



## Workshop Descriptions: Educational Research Skills Development (ERSD)

Target Audience: Department Chairs, Residency Program Directors and their coordinators, Division Directors, Nursing educators and leadership (all hospitals), PA leadership, and CEMS leadership

### Purpose/ Course Description

#### Educational Research Skills Development (ERSD)

Program is intended to provide the foundational knowledge necessary to understand the purposes and processes of educational research, to become informed of the medical education research literature, and to be effective initiators and collaborators on educational research protocols in academic health care and School of Medicine settings.

#### Educational Research Skills Development (ERSD)

program is open to all who are interested in improving their educational research skills. The courses are targeted for clinicians and other educators who desire to learn research skills that will enable collaborative participation in clinical education research projects supporting innovative educational interventions.

### Curriculum

Each 2 hour workshop (9 Sessions Total) focuses on a key skill or area in educational research, emphasizes opportunities for hands-on activities and active participation, so as to maximize the applicability of the workshop principles. **All workshops are required and must be completed to qualify for the certificate of course completion. If a workshop(s) is missed in the series individual arrangements must be discussed with the Course Director, Alice Fornari, [afornari@nshs.edu](mailto:afornari@nshs.edu). CME credit is granted for each workshop attended.**

Dates/Times All Sessions 7:15 am- 9:15 am	Topic	Faculty	Description	Learning Objectives
Thursday, September 18, 2014	Formulating Research Questions and Designing Studies	Sara Merwin, MPH Alice Fornari, EdD	This workshop introduces participants to brainstorming research ideas, writing, and refining a measureable research questions. Participants will discuss appropriate IRB approval as required for their study. The basics of research design will be discussed and applied to your selected research question.	<ul style="list-style-type: none"> <li>• Write a FINER (feasible, interesting, novel, ethical, relevant) educational research question</li> <li>• Specify an educational research area of interest</li> <li>• Evaluate whether they need IRB approval for their study</li> <li>• Select a possible design for their research question</li> </ul>

Thursday, October 2, 2014	Searching and Evaluating the Medical Education Literature	Tanya Shkolnikov, MSLS	This workshop introduces skills on how to effectively search the published medical education literature and to evaluate the value of those searches as related to research interests	<ul style="list-style-type: none"> <li>• Formulate an effective approach to searching the medical education literature</li> <li>• Conduct a search</li> <li>• Collaborate effectively with a librarian</li> <li>• Evaluate the search results</li> <li>• Learn how to display, save and cite research publications</li> </ul>
Wednesday, October 7, 2014	Preparing for Statistical Consultation	Marty Lesser, PhD	This workshop reviews the basics of research design as applied to a selected research question.	<ul style="list-style-type: none"> <li>• How to translate a research question into a hypothesis, and how to develop the null hypothesis</li> </ul>
Wednesday, October 29, 2014	Questionnaire Design and Survey Research	Dean Akbar, MS	This workshop reviews principles in questionnaire/survey design and gives workshop participants an opportunity for hand-on experience designing/editing a questionnaire/survey	<ul style="list-style-type: none"> <li>• Design a blueprint for a survey/questionnaire appropriate to their own application</li> <li>• Construct and edit questions to avoid common problems in wording and framing</li> <li>• Select an appropriate response format from a menu of alternatives</li> <li>• Design the overall format of the survey/questionnaire to facilitate data management analysis</li> </ul>
Tuesday, November 4, 2014	Core Variables for Measurement of Outcomes: Reliability and Validity	Dan Coletti, PhD	This workshop introduces participants to the principles of reliability and validity	<ul style="list-style-type: none"> <li>• Identify 3 types of reliability (inter-rater, test-retest, and internal consistency)</li> <li>• Match types of reliability with appropriate statistical measures</li> <li>• Describe the relationship between reliability and validity</li> <li>• Describe multiple forms of evidence for validity</li> <li>• Select an approach to reliability and validity assessment for a particular study</li> </ul>
Wednesday, November 19, 2014	Hypothesis- driven Research: Identifying Key Variables	Lily Thomas, PhD, RN Michal Tamuz, PhD	This workshop review the basics of research design as applied to a selected research question.	<ul style="list-style-type: none"> <li>• How to translate a research question into a hypothesis, and how to develop the null hypothesis</li> <li>• Identify the steps in hypothesis testing</li> <li>• Identify core outcome variables</li> </ul>

<p>Wednesday, December 10, 2014</p>	<p>Introduction to Qualitative Research Methods &amp; Analysis</p>	<p>Alice Fornari, EdD Elaine Smith, EdD</p>	<p>This workshop will develop perspectives and skills for collecting qualitative data, such as data from focus group discussions, interviews, observations filed notes, and responses to open ended questions-used in program development, curriculum evaluation, needs assessments, performance evaluation, and various scholarship and research applications.</p>	<ul style="list-style-type: none"> <li>• Demonstrate applied knowledge of the appropriate selection, use , and standards for rigor of some common methods for collections of qualitative data</li> <li>• Describe the purposes and used of qualitative methods in medical education</li> <li>• Generate research questions appropriate for qualitative studies and choose appropriate data collection methods</li> <li>• Demonstrate essential skills required for conducting focus groups</li> <li>• Characterize the paradigms, research designs, data collection methods and types of data associated with qualitative research methods</li> <li>• Identify the “how-to” to analyze qualitative data, by identifying themes in data sets</li> <li>• Apply standards for rigor to evaluate qualitative evaluation or research studies</li> <li>• Design a small qualitative study</li> </ul>
<p>Wednesday, January 7, 2015</p>	<p>Program Evaluation in Medical Education</p>	<p>Alice Fornari, EdD Dean Akbar, MS</p>	<p>This workshop introduces participants to fundamental principles of educational program evaluation, and provides participants with a strategy for developing an educational plan.</p> <p>Kirkpatrick's level of evidence will be discussed as an evaluation strategy. Logic models as a program planning tool will be introduced.</p>	<ul style="list-style-type: none"> <li>• Design program evaluation and its purposes</li> <li>• Identify barriers to program evaluation</li> <li>• Identify models used in evaluation</li> <li>• Describe the steps of an evaluation</li> <li>• Develop an evaluation plan</li> </ul>

Wednesday, January 21, 2015	Scholarly Writing: Anatomy of a Paper: Reporting on Educational Research	Alice Fornari, EdD Renee Pekmezaris, PhD	This workshop will introduce the skills of scholarly writing. We will explore those skills by analyzing a manuscript that was not accepted for publication and one that was accepted for publication. The participants will examine review criteria that are used by healthcare education journals and apply them to a sample manuscript. Healthcare education journals will be reviewed for style and content.	<ul style="list-style-type: none"> <li>• Identify the components of a scholarly publication</li> <li>• Discuss how to frame a problem statement</li> <li>• To identify an effective research question</li> <li>• Discuss whether the design/method is appropriate to the question</li> <li>• Discuss whether the authors have applied the best data collection methods to the appropriate sample</li> <li>• How to present results in a clear manner (text, tables, figures)</li> <li>• Peer review education journals for submission</li> <li>• Discussion- purpose in paper- Conclusion-purpose in paper</li> </ul>
Wednesday, January 28, 2015	“Step Back” Consultation Technique	Alice Fornari, EdD	This process will be used to discuss your proposal’s goals, objectives, methodology and evaluation, as well as any issues or obstacles you face. This approach will support an eye to sharing, learning and benefitting from the group to refine and improve projects.	<ul style="list-style-type: none"> <li>• Complete a Step-Back consultation form</li> <li>• Follow the Step-Back presentation framework</li> <li>• Identify helpful considerations to enhance a project to next step</li> </ul>

**\*If ALL sessions are attended a certificate of course completion will be granted**

**CME credit will be granted per session attended**

**Questions? Alice Fornari EdD, Course Director, [afornari@nshs.edu](mailto:afornari@nshs.edu)**