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“Faculty Development of the Novice Medical Educator: Turning LIMEs into LEMONS”

The development of faculty into competent educators who use evidence-based practices in medical education is paramount for the continuous improvement of any field of medicine. In no other field of medicine is the opportunity for asynchronous, high-quality faculty development as great as in emergency medicine (EM) given the preponderance of EM podcasts and blogs. If a medical educator were to attempt to employ an asynchronous resource to advance their knowledge in medical education, what they would find is an utter lack of available resources. Why do we have such a preponderance of blogs and podcasts directed towards clinical medicine but almost nothing directed towards medical education? This is a critical void that should be addressed, particularly for our novice medical educators for whom no such resource exists. I propose to introduce this resource, the KeyLEMON (Key Literature in Education and Medicine Online for Novices) blog. KeyLEMON will provide novice medical educators with an asynchronous resource to learn the principles of medical education. In this way, it will provide the scaffolding necessary for novice medical educators to gain the knowledge required to become competent medical educators employing evidence-based Career Development Plan educational practices. These learners will be assessed via randomized controlled trial (RCT) to see if users of KeyLEMON acquire more knowledge and if they anticipate changing their behavior as educators because of KeyLEMON versus those without access to KeyLEMON. This will be accomplished by having participants listen to the KeyLIME (Key Literature in Medical Education) podcast, a medical education journal club-style podcast targeted towards more advanced medical educators. I will show that when learners are first provided with foundational knowledge in medical education via KeyLEMON, they will be better able to understand and gain knowledge from the journal article discussed on KeyLIME versus those who do not have access to KeyLEMON. Providing KeyLEMON to novice medical educators will result in better educators and ultimately in better-trained resident physicians and medical students. KeyLEMON will benefit novice medical educators in all fields of medicine but will be particularly beneficial to those in EM, who are known to be avid consumers of asynchronous learning materials. The central hypothesis of this proposal is that novice medical educators, when exposed to a resource specifically designed for their level of expertise as a medical educator, will develop the skills necessary to become more effective educators.