The Nuts and Bolts of Submitting Your Educational Resources at MedEdPORTAL

Original presentation prepared by:
Hannah Kittel
Staff Editor
MedEdPORTAL

Revised and presented by:
Wayne T. McCormack, PhD
Associate Editor & Faculty Mentor, MedEdPORTAL
University of Florida College of Medicine

For the UF Educational Scholarship Learning Community
June 9, 2015
Session Objectives

1. Review briefly the similarities and differences of the three MedEdPORTAL services.

2. Discuss the Publications submission process, with special attention to copyright & patient privacy screening.


4. Walk thru the submission process in Manuscript Central.
**MedEdPORTAL Suite of Services**

*Publications*: peer reviewed health education and assessment tools

*iCollaborative*: promotes exchange of Innovative approaches, practices, and strategies for transforming healthcare

*CE Directory*: directory of evidence-based online CE credited activities

[www.mededportal.org](http://www.mededportal.org)
MedEdPORTAL Publications

An Emergency Department Patient with a Knee Dislocation

A Longitudinal Career Development Curriculum

Introduction to Dissection

The Structure and Funding of the U.S. Healthcare System

Comprehensive Oral Cancer Examination of the Extra-oral and Intra-oral Regions of the Head and Neck

Presentations
Curriculum Toolkits
Lab Guides
Tutorials

More…

www.mededportal.org
Non-Peer Reviewed Resources

Subscribe to Our Monthly Newsletter
Receive featured content and announcements!

Email
Subscribe

Featured Resources

Latest
- The Bowman capsule of the glomerulus in the kidney (human, rat)
- Cholera in Haiti and the Modern "John Snow"
- Cartilage Formation
- Intramembranous Bone Formation

News

News & Updates

October 1, 2014
Medical Schools to Test Core EPAs Before Students Begin Residency

October 1, 2014
Curriculum Inventory in Context

CaseMaker: A Template for Production of E-cases for Pre-clinical and Clinical Medical Education

This teaching tool provides an understanding of the case report format, fosters basic medical knowledge across a wide range of topics, and incorporates education on refinement of the differential diagnosis based on the available medical data.
iCollaborative Resources

Fact Sheets
- Military Health History Pocket Card for Clinicians and Trainees
  - Resource ID: 215
  - Posted: May 4, 2012

References
- Ambulatory Telemedicine Intervention in Heart Failure
  - Resource ID: 190
  - Posted: May 4, 2012

Videos
- Partnering to Heal: Teaming Up Against Healthcare-Associated Infections
  - Resource ID: 2098
  - Posted: June 15, 2011

Websites
- The University of Texas MD Anderson Cancer Center – Interpersonal Communication And Relationship Enhancement (I*CARE) Program
  - Resource ID: 277
  - Posted: May 7, 2012

Posters
- Adolescents’ Use of the Internet in Finding Health Information
  - Resource ID: 316
  - Posted: May 3, 2012

  Description
  Recent research indicates that some adolescents and young adults use the Internet to find health information, and in certain cases do so for their parents who are unable to successfully navigate the Web on their own.

  The purpose of this study was to determine whether, how, and why adolescents and young adults use the Internet for finding health information, and whether the information they find influences their health care decisions.

  *Presented at 2012 SGEA Regional Conference
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Publications</th>
<th>iCollaborative</th>
<th>CE Directory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognize and advance educational scholarship</td>
<td>Share innovative approaches to transforming health care education</td>
<td>Promote certified online continuing education activities</td>
</tr>
<tr>
<td></td>
<td>Access peer reviewed, proven educational tools</td>
<td>Collaborate on tools in development</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Stand alone module</td>
<td>Copyright/patient privacy compliance</td>
<td>Accredited</td>
</tr>
<tr>
<td></td>
<td>Clear learning objectives</td>
<td></td>
<td>Online learning format</td>
</tr>
<tr>
<td></td>
<td>Classroom tested</td>
<td></td>
<td>Created by faculty/staff at a non-profit health institution</td>
</tr>
<tr>
<td></td>
<td>Ready for implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Copyright/patient privacy compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Features</td>
<td>Peer Reviewed</td>
<td>5 star rating</td>
<td>Quick, searchable by content area</td>
</tr>
<tr>
<td></td>
<td>Author usage reports</td>
<td>Threaded commentary</td>
<td>Access online learning outside home institution/specialty</td>
</tr>
<tr>
<td></td>
<td>Formal citation for scholarly credit</td>
<td>Three year expiration</td>
<td>Removed when expired</td>
</tr>
<tr>
<td></td>
<td>Special clearance assessment tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Published indefinitely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEP Peer Reviewed</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Formal Citation</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Publications Submission Process

Step 1: Preparing your submission
Packaging Your Submission

1. Generalizable material (*i.e.*, size, content)
2. Stand alone learning module
3. Instructor’s Guide
Web-based Submissions

Your Website

Your Submission

Instructor's Guide

.ppt  .mp4  .doc

.jpg  .html  .swf

Folder image retrieved 8/19/14 from http://openclipart.org/image/300px/svg_to_png/88081/1285977495.png
Instructor’s Guide

Goals
SMART objectives

Educational Objectives
Conceptual Background
Implementation
Effectiveness
Instructor’s Guide

- Educational Objectives
- Conceptual Background
- Implementation
- Effectiveness

Why, how created
How builds on existing work
How experience informed development
Instructor’s Guide

List resource files
How used
Materials needed, session length, preparation, etc.

- Educational Objectives
- Conceptual Background
- Implementation
- Effectiveness
Instructor’s Guide

- Educational Objectives
- Conceptual Background
- Implementation
- Effectiveness

Results
Lessons learned
Limitations
Ideas for improving
Publications Submission Process

Step 2: Staff Editors help ensure Submission Standards are met.
Copyright Concerns

MedEdPORTAL staff screen each submission for potential third-party materials.

What % of submissions contain copyright issues?
Public Domain vs. Publicly Accessible

- No/Expired copyright
- Author released material
- Federal government websites

vs.

Google
Patient Privacy Violations

MedEdPORTAL staff screen each submission for potentially identifiable “protected health information.”
Example:

Image accessed 10 November 2010 from http://commons.wikimedia.org/wiki/File:Brain_diagram_it.svg
Associated Creative Commons License: http://creativecommons.org/licenses/by-sa/3.0/deed.en
Example:

Some doctors join Facebook, Twitter; others wary

Updated 7/7/2010 11:54 PM

By Rita Rubin, USA TODAY

Jeff Livingston uses his iPad to show information from his OB/GYN practice’s Facebook page to patient Dulce Martinez and her mother, Anastacia, in an exam room in Irving, Texas.
Example:

Photo Source:
www.telegraph.co.uk/health/healthnews/10208422/Girl-nine-told-to-walk-off-broken-leg-by-doctor.html
Example:

Medical Record # 1234
Wilkerson, E
D.O.B. 1-1-1980

Creative Commons License: creativecommons.org/licenses/by-nc-nd/3.0/
Image retrieved on 26 October 2009 from:
http://www.flickr.com/photos/ann-alto/2724265384
Screening Activity:
Copyright & Patient Privacy
Will it pass screening?

Animation Source: https://www.mededportal.org/icollaborative/resource/1353
Will they pass screening?

Google Image: http://mausergirl.deviantart.com/art/Hospital-Scenes-Emergency-Room-283749592

Photo Source: Fairbanks Hospital Emergency Department
http://www.jrjarch.com/portfolio/fairbanks_hospital_emergency_department
Will it pass screening?

Will it pass screening?

Image Source: Image Created by Author
Will it pass screening?

Source: NIH (public domain as stated on website)
URL: https://imagebank.nih.gov/details.cfm?imageid=1465
Will it pass screening?

Image Source: http://thereviewersclub.blogspot.com/2012/07/quote-of-day-er.html
Permission Granted by Website Owner on March 27, 2014
Trivia Question

• What if you can't replace a copyrighted image in your resource?
  ✓ Put a box with descriptive text
  ✓ Ask a staff editor for help
  ✓ Consult: wikimediacommons.com, openclipart.com, NIH photo bank
  ✓ Ask a HSC librarian – they are great resources!
Publication Submission Process

Step 3: Submission is reviewed by:
- one Content Associate Editor
- two Expert Peer Reviewers
- the Editor-in-Chief
Scholarship

Traditional Definition:

Original research that has been peer-reviewed and published
Teaching as Educational Scholarship

“Scholarship Assessed” Criteria

<table>
<thead>
<tr>
<th>Clear Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate preparation</td>
</tr>
<tr>
<td>Appropriate methods</td>
</tr>
<tr>
<td>Significant results</td>
</tr>
<tr>
<td>Effective presentation</td>
</tr>
<tr>
<td>Reflective critique</td>
</tr>
</tbody>
</table>

Scholarship criteria for accommodating “educational products,” a non-traditional form of scholarship.
## Publications: Translating Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Instructor’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear goals</td>
<td>The author clearly states the educational objectives of the work.</td>
<td>- Overall Purpose&lt;br&gt;- SMART Educational Objectives</td>
</tr>
</tbody>
</table>
# Publications: Translating Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Instructor’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear goals</td>
<td>The author clearly states the educational objectives of the work.</td>
<td>- Overall Purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- SMART Educational Objectives</td>
</tr>
<tr>
<td>Adequate preparation</td>
<td>The author uses prior work (e.g., existing scholarship and personal experience) to inform and develop the work.</td>
<td>- Conceptual Background</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Unique Contribution</td>
</tr>
</tbody>
</table>
## Publications: Translating Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Instructor’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear goals</td>
<td>The author clearly states the educational objectives of the work.</td>
<td>Overall Purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMART Educational Objectives</td>
</tr>
<tr>
<td>Adequate preparation</td>
<td>The author uses prior work (e.g., existing scholarship and personal experience) to inform and develop the work.</td>
<td>Conceptual Background</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unique Contribution</td>
</tr>
<tr>
<td>Appropriate methods</td>
<td>The author uses a suitable approach to meet the stated objectives of the work.</td>
<td>Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lessons Learned</td>
</tr>
</tbody>
</table>
## Publications: Translating Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Instructor’s Guide</th>
</tr>
</thead>
</table>
| Clear goals             | The author clearly states the educational objectives of the work.                             | - Overall Purpose
|                         |                                                                                               | - SMART Educational Objectives                  |
| Adequate preparation    | The author uses prior work (e.g., existing scholarship and personal experience) to inform and develop the work. | - Conceptual Background                         |
|                         |                                                                                               | - Unique Contribution                           |
| Appropriate methods     | The author uses a suitable approach to meet the stated objectives of the work.                 | - Implementation                                |
|                         |                                                                                               | - Lessons Learned                               |
| Significant results     | The author achieves the goals and contributes to the field in a manner that invites others to use the work. | - Effectiveness                                 |
# Publications: Translating Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Instructor’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear goals</td>
<td>The author clearly states the educational objectives of the work.</td>
<td>- Overall Purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- SMART Educational Objectives</td>
</tr>
<tr>
<td>Adequate preparation</td>
<td>The author uses prior work (e.g., existing scholarship and personal experience) to inform and develop the work.</td>
<td>- Conceptual Background</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Unique Contribution</td>
</tr>
<tr>
<td>Appropriate methods</td>
<td>The author uses a suitable approach to meet the stated objectives of the work.</td>
<td>- Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lessons Learned</td>
</tr>
<tr>
<td>Significant results</td>
<td>The author achieves the goals and contributes to the field in a manner that invites others to use the work.</td>
<td>- Effectiveness</td>
</tr>
<tr>
<td>Effective presentation</td>
<td>The author effectively organizes and presents the content of the work.</td>
<td>- Entire Submission</td>
</tr>
</tbody>
</table>
## Publications: Translating Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Instructor’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clear goals</strong></td>
<td>The author clearly states the educational objectives of the work.</td>
<td>- Overall Purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- SMART Educational Objectives</td>
</tr>
<tr>
<td><strong>Adequate preparation</strong></td>
<td>The author uses prior work (e.g., existing scholarship and personal experience) to inform and develop the work.</td>
<td>- Conceptual Background</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Unique Contribution</td>
</tr>
<tr>
<td><strong>Appropriate methods</strong></td>
<td>The author uses a suitable approach to meet the stated objectives of the work.</td>
<td>- Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lessons Learned</td>
</tr>
<tr>
<td><strong>Significant results</strong></td>
<td>The author achieves the goals and contributes to the field in a manner that invites others to use the work.</td>
<td>- Effectiveness</td>
</tr>
<tr>
<td><strong>Effective presentation</strong></td>
<td>The author effectively organizes and presents the content of the work.</td>
<td>- Entire Submission</td>
</tr>
<tr>
<td><strong>Reflective critique</strong></td>
<td>The author thoughtfully assesses the submission to refine, enhance, or expand the original concept.</td>
<td>- Limitations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Areas for Improvement</td>
</tr>
</tbody>
</table>
Submit a Manuscript

Please fill out all required fields below. If you need to insert a special character, click the “Special Characters” button. When you are finished, click “Save and Continue.”

NOTE: This page will time out after 60 minutes of inactivity, and any unsaved work will be lost.

Read More...

Resource Type, Title, & Description

1. Resource Type, Title, & Description
2. Keywords

Keywords
### Attributes

**Medical/Dental (Sub)Disciplines**

- Medical
- Dental
- Allergy & Immunology
- Anesthesiology
- Colon & Rectal Surgery
- Dermatology
- Emergency Medicine
- Family Medicine
- Hospice & Palliative Medicine
- Internal Medicine

### Intended Audience

- Allied Health Student
- Dental Student
- Medical Student
- Nursing Student
- Pharmacy Student
- Public Health Student
- Psychology Student
- Professional School Post-Graduate Training
- Resident

### Competencies Addressed

- Demonstrate empathy
- Manage personal emotions
- Interprofessional Collaboration
- Support team collaboration
- Enhance team development
- Ensure common understanding
- Engage interprofessionally
- Knowledge for Practice
- Demonstrate analytical skills
- Apply Basic Sciences
### Attributes

#### Instructional Methods
- Lecture
- Peer Teaching
- Preceptorship
- Problem-based Learning
- Role Play/Enactment
- Self-directed Learning
- Simulation
- Team-based Learning
- Tutorial
- Workshop

#### Assessment Methods
- Non-clinical Observation
- Non-exam (Interview)
- Non-exam (Written or Computer-based Questionnaire)
- Patient Presentation (Oral or Written)
- Peer Assessment
- Portfolio-based Assessment
- Practical (Lab)
- Research or Project Assessment
- Self Assessment
- Stimulated Recall

#### Professional Interest
- Search on this list:
- Case sensitive
  - Assessment
  - Biological & Chemical Terrorism
  - Career Choice
  - Cognition, Human Learning & Problem Solving
  - Communication Skills
  - Community Health
  - Complimentary & Alternative Medicine
  - Counseling (Personal or Academic)
  - Cultural Diversity & Cultural Competency
  - Curriculum Development & Evaluation

#### Organ Systems
- Cardiovascular System
- Endocrine System
- Gastrointestinal System
- Hematologic system
- Immune System
- Lymphatic System
- Musculoskeletal System
- Nervous System
- Reproductive System
- Respiratory System

#### Academic Focus
- Organic Chemistry
- Pathology
- Pharmacology & Toxicology
- Physiology
- Psychology
- Psychology & Behavioral Science
Attributes

Academic Focus

Resource Type
Enter your co-authors' information in the boxes below, then click "Add to My Authors." To check if an author already exists in the journal's database, enter the author's e-mail address and click "Find." If the author is found, their information will be automatically filled out for you.

When you are finished, click "Save and Continue."

### My Co-Authors

<table>
<thead>
<tr>
<th>Order</th>
<th>Name</th>
<th>Institution, Department</th>
<th>E-Mail</th>
<th>Edit</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>McCormack, Wayne</td>
<td>University of Florida College of Medicine, Pathology, Immunology &amp; Laboratory Medicine, Gainesville, Florida, United States</td>
<td><a href="mailto:mccormack@pathology.ufl.edu">mccormack@pathology.ufl.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Add a New Co-Author

- **E-Mail:**
- **Sal.:**
- **First (Given):**
- **Middle Name:**
- **Last (Family) Name:**

- **Institution:**
- **Department:**
- **Country:**
- **United States:**
- **State/Province:**
- **City:**

If you have multiple institutions and departments for this author, click here.

- **Add To My Authors**

---

Authors & Institutions

Authors & Institutions
Previously submitted?

Educational objectives

Implementation & effectiveness
Please list any special implementation guidelines or requirements.

Please share any lessons learned.

Would you like your publication files restricted to faculty and administrators only?
- Yes
- No

When was the content for this submission last updated?

Does this submission contain information suitable for patient education?
- Yes
- No

Does this submission contain time-sensitive biomedical content that may be incorrect or obsolete in three years?
- Yes
- No

Is this publication part of a series?
- Yes
- No

If yes, please provide the MedEdPORTAL ID numbers of associated publications, separated by commas.
### Details & Comments

#### Peer-reviewed elsewhere?

- Yes
- No

If so, please provide details.

#### Citations

Please list each publication, presentation or citation for this submission on a separate line.

#### Author financial interest

- Do any of the authors have significant financial interest or commercial support?
  - Yes
  - No

If so, please provide details.

#### Funding sources

Please detail any sponsorship or funding source that supported the development of this material.
Details & Comments

Access method

File names

Creative Commons License
New Submissions:
Upload as many files as needed for your manuscript. Each submission has a maximum of 200 MB of data for uploaded files. However, if you need additional space please don’t hesitate to e-mail mededportal@aamc.org and MedEdPORTAL Staff will gladly assist you.

Revised Submissions:
If you are submitting a revision, please replace the original version with a revised file and indicate you have done so with an updated file name. To designate the order in which your files appear, use the drop-downs in the “Order” column and click “Save File Order.”

Please do not upload a cover letter with your revision. All revision responses should be submitted through the Peer Review Revisions Form as referenced in your decision letter email. If you cannot locate the link to the Peer Review Revisions Form please contact a member of the MedEdPORTAL Staff.

When you are finished, click “Save and Continue.”

**File Upload**

**My Files** (Uploaded files cannot exceed 200000KB)

<table>
<thead>
<tr>
<th>Order</th>
<th>File Name</th>
<th>File Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No files have been uploaded

**File Upload**

**Upload new files:**
- Choose File: No file chosen
- File Designation: Select:

**Upload zipped files:**
- Choose File: No file chosen
- File Designation: Select:

**Files to be sent in offline**
If you plan on submitting files offline, such as a CD/DVD, enter the number of files and then click the “go” button to enter details about those files.
Review the information below for correctness and make changes as needed. After reviewing the manuscript proofs at the foot of this page, you MUST CLICK 'SUBMIT' to complete your submission.

NOTE: This page will time out after 60 minutes of inactivity, and any unsaved work will be lost.
Submission | Screening | Peer Review | Publish

**Publications Statistics: Cumulative**

- **Accept**: 15%
- **Revisions Required (then Accepted)**: 70%
- **Reject**: 15%

- [Image of a pie chart showing the distribution of submissions through the publication process.]
Publications Rejection Reasons

1. Insufficient educational context (not generalizable)
2. Mismatch of educational objectives and instructional content
3. Does not contribute to the field (e.g., superficial, reference materials)
4. Failure to adequately address revisions
Publications Submission Process

Step 4: Publication
Access restricted to instructors and designated persons.

- Assessment tools
- Standardized Patient cases
- OSCE
- Exam materials
- TBL modules
Questions?

Thank you!