Writing about Writing & Literature about Literature
Scholarly Reviews by Drs. Stuart Quan, Subha Ramani, and Susan Pories

Academic scholarship remains a key aspect of medical educators' lives and careers. In this edition of Insights, several Academy members have submitted reviews of recent papers from the literature about academic writing and the medical education literature. In addition to the reviews below, we'd like to remind our community that the Writing for Scholarship Academy Interest Group has developed a very important and useful document entitled The Writer's Toolkit. This can be downloaded for free by clicking the above link or from the AAMC's Med Ed Portal (www.mededportal.org).

Notably, this work has been recognized by Med Ed Portal as one of the most successful publications and it has been downloaded over 250 times by educators in 26 different countries. For a link to a detailed use report with very positive feedback, click here. Note that these usage reports are a very helpful aspect of Med Ed Portal submissions for authors. It enables documentation of use and feedback on these peer-reviewed, web-based enduring materials.

Additionally, Academy member Lori Newman, M.Ed. recommends another resource for medical educators putting together manuscripts. This 2012 editorial (LINK to Sullivan GM. Writing education studies for publication. Journal of Graduate Medical Education. 201;4:133-137. doi: http://dx.doi.org/10.4300/JGME-D-12-00044.1) from Dr. Gail Sullivan, chief editor of JGME, provides useful (and clear) suggestions for authors to enhance their publication success.

We would like to congratulate our colleagues for their work and thank our reviewers below. If you have suggestions a paper you would like to review for Insights, please let us know at academy@hms.harvard.edu.

Can Faculty Mentors Improve Scholarly Writing? Commentary on "The Writing Retreat: A High Yield Clinical Faculty Development Opportunity in Academic Writing"
Reviewed by Stuart F. Quan, M.D.
Scholarly writing is the primary method for dissemination of information within academic communities. This is of considerable importance to junior faculty members for whom publication of research results and grant writing will ultimately determine career advancement. However, there is little formal training in the skills required for scholarly writing. In this recent, the authors describe their use of an annual 5 day off site residential writing retreat during which a small number of senior faculty mentored fellows and junior faculty on writing manuscripts and grants. In comparison to productivity before these retreats, there was a 4 fold increase in the number of manuscripts submitted for publication. The authors attribute this success to 3 factors: protected time, availability of mentors and a definable product at the end of the retreat.

While impressive, the results described by Cable et al should be interpreted in the context of their specific academic environment. First, their academic unit was small, a Division of Medical Toxicology, and thus translation to a larger unit such as a Department of Medicine or Surgery might not be possible. Second, the clinical demands of many academic units would likely preclude the availability of senior faculty and fellows to be off-site for a week. Third, the cost of such an endeavor may not be affordable by some academic units. Finally, it is unclear whether this retreat had a long-term impact on scholarly productivity.

Despite the aforementioned limitations, this paper demonstrates that an intervention to assist fellows and junior faculty in developing their writing skills can have immediate success. However, any intervention will likely need to be tailored to the available resources and environments of individual academic units.

50 years of publication in the field of Medical Education
Reviewed by Subha Ramani, MB.BS, M.M.Ed., M.P.H. and Susan Pories, M.D.

As increasing numbers of academic medical institutions establish distinct career tracks for the academic advancement of medical educators, the number of faculty seeking careers as medical education (ME) specialists correspondingly increases. At many schools criteria for promotion include teaching, curricular, and mentoring activities, however, publication in peer reviewed journals reigns supreme as the yardstick for scholarship.

In the span of 50 years, the number of journals that publish ME articles has mushroomed but individual educators are frequently unsure about the criteria for educational scholarship, and the goals and preferences of the various peer reviewed publications. In this timely paper, the authors summarize the trends in ME publication over the last 50 years and provide a useful list of
peer reviewed journals that publish ME manuscripts and the topics most frequently published. The types of articles preferentially published in these journals is also analyzed.

Despite the explosive growth of ME scholarship, medical educators continue to need guidance on ME study design, appropriate writing style and selection of specific journals for their manuscripts. This paper serves as a useful guide to peer reviewed ME publications, their focus and key topics of interest and underscores the growing importance of ME and educational scholarship.

**Note: You must be logged onto eCommons in order to view articles. For further instructions, please click here**

**Summer Reading Recommendations Series**
**Book Reviews from HMS Academy Members**

Have you read (or listened to) a great book this summer? We have received a number of great reviews of interesting books and will be highlighting them in the Insights over the next several editions. If you would like to contribute a review of a book that you think would be of interest to our community of medical educators, please send a note to academy@hms.harvard.edu.

_**Spark**, by John Ratey, M.D., with Eric Hagerman (2008)_
 Review by Amy M. Sullivan, Ed.D.

One of the (few) upsides of a long commute is that I can always count on having a chunk of "protected time" I can spend on learning something new, and the increasing diversity and availability of audiobooks and podcasts have therefore been a major boost to my quality of life on the road. A recent favorite is the audiobook version of John Ratey's _Spark: The revolutionary new science of exercise and the brain_ (2008). John Ratey, M.D., clinical associate professor of psychiatry at HMS, is well known for his work with Ed Hallowell on adult ADHD in their book _Driven to Distraction_. His more recent work, _Spark_, blends stories from his clinical practice, observations and interventions in school settings, and a synthesis of research on the neurobiological effects of exercise on learning, memory, stress, depression, anxiety, and aging. It is a fascinating work with implications for all levels of learners.

Ratey illustrates the connection between exercise and learning with the example of the public school system in Naperville, IL, which has an established fitness program that requires students to participate in daily aerobic exercise. The school system's statistics are impressive: only 3% of students at Naperville are overweight or obese compared with the national rate of over 30%; further, compared with the typically low test performance of U.S. students in science and math, Naperville students scored 1st in science and 6th in math in an international science and math test. Ratey supports these correlational data with findings from a broad range of clinical and laboratory studies that describe the cellular mechanisms of how physical exercise enhances learning and memory. Central to this is an exercise-induced cascade of growth factors that directly affects the structure and function of the brain. Aerobic exercise activates the production of BDNF (brain-derived neurotrophic factor) - what Ratey calls "miracle grow for the brain" - a protein involved in neurogenesis and long term potentiation, or strengthened communication among nerve cells. Exercise also increases and regulates the levels of
serotonin, norepinephrine, and dopamine--neurotransmitters that are key in optimizing cognitive processes related to executive function. Exercise therefore enhances readiness to learn by heightening attention, alertness, and motivation, and promotes the amount and rate of learning and memory by enhancing dendritic structure and complexity. These are just a few of the many aspects of brain function and structure that Ratey describes as being directly impacted by exercise.

There are several implications of this book for medical education. While the time pressures of training may serve as disincentives for students and residents to exercise, the findings presented here support a curriculum that strongly encourages ongoing physical activity for learners. Further, the research presented in the book is important content for a medical curriculum, as an understanding of the profound effect of exercise on human mental and physical health and development can positively impact physicians' care for patients. On a personal level, I found this audiobook inspiring and motivating.

While my commute has provided time to listen to audiobooks, a significant downside has been that it has made it much more of a challenge to find time for exercise. The research and anecdotes presented in Spark have reframed my understanding of fitness as essential not only for physical well being, but for effectiveness and efficiency at work and long-term cognitive capacity as well. So far, it has been just the push I have needed to get moving again.

For those who would like to see a CBS News story about the Naperville program, please click here.
HMS Academy Members awarded Gold Foundation Professorships

Congratulations to Drs. Sigall Bell, Alex Green and Jennifer Kesselheim on their recently announced Gold Foundation Professorships. For those who missed the recent HMS News announcement, please click here.

REMINDER: Submit Your Abstract!
Medical Education Day RFA Deadline Near

The Academy at Harvard Medical School and the Program in Medical Education are sponsoring the annual Harvard Medical Education Day on Tuesday, October 22, 2013 in the Tosteson Medical Education Center, noon-6:00pm. All HMS faculty are invited to attend and are eligible to participate. The day will feature poster and technology presentations of both completed projects and works-in-progress related to the education of medical students, house staff, or faculty in the areas of curriculum development, assessment, faculty development, education research, or use of technology to enhance education. The afternoon will also feature workshops/seminars, a plenary session and a keynote address.

Abstracts for poster presentations and computer demonstrations are due on Monday, August 26, 2013 by 5:00 pm. A link for submission instructions can be found here.
Who's Who in the Harvard Medical School Academy

Tanzeema Hossain, M.B.,B.Ch.

I am a Neonatologist at the NICUs at Boston Children's Hospital and St Elizabeth's Medical Center and an Instructor of Pediatrics at Harvard Medical School. In my role as course director for the HMS Electives in Newborn Medicine at Children's Hospital, I have completely revised the clinical curriculum for trainees rotating through our unit to allow a more diverse and in depth exposure to care of the preterm neonate. More recently, I have also taken over as course director for NICU Observership rotations. I teach in the Intern Neonatology Core Lecture Series at Brigham Hospital and the Newborn Medicine Fellows' Core Curriculum Series at Children's Hospital. I am interested in developing innovative methods of teaching using education technology. In that regard, I am in the process of developing and piloting an on-line Neonatology curriculum with multimedia educational materials using a social media platform to complement clinical teaching about management of the premature or critically ill newborn. In addition, I am a physician educator for the Neonatal Simulation Program at St Elizabeth's Medical Center.

Colleen A. Monaghan, M.D.

I am the Associate Program Director of the Harvard Boston Children's/Brigham and Women's Hospital Internal Medicine-Pediatrics Residency and the Medical Director of the BWH Family Care Associates clinic at BWHF where we provide comprehensive primary care to patients of all ages with a focus on family centered care. I am part of the Mentoring Interest Group of the Academy, precept residents regularly in clinic and have led tutorials in the PCE for primary care. My scholarly work has been focused on resident as teacher initiatives and currently is moving toward Patient Centered Medical Home work and QI initiatives in residency and clinic settings. Our clinic is partnering with the HMS Center for Primary Care on a primary care redesign grant. Clinically, I have a focus on working with families, Latino patients and immigrants. The best part of my job is working with trainees nearly every day!
Umadevi Naidoo, M.D.

I am an Instructor in Psychiatry at Harvard Medical School and a Staff Psychiatrist in the Department of Psychiatry at Massachusetts General Hospital (MGH). I work mostly at the MGH-Chelsea community health center treating a cross-cultural patient population. I am currently teaching psychiatry residents in the MGH Department of Psychiatry residency program; and I teach as a Professional Chef Instructor at the Cambridge School of Culinary Arts. My special interests are the overall well-being of my patients through a holistic model which includes premium health care and psychopharmacology, as well as mindfulness, and the use of healthy nutrition options e.g. including healthy spices when preparing simple meals.

Stuart F. Quan, M.D.

I am the Gerald E. McGinnis Professor of Sleep Medicine at HMS and Senior Physician at BWH and am Editor of the Sleep and Health Education Program at HMS's Division of Sleep Medicine. I am also currently the editor-in-chief of the Journal of Clinical Sleep Medicine. I have served as the president of the American Academy of Sleep Medicine, a member of the Residency Review Committee for Internal Medicine of the ACGME, and chair of the Sleep Medicine examination committee for the ABIM. My current research activities focus on the epidemiology of sleep and sleep disorders, particularly sleep disordered breathing. I am active in the Writing for Scholarship Academy Interest Group.

Jeremy B. Richards, M.D., M.A.

I am an intensive care physician and medical educator at BIDMC. I very much enjoy teaching, and greatly benefited from participating in the Rabkin Fellowship. My educational activities include directing a BIDMC PCE year-long elective rotation called the Integration Track, in which students integrate concepts in clinical reasoning with student-conceived and faculty-supported simulation sessions. I co-direct the HMS 2nd year Respiratory Pathophysiology course, which includes organizing and running large group teaching sessions, simulation experiences, and small- and medium-sized group teaching sessions. In addition to these and other teaching opportunities with medical students and residents, I am a co-Director of a CME course focused on teaching critical care medicine to non-intensive care providers. Beyond these educational activities, I am very interested in medical education research, and with the mentorship of Drs. David Roberts and Richard Schwartzstein I am working on projects involving cognitive and dispositional motivations for and barriers to effective clinical decision making. If you're interested in collaborating, please contact me, as it could lead
to some exciting collaborative projects! Outside of the hospital, I enjoy running and spending time with my incredible wife and our 3 rescue dogs.

Niraj Sharma, M.D., M.P.H.

I am an Assistant Professor of Medicine and Pediatrics at Harvard Medical School and Program Director of the combined Internal Medicine-Pediatrics Residency Program at Brigham and Women's Hospital/Boston Children's Hospital. I oversee the resident curricula, including the development of an Academic Half Day and small group teaching. My research is in the area of the transition of youth with chronic conditions to adult-centered medical care. Among our activities, we have developed the Cross Over Curriculum to train categorical residents about this issue. I am also involved with transition and graduate medical education policy development on a national level. Finally, I teach in the Patient Doctor III course at HMS.