What Happens After the Happy Dance? Experiences from BCH Academy Grant Award Winners

Alan Leichtner, MD, MSHPEd
Lori Newman, MEd
Denise Downey, MSN, RN-BC
Kathleen Huth, MD, MD, MMSc,
Alisa Khan, MD, MPH
Carolyn Marcus, MD
Disclosure

The speakers of this seminar have NO financial disclosures or conflicts of interest with the material in this presentation.
Objectives

- Review elements of highly-scored BCH Academy education grants
- Discuss project outcomes and management of awarded grants
- Determine how to overcome obstacles to achieving grant objectives
What are Reviewers Looking For When They Score
BCH Health Professional Education Innovation Grant
Proposals?
FINE Points
Feasible
• Time, scope, resources, expertise
Interesting
• Make compelling argument
• Explain how project will meet the educational needs of BCH learners
FINER

Novel
• Innovative
• Creative way to solve an existing problem
Ethical

• Submit the proposal to the BCH IRB
• Most educational work is exempt

https://dme.childrenshospital.org/professional-development/resources/
FINER

Relevant
• Addresses a true learning need
• Significant reach
Additional Proposal Areas to Address

• Likelihood project will lead to scholarship (poster abstract, presentation, or publication)
• Mentor letter demonstrates commitment and support
• Appropriate budget justification
## Glassick's Criteria for Evaluating Education Scholarship

<table>
<thead>
<tr>
<th>Clear goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate preparation</td>
<td>Grounded in literature</td>
</tr>
<tr>
<td>Appropriate methods</td>
<td>Alignment of methods</td>
</tr>
<tr>
<td>Significant results</td>
<td>Outcomes/Impact</td>
</tr>
<tr>
<td>Effective presentation</td>
<td>Dissemination to peers</td>
</tr>
<tr>
<td>Reflective critique</td>
<td>Critical analysis/Next steps</td>
</tr>
</tbody>
</table>

Glassick CE. Acad Med 2000;75:877-880