



Innovating Education for Better Health

**Developing Health Science Educators' Skills in Reshaping Education
Activities that Translate into Improved Health Outcomes**

Rajesh S. Mangrulkar, MD; Nikki L.B. Zaidi, PhD; Paula T. Ross, PhD
University of Michigan Medical School

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SESSION OVERVIEW

Introduction & Overview of Session Goals	3 mins
Background	7 mins
Session Activities	
Identify the Health Issue & Activity/Intervention <i>individual and large group</i>	10 mins
Apply the Translation Framework to the Activity/Intervention <i>breakout</i>	20 mins
Debrief	10 mins

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Disclosures & Conflict of Interest

- The work being presented was supported by pilot funding from the University of Michigan Medical School.
- We have no conflicts of interest to disclose

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<https://rise.med.umich.edu>

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Our Goals

At the conclusion of this problem-solving session, we hope:

- Participants may consider the ***translational medical education*** model as a framework for understanding the impact of education activities/interventions.
- Participants will ***think about this framework in the future***, as a stimulus for medical education and measurement of impact, towards improved health.

When we have discussion as a large group, please:

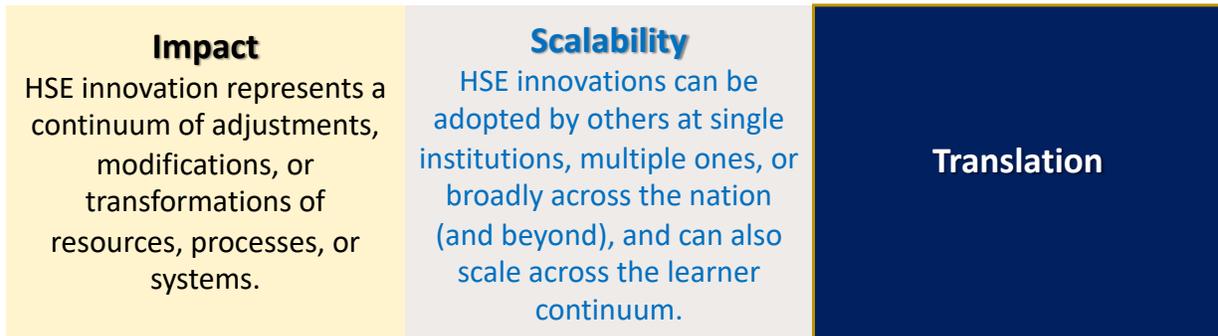
- Use the 'raise hand' feature, or
- type your reflections in the chat (we will monitor and read aloud)

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RISE framework for understanding and assessing change from education innovation *ideas*:¹⁻²



1. Serdyukov P. Innovation in education: What works, what doesn't, and what to do about it? J Innov Teach Learn. 2017;10:4-33.
2. Simmons R, Fajans P, Ghiron L. Scaling up health service delivery: From pilot innovations to policies and programmes. Geneva: WHO; 2007

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Our Philosophy: Translating Education to Improve Health

- An observation: Education researchers often identify innovative pedagogical strategies, with impact, yielding important findings, but are not scaled.
 - This gap between what is known about effective education activities/interventions and implementing them is far too large.
- An analogy
 - Failure to translate evidence-based clinical interventions into patient care practice leads is a “know-do gap”
 - On average, it takes 17 years for 14% of research to translate to practice

Question: Could an analogous framework in translational clinical research help us close this gap in education innovation?

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For consideration: A framework

TRANSLATIONAL BIOMEDICAL RESEARCH
(T1) applies knowledge from basic research to clinical research to (T2) enhance adoption of best practices in clinical settings to (T3) improve health



TRANSLATIONAL MEDICAL EDUCATION demonstrates improvement in knowledge, skills, or other attributes (T1); is transferred into the healthcare or science setting to yield improved healthcare or science practices (T2); and results in improved health of individual and populations (T3).

Fort DG, Herr TM, Shaw PL, Gutzman KE, Starren JB. Mapping the evolving definitions of translational research. *J Clin Trans Sci* 2017;1(1):60-66.
McGaghie WC. Medical Education Research as Translational Science. *Sci Transl Med* 2010; 2(1):1-3;
Bennett G, Jessani N. *The Knowledge Translation Toolkit. Bridging the Know-Do Gap. A Resource for Researchers*. Sage Publications. 2011.



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Translation in Health Science Education Innovation

T1	T2	T3
An education innovation that results in improved Knowledge, Skills, or Other Attributes	An education innovation that results in improved Healthcare or Science Practices	An education Innovation that results in improved Health or Science Outcomes

*T denotes each distinct "translational level"



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Assumption: The ultimate goal of medical education is to improve health



Question: What do we mean by health?

- The absence of any disease or impairment
- A state that allows the individual to adequately cope with all demands of daily life
- A state of **balance**, an equilibrium that an individual has established within their self and between their self and their social and physical environment

Sartorius N. The Meaning of Health and its Promotion. Croat Med J 2006;47(4):662-664. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2080455/>

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Identify the Health Issue &
Activity/Intervention

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What health issue you would like to improve?

What education activity/intervention do you believe will drive change toward improving this health issue?

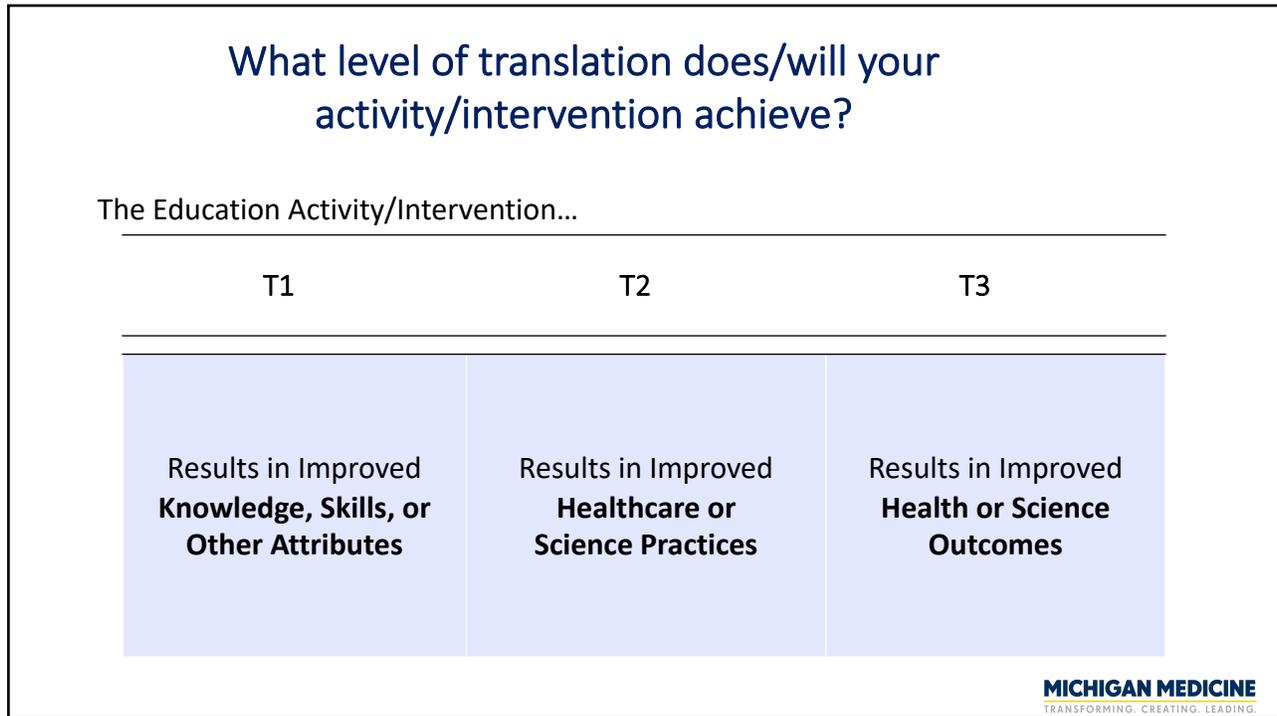


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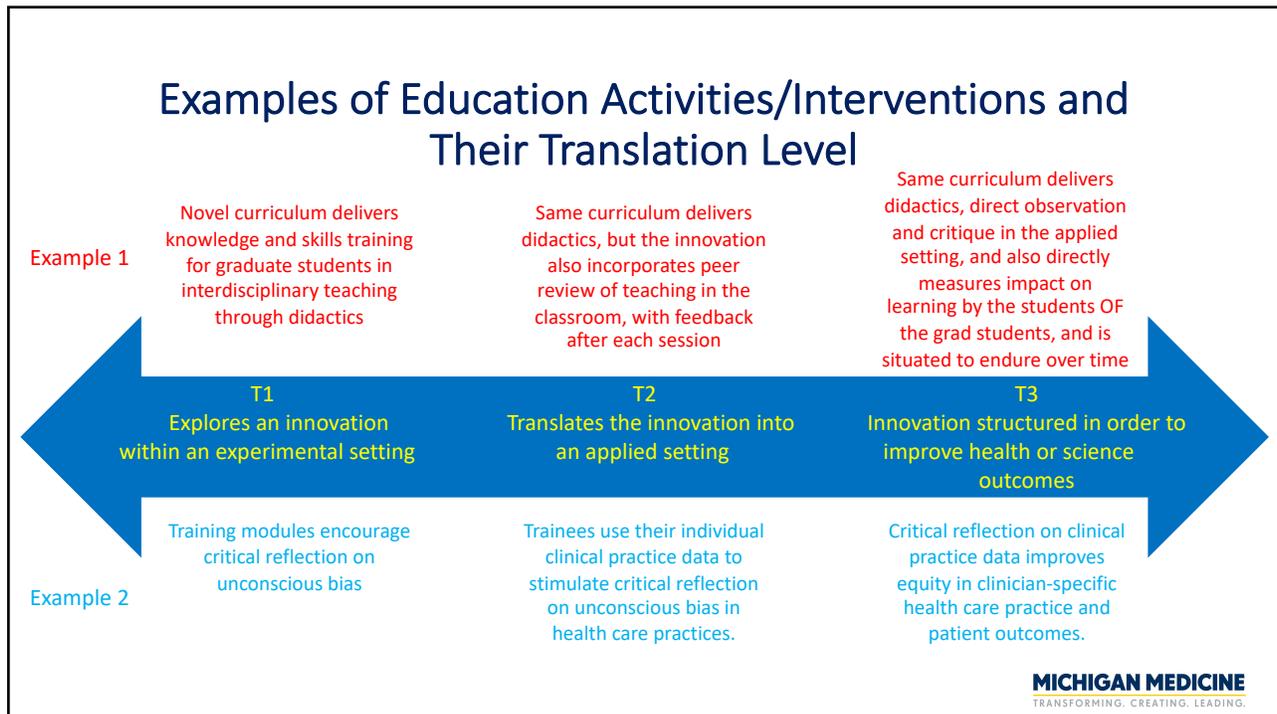
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Apply the Translation Framework

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Small Group Breakouts – 15 minutes

Discuss your education activity/intervention and your health outcome, along with your *current level of translation*.

Discuss what key changes would you need to implement to push your level higher? Think about changes to the *intervention*, or your planned *measurement*.



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Debrief

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Share one way your idea has evolved as a result of today's activities

AND/OR

Share how the model may (or may not) contribute to our work in advancing the impact of education innovation.



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Reference List

1. Lang ES, Wyer PC, Haynes RB. Knowledge Translation: Closing the Evidence-to-Practice Gap. *Ann Emerg Med* 2007;49:355-363.
2. McGaghie WC. Medical Education Research as Translational Science. *Sci Transl Med* 2010; 2(1):1-3.
3. Noble. J. Theory of Change in Ten Steps. 2019. Available at: <https://www.thinknpc.org/resource-hub/ten-steps/>



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