identities?

f) How do you expand HPE SOTL training within and across health professions?

- **Table A:** Lynette Hamlin - What are the elements related to HPE SOTL that are critical and make it unique?
- **Table B:** Carole Tucker - How do we connect HPE SOTL from classroom to clinic?
- **Table C:** Ryan Scilla - What strategies would you use to bring HPE SOTL value back to your profession and/or across health professions?
- **Table D:** Zohray Talib - How do you advocate for implementation of SOTL innovation?
- **Table E:** Mark Merrick - How do we promote HPE SOTL as part of professional identities?
- **Table F:** Lyuba Konopasek - How do you expand HPE SOTL training within and across health professions?

END OF DAY 1
