Tools for Success:
The Scholar Series with Osteopathic Faculty Development for ACGME Osteopathic Recognition

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Scholar Series

Educational support for both the osteopathic UME and GME periods of training

- Research Curriculum
- Faculty Development
- ACGME Osteopathic Recognition (Both Research training & Faculty Development)
- Access to publish scholarly activity
Scholar Series-Overview

• Tools for the osteopathic profession to ensure success in the SAS Era
• Support for ACGME Osteopathic Recognition
• Developed by
  o Robert W. Hostoffer, Jr., DO, LhD, FACOP, FAAP, FCCP, FACOI
  o Brian P. Peppers, DO, PhD
• Resource for scholarly activity
• Resource for faculty development specifically for programs with ACGME Osteopathic Recognition
Model: **Scholarly Activity** to define, advance and promote an Osteopathic perspective

- LECOM/LECOMT Initiative with University Hospitals
- Robert W. Hostoffer, Jr., DO, MSME, LhD, FACOP, FAAP, FCCP, FACOI
- Brian P. Peppers, DO, PhD
- Scholar Series: AAO, AOA, AOGME, AACOM, LECOM, OOA, ACOI...
- Scholar 7
- Scholar 4
- Scholar Specific
  - Case Report
  - Scholar 7 Capstone
- Scholar 12
- Scholar Teacher:
  - ACGME Osteopathic Recognition
  - Osteopathic Faculty Development:
    - Thoracic Cage

Obstacles: Program & Faculty

• Transition of AOA training programs into the ACGME:
  • Meeting ACGME requirements for “Learning Environment”
  • Meeting ACGME Scholarly Activity requirements
  • Meeting Faculty Development requirements
• Obtaining ACGME Osteopathic Recognition:
  • “Osteopathic Learning Environment “
  • Meeting ACGME OR Scholarly Activity requirements
  • Meeting ACGME OR Faculty Development requirements
Obstacles: Learner

• One final obstacle was left to overcome, Millennials.
• These are different types of learners.
• Their time is used differently.
• They utilize technology efficiently and expect the technology to be the same.

• Need App:
  o We have proposed and are creating an application that allows the millennial to participate in scholarly work while standing for coffee or awaiting their attendings arrival but also allows for them to establish teams and schedule meeting at their convenience all in while they move through steps previously created by the scholar series.

• This App is so called Scholar12 alluding to the 12 units of the process which run for a year.
Need an organized curriculum for the residents and faculty to develop and publish scholarly activity necessary to promote an “Osteopathic Learning Environment.”

Scholar 12
Scholar 12

• Scholar 12 is a computer application accessed through cellphone and pad enabling the student, resident and attending physician to create scholarly work utilizing an androgogical flipped classroom developed for millennial learners.
Goals

• The Goal of the Scholar 12 app-based curriculum is to develop a scholarly productive culture within osteopathic community hospitals.
Objectives

• The learner after participating in the sessions will understand and be able to create a laddered mentor culture in their hospital.
• The learner after participating in the sessions will view scholarly work as enjoyable and view their environment with query.
• The learner will be able after participating in the sessions to develop an IRB application, proper grant, abstract, poster, paper and oral presentation.
### Goals/Objectives with Matching Strategies And Means of Evaluation:

- **The primary teaching method is active learning.**
- **Using observational evaluations and rubrics**

| Goal | Objective 1:  
The learner after participating in the sessions will understand and be able to create a laddered mentor culture in their hospital | Strategies or Methods | Means of Evaluation |
|------|---------------------------------------------------|-----------------------|---------------------|

| Objective 2:  
The learner after participating in the sessions will view scholarly work as enjoyable and view their environment with query | Strategies or Methods | Means of Evaluation |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Active Learning Strategy 2. Using toys (purchase at Five Below) (examples: bubble makers, lacrosse sticks and ball, Hula hoops) as the object of their hypothesis development. 3. Transfer of thought process from toys to actual medical ideas through discussion throughout program.</td>
<td>1. Assessment Rubrics 2. Personal observation 3. Final oral presentation of work. 4. Reflection paper</td>
<td></td>
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</table>

| Objective 3:  
The learner will be able after participating in the sessions to develop an IRB application, proper grant, abstract, poster, paper and oral presentation. | Strategies or Methods | Means of Evaluation |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>1. Active Learning Strategy 2. Lecture followed by small group work. 3. Facilitated discussion 4. Quick write: of each application on post-it that are pasted on wall 5. Retrival: the learners present their document to entire group</td>
<td>1. Assessment Rubrics IRB applications, grant, abstract, poster and oral presentation submitted over the year. 2. Final presentation of work. 3. Reflection paper</td>
<td></td>
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</table>
Scholar 12

• Scholar 12 allows millennials to advance in the twelve units by their phone while standing in line for coffee or waiting for rounds.
• It allows the learner to participate with a virtual learning group, YouTube, PubMed readings, and Scholar Series at a touch of their fingers.
• It provides the framework by which scholarly work may progress throughout the day or organized in a formal setting.
## SWOT Analysis

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
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<tbody>
<tr>
<td>1. The ACGME requires scholarly work.</td>
<td>1. The implementation of this scholar application will require motivated advertisement other than meme.</td>
</tr>
<tr>
<td>2. The Scholar systems provides a tool that teaches scholarly work in an anagogical way to the millennial population</td>
<td>2. The need for committed economic resources to implement the app.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities:</th>
<th>Threats:</th>
</tr>
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<tbody>
<tr>
<td>1. The students, residents, fellows and attendings will be advanced in their ability to perform scholarly work.</td>
<td>1. The deadline of implementation must be relatively soon, i.e. before 2020 in order to be utilized for ACGME accreditation.</td>
</tr>
<tr>
<td>2. The app will provide data on how residents perform scholarly work within a busy residency. This in itself will provide scholarly publications.</td>
<td>2. Other apps maybe being develop to provide scholarly work for trainees and may serve as competition for data.</td>
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*AAO-AOGME Webinar Series*
Table 2: The units and timetable of Scholar12 App

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mentorship</td>
<td>two weeks to complete</td>
</tr>
<tr>
<td>2</td>
<td>The Fun of Scholarship</td>
<td>two weeks to complete</td>
</tr>
<tr>
<td>3</td>
<td>The Query</td>
<td>two weeks to complete</td>
</tr>
<tr>
<td>4</td>
<td>The IRB</td>
<td>two week to complete</td>
</tr>
<tr>
<td>5</td>
<td>Grant Development</td>
<td>four weeks to complete</td>
</tr>
<tr>
<td>6</td>
<td>IRB Submission</td>
<td>two weeks to complete</td>
</tr>
<tr>
<td>7</td>
<td>IRB Approval: Start</td>
<td>six months to complete</td>
</tr>
<tr>
<td>8</td>
<td>Abstract Development</td>
<td>two weeks to complete</td>
</tr>
<tr>
<td>9</td>
<td>Poster Development</td>
<td>two weeks to complete</td>
</tr>
<tr>
<td>10</td>
<td>Manuscript Development</td>
<td>six weeks to complete</td>
</tr>
<tr>
<td>11</td>
<td>Oral Presentation</td>
<td>two weeks to complete</td>
</tr>
<tr>
<td>12</td>
<td>Case Presentation</td>
<td>two weeks to complete</td>
</tr>
</tbody>
</table>
Unit 1: Mentorship (time to complete: 2 week)

Learning Question: How does a community training program create a laddered mentor culture?

Learning Objectives: By the completion of this unit the student will:
- Review the scholarship available in your community hospital
- Identify interested champion (students, intern, residents, fellows, attendings) within your hospital system
- Create a Laddered mentor group comprising of students, residents, fellows and attendings
- Have an organization meeting to discuss scholarship plans.

Learning Activities:
- Read the following assigned articles.
- Write a one page reflection on your experience with the process of ladder mentoring while incorporating the reading assignments
- Post 2 blogs: 1 original and one response to the following questions:
  - What obstructions have you encountered to laddering mentorship and how did you overcome?

Reading assignments:

Video assignments:

Blog: AAO-AOGME Webinar Series
Grading assessment of learner and rubrics to be performed at end of Scholar 12

Each category is graded on how well a particular skill is used.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Knows</th>
<th>Knows How</th>
<th>Shows How</th>
<th>Does</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laddered mentoring</td>
<td>The learner can point to resources that demonstrates the philosophy</td>
<td>The learner can verbalize the concept of teamwork from student to physician</td>
<td>The learner collects required components of the ladder</td>
<td>The learner actively participates and completes role in the ladder</td>
<td>4/4</td>
</tr>
<tr>
<td>Enjoyment of process</td>
<td>The learner views others enjoying scholar work</td>
<td>The learner realizes that the process should be fun</td>
<td>The learner starts to participate in a happy manor</td>
<td>The learner thoroughly enjoys the process with laughter and/or smiles</td>
<td>4/4</td>
</tr>
<tr>
<td>Query</td>
<td>The learner knows there are things to research</td>
<td>The learners know what is available</td>
<td>The learner actively develops hypothesis from the environment</td>
<td>The learner proposes a single hypothesis from which to create scholarly work</td>
<td>4/4</td>
</tr>
<tr>
<td>IRB</td>
<td>The learner knows the importance of IRB</td>
<td>The learner knows how to access IRB</td>
<td>Learner demonstrates the ability to complete a draft of an IRB application.</td>
<td>The learner organizes data and completes IRB application</td>
<td>4/4</td>
</tr>
<tr>
<td>Proper grant</td>
<td>The learner understand the reason and design for a grant</td>
<td>The learner knows how to create a grant from data collected</td>
<td>The learner begins to assemble the components of a grant</td>
<td>The learner completes a proper grant which is ready for submission</td>
<td>4/4</td>
</tr>
<tr>
<td>Proper abstract</td>
<td>The learner understand the reason and design for an abstract</td>
<td>The learner knows how to create an abstract from data collected</td>
<td>The learner begins to assemble the components of an abstract</td>
<td>The learner completes a proper abstract which is ready for submission</td>
<td>4/4</td>
</tr>
<tr>
<td>Proper poster</td>
<td>The learner understand the reason and design for a poster</td>
<td>The learner knows how to create a poster from data collected</td>
<td>The learner begins to assemble the components of a poster</td>
<td>The learner completes a proper poster which is ready for submission</td>
<td>4/4</td>
</tr>
<tr>
<td>Proper manuscript</td>
<td>The learner understand the reason and design for a manuscript</td>
<td>The learner knows how to create a manuscript from data collected</td>
<td>The learner begins to assemble the components of a manuscript</td>
<td>The learner completes a proper manuscript which is ready for submission</td>
<td>4/4</td>
</tr>
<tr>
<td>Proper Oral presentation</td>
<td>The learner understand the reason and design for an oral presentation</td>
<td>The learner knows how to create an oral presentation from data collected</td>
<td>The learner begins to assemble the components of an oral presentation</td>
<td>The learner completes a proper oral presentation which is ready for delivery</td>
<td>4/4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/36</td>
</tr>
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Feedback

- Feedback collection will be pre-programmed into end of Scholar 12 app.
- The feedback will be collected and used for refinement of the app.
- An improvement cycle will be developed to have constant improvement.
Feedback rubrics for improvement cycle.

The feedback will be obtained at the end of each unit and collected for analysis.
Need access to publish scholarly activity for residents and faculty to advance an “Osteopathic Learning Environment.”

Scholar Journal

www.scholarcomplete.com
Scholar Journal

• Journal designed for first time authors
  o Case Reports
  o Pilot studies
• Provide scholarly activity for osteopathic medical students
• ACGME requires scholarly activity
• Links to all videos
• Co-sponsored by multiple osteopathic organizations
Need to train faculty to support an “Osteopathic Learning Environment.”
Scholar Teacher
Introductory Presentations

Basic Teaching Principles

Paul Evans DO, FACOFP
OMS 44

AAO-AOGME Webinar Series
Scholar Teacher: Mini-Modules

Short presentations: Junior faculty modeling teaching OMT
Scholar Teacher: Skill Prompts

Short segments (1-2 minutes): Summarize topic teaching points
Scholar Teacher: Becoming the Teacher

Junior faculty model teaching topic to LECOM students: Expert Facilitator Feedback
The creation of the single GME accreditation system and the move of AOA accredited programs to the ACGME accreditation system has inspired the desire and need to create a scholarly culture and osteopathic faculty development.

Although all of the learners are capable of performing this work not all have the road map to accomplish the scholarly product.

The Scholar Series using the Scholar 12 system will allow students, residents, fellows, and attending physicians work as a team to develop a scholarly culture within their institutions.

Scholar Teacher will provide the support for training faculty to support the necessary “Osteopathic learning environment.”

The movement of these resources nationally will allow all learners both osteopathic and allopathic to accomplish their accreditation requirements for ACGME Osteopathic Recognition.