



### **FELLOWSHIP PURPOSE**

The pre/post-doctoral medical education fellowship is designed to help individuals with advanced training in the educational, social, or behavioral sciences develop expertise in the design, implementation, and evaluation of education programs in medicine.

### **FELLOWSHIP ROTATION GUIDING PRINCIPLES**

- ✓ Actively engage fellow in meaningful learning experiences.
- ✓ Choose activities that are at the appropriate level of professional development.
- ✓ Provide structured, well-planned activities.
- ✓ Provide adequate supervision and formative feedback.
- ✓ Allow sufficient time for fellow to work on his/her major project and participate in required fellowship activities.

Please complete the information below and submit to [biererb@ccf.org](mailto:biererb@ccf.org).

### **Rotation Director Information**

Director Name	<b>Beth Bierer, PhD</b>	Title	<b>Director of Evaluation Cleveland Clinic</b>
Contact info	<a href="mailto:biererb@ccf.org">biererb@ccf.org</a> ; 216-444-3283	Department	<b>Lerner College of Medicine</b>

### **Rotation Timeline**

Rotation Duration	<b>6 weeks</b>
Months Rotation Offered	<b>Flexible</b>

**Cleveland Clinic Lerner College of Medicine**, 9500 Euclid Avenue NA25, Cleveland, Ohio 44195

## Specifics of Proposed Rotation

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**Assess** area where input/help from a fellow would be beneficial

**Rotation description**

This four-week rotation will provide opportunities for the fellow to analyze a qualitative data set of interest and gain proficiency with major features of Atlas.ti, a qualitative software package.

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**Identify** specific goals/objectives and related activities to achieve goals

**Goals and objectives**

- (1) Demonstrate proficiency with major features of Atlas.ti.
- (2) Gain familiarity with use of codes and memos to analyze data set.
- (3) Develop approach to report analysis of qualitative data to medical educators.
- (4) Appreciate benefits and limitations of using qualitative software.

**List of activities**

- (1) Bi-weekly meetings with rotation director to discuss data analysis.
- (2) Independent study of recommended resources.
- (3) Develop workshop and associated materials.

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**Describe** how fellow's performance will be assessed

**Strategies to assess fellow**

- (1) Written feedback on design/implementation of workshop
- (2) Written feedback on fellow's report summarizing analysis, results, and implications of data set.
- (3) Verbal feedback from rotation director.
- (4) Submitted abstract to regional meeting (optional).

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**Explain** potential products/tangibles resulting from the rotation experience

**Learning experiences**

- (1) workshop materials
- (2) potential scholarship from data analysis

## Recommended Readings and Resources

Atlas.ti manual:

[http://www.atlasti.com/uploads/media/atlasti\\_v7\\_manual\\_201301.pdf](http://www.atlasti.com/uploads/media/atlasti_v7_manual_201301.pdf)

Atlas.ti videos on YouTube

Frambach JM, van der Vleuten CP, Durning SK. (2013). AM last page: Quality criteria in qualitative and quantitative research. *Academic Medicine*, 88, 552.

### Curricular topics

Hsieh H, Shannon SE. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9):1277-1288

O'Brien BC, et al. (2014). Standards for reporting qualitative research: A synthesis of recommendations. *Academic Medicine*, 89(9), 1245-1251.

Watling CJ, Lingard L. (2012). Grounded theory in medical education research: AMEE guide No. 70. *Medical Teacher*, 34, 850-861.