

# Scholarly Activity in Osteopathic Medical Education



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## INTRODUCTION

Scholarly activity in osteopathic education from medical school through residency training continues to be a challenge. Despite the positive impact of scholarly activity, the integration of these experiences into both medical student and resident curriculums remains problematic. Implementing a scholarly activity curriculum during medical school creates the potential conflict of eliminating pertinent clinical material to successfully accommodate scholarly activity.<sup>1</sup> In addition, review of the research shows that citations for scholarly activity ranks amongst the highest in residency programs.<sup>2,3</sup> Although the importance of scholarly activity has been clearly stated, obstacles continue to remain including lack of time, lack of infrastructure, lack of mentorship and lack of financial support.<sup>4</sup>

## OBJECTIVES

Research experience has been shown to have multiple benefits in the trainee's education including enhanced analytical skills, improved self-directed learning skills, refined oral and written communication skills and a heightened ability to apply acquired knowledge to patient management.<sup>1,5</sup> The objectives of the OSU-CHS Scholarly Activity Initiative included:

- 1) Assess and align faculty expertise with established and to-be-created scholarly activity mechanisms.
- 2) Acquaint medical students and residents with available opportunities to participate in scholarly activity.
- 3) Provide one-on-one mentorship in research and scholarly activities.
- 4) Establish an online peer-reviewed journal to create publication opportunities for medical students and residents.

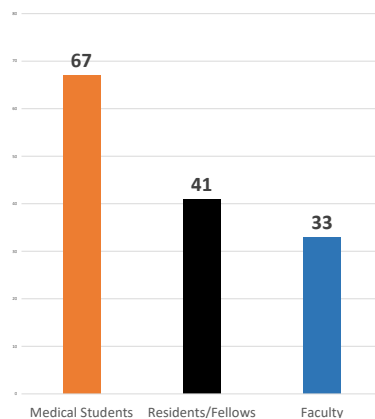
## METHODS

OSUCHS believes that in order to integrate scholarly activity into osteopathic curriculums, a multi-pronged approach that caters to different learners is the key to success. Therefore, a multidisciplinary team has been created to focus on the different aspects of scholarly activity. Strengths of faculty members were assessed, and opportunities were provided for them to develop mechanisms to support this initiative into quantifiable products.

- Publications (including peer reviewed and non-peer reviewed)
- Conference presentations
- Grant Leadership
- Increasing roles in active leadership committees
- Teaching formal courses

## RESULTS

### Research/Scholarly Experiences



### Publication Performance

- 59 clinical faculty/residents have served as authors on published peer reviewed articles
- 42 authors currently have articles under peer review
- 4 authors have published conference abstracts
- 42 authors have been listed on conference presentations
- 55% of these authors are published in the top 5 clinical journals in their respective specialty (per Google Scholar rankings)
- 72% of these authors are published in the top 10 clinical journals in their respective specialty (per Google Scholar rankings)

### Establishment of the Online Journal

OKLAHOMA STATE MEDICAL PROCEEDINGS

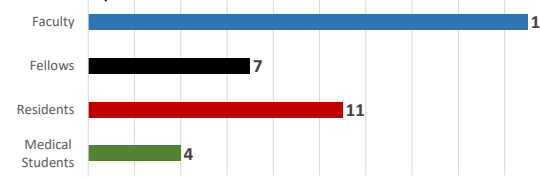
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### Participation in the OSMP Journal

Since its inception OSMP has published the following number of students, residents, fellows and faculty in an effort to enhance scholarly activity interest and to meet the ACGME requirement.



## CONCLUSION

The inclusion of scholarly activity in medical education requires a focused and intensive effort by faculty and administrators alike. Both biomedical and clinical faculty must view themselves as research mentors, providing opportunities for medical students, residents and fellows to engage in meaningful scholarly activity. Administrators must provide adequate resources for departments and faculty to incentivize research efforts. OSU-CHS has engaged in an intensive effort to provide support for students and residents by providing faculty mentors and publication assistance. The creation of an online peer-reviewed journal has greatly enhanced the publication performance of students, residents, fellows and faculty.

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