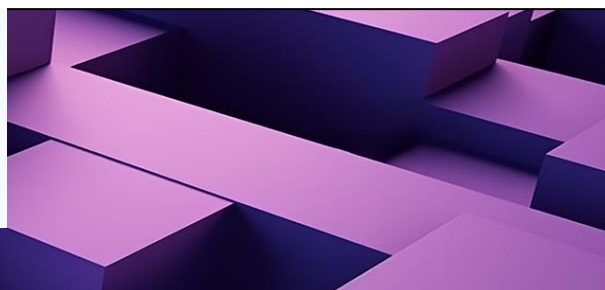


## Scholarship of Teaching & Learning in Health Professions Education: A Pre-Workshop



### AGENDA TUESDAY, JULY 16, 2024

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#### Objectives

- To review the history of, and terms used, in the Scholarship of Teaching and Learning (SOTL).
  - To lay a foundation for a shared understanding of SOTL and how it is applied in health professions education (HPE).
  - To explore the current priorities for HPE SOTL
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#### 10:30amET Welcome Remarks

**Jonathan Amiel**, Professor of Psychiatry and Senior Associate Dean for Innovation in Health Professions Education at Columbia University's Vagelos College of Physicians & Surgeons

#### 10:35–10:50 The Scholarship of Teaching and Learning in Health Professions Education

**Moderator: Kim Dunleavy** (Co-Chair), Clinical Professor and Director of Community Engagement at the University of Florida

**Gail Jensen**, Vice Provost for Learning and Assessment, Dean Emerita, and Professor of Physical Therapy, Creighton University

Q&A

#### 10:50–11:25 Roundtable Discussion

**Moderator: Jonathan Amiel**, Professor of Psychiatry and Senior Associate Dean for Innovation in Health Professions Education at Columbia University's Vagelos College of Physicians & Surgeons

**Pamela Jeffries** (Co-Chair), Dean of Vanderbilt University School of Nursing

**Grace C. Huang**, Dean for Faculty Affairs and Professor of Medicine, Harvard Medical School and Hospitalist, Beth Israel Deaconess

**Loretta M. Nunez**, Senior Director of Academic Affairs & Research Education, American Speech-Language-Hearing Association

**Yasuharu (Haru) Okuda**, Executive Director and CEO, Center for Advanced Medical Learning and Simulation, University of South Florida

#### 11:25–11:30 Closing Remarks

**Kim Dunleavy** (Co-Chair), Clinical Professor and Director of Community Engagement at the University of Florida

#### 11:30 Adjournment

## RECOMMENDED MATERIALS

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### Introduction Video

**Lara Varpio, Ph.D., Professor, Department of Pediatrics, Perelman School of Medicine; Co-Director of Research in Medical Education, The Children's Hospital of Philadelphia**

- Dr. Varpio reviews the history of, and terms used, in the Scholarship of Teaching and Learning (SOTL) to lay a foundation for a shared understanding of SOTL.

### Literature

**Cleland, J. A., Jamieson, S., Kusurkar, R. A., Ramani, S., Wilkinson, T. J., & van Schalkwyk, S. (2021). Redefining scholarship for health professions education: AMEE Guide No. 142.** *Medical teacher*, 43(7), 824–838. <https://doi.org/10.1080/0142159X.2021.1900555>

- This AMEE Guide aims to establish a contemporary definition of scholarship appropriate to health professions education (HPE). It provides guidance on how to assess 'quality' of scholarship and practical advice for health professions' educators seeking academic advancement.

**Issenberg, S. B., McGaghie, W. C., Petrusa, E. R., Lee Gordon, D., & Scalese, R. J. (2005). Features and uses of high-fidelity medical simulations that lead to effective learning: a BEME systematic review.** *Medical Teacher*, 27(1), 10-28.

- This systematic review identifies the key features of high-fidelity medical simulations that enhance learning, providing evidence-based guidelines for effective simulation-based education.

**McGaghie, W. C., Issenberg, S. B., Cohen, E. R., Barsuk, J. H., & Wayne, D. B. (2011). Does simulation-based medical education with deliberate practice yield better results than traditional clinical education? A meta-analytic comparative review of the evidence.** *Academic Medicine*, 86(6), 706-711.

- This meta-analysis compares the outcomes of simulation-based education with traditional clinical education, demonstrating the effectiveness of simulation in improving clinical skills.

**Steinert, Y., O'Sullivan, P. S., & Irby, D. M. (2024). The Role of Faculty Development in Advancing Change at the Organizational Level.** *Academic medicine: Journal of the Association of American Medical Colleges*, 99(7), 716–723.

- The purpose of this perspective is to articulate a vision for faculty development (FD) programming that describes ways in which FD leaders, together with other educational leaders, can bring about change at the organizational level to support excellence and innovation in health professions education.