# **HOW TO**





# How to ... navigate entry into the field of clinical education research and scholarship

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# **Abstract**

Clinical education research (ClinEdR) is a growing field that aims to ensure the way healthcare professionals are taught and learn is evidence-based. There is growing interest in how this evidence is generated in a robust, timely and cost-effective fashion. In this 'How to ...' paper, we draw on relevant literature and our own experiences to offer suggestions on how novice researchers can navigate entry into the field of ClinEdR. We summarise key resources for those at the earliest stages of their interest in ClinEdR and scholarship and provide personal experiences of networking, collaborating and balancing research with a clinical or teaching role. This paper will be of interest to those at any stage in their clinical career with little to no experience of ClinEdR, but the enthusiasm to get started.

# 1 | INTRODUCTION

If you are passionate about enhancing the educational experiences of healthcare students, or perhaps a clinical teacher curious about evaluating learning, you might be intrigued by the field of clinical education research (ClinEdR). However, as a relatively new field, and one that is often not introduced early in a clinical career, getting started in the world of ClinEdR can be practically and philosophically challenging. Understanding the methods of educational research, establishing networks with peers and other researchers, generating research ideas and balancing activity with other clinical and training commitments can be problematic.

In this article, we discuss the main challenges and provide practical strategies that can be used to overcome them. Our guidance is informed by literature and our diverse experiences as students, educators and researchers within the UK National Institute for Health and Care Research (NIHR) ClinEdR Incubator faculty. The NIHR Incubator for Clinical Education research is an organisation of enthusiastic

researchers in the field of ClinEdR in the United Kingdom, ranging from complete beginners to experienced professors across the various health professions.

This article accompanies the 'How to ... support others in developing a career in Clinical Education Research' paper, which is for more senior staff who would like to support novice researchers. If you are an undergraduate, you will find information specific to you in another article in this series, 'How to ... interest, involve and inspire undergraduate students in Clinical Education Research'.

# 1.1 | How to ... build connections in ClinEdR

A significant challenge for early career researchers (ECRs) is lack of mentorship from individuals capable of supporting a research career. <sup>1,2</sup> Based on personal experience, we know that strong networks and teams are essential at all stages of a research career, particularly when venturing into a new field. Forging connections with near

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peers is just as important as finding a mentor, and both can be sources of opportunities to get involved with ClinEdR. In a specialised field like ClinEdR, it is feasible to purposefully build a network and seek mentorship. These connections can be invaluable in becoming involved in already ongoing projects and in forming new teams to progress research.

# 1.1.1 | Expanding your network

You may have already met some like-minded individuals in your local area or university who are also interested in ClinEdR or who have differing levels of experience in ClinEdR. If you have not yet developed any connections, your local networks are a good place to start. You might seek out those working in the education departments at your hospital or education researchers at your local higher education institution. Universities will generally have a staff directory on their website, allowing you to identify researchers with relevant publications who may be able to offer opportunities to get

involved with ongoing projects, helping with data collection, analysis or writing up. Sometimes, simply reaching out to someone you are keen on working with or receiving an introduction from a supervisor can open doors. You might be most interested in working with someone who is interested (or has published) in the same subject area, who is working within the same clinical speciality, or perhaps, a region where you might like to work. To expand your network outside of your local area, you might search for the key people in the areas that interest you by searching for the names of established researchers in your field of interest in one of the journals listed in Table 2a.

Outside universities and hospitals, there are many organisations that can support you in building connections with other interested researchers, as well as offering opportunities for career development, events and prizes. Some suggestions are listed in Table 1. You can find the website for each organisation by typing in its name into your preferred Internet search engine. Sign up to their mailing lists and read the emails when they come through to stay up to date with relevant opportunities.

**TABLE 1** Key organisations that can support career progression in ClinEdR.

TABLE 1 Key organisations that can support career progression in ClinEdR.		
Organisation	Offers for novice researchers	
Advance HE (formerly known as the Higher Education Academy)	An organisation for anyone involved in teaching or researching higher education, the Academy offers the opportunity for recognition of your efforts in ClinEdR through their Fellowship scheme	
AMEE: An International Association for Health Professions Education	An international organisation with a range of offerings for novice researchers, including a large annual conference, opportunities to apply for research funding and educational events	
BARDES: British Alliance of Research in Dental Education and Scholarship	An alliance that facilitates collaborations between dental education scholars and researchers to produce an evidence base that informs, fosters and enhances excellent research led dental education	
Council for Allied Health Professions Research (CAHPR)	The CAHPR works to build capacity and improve the quality and breadth of AHP research. It provides opportunities for developing a research-oriented career through networks, collaborations and communities of practice. Each opportunity includes support, mentorship and guidance	
The Academy of Medical Educators (AOME)	Has an interest group for early career educators. The Developing Medical Educators Group hosts face-to-face and online events, in addition to a regular podcast	
The Association for Dental Educators in Europe (ADEE)	A pan European organisation that facilitates shared learning to improve oral health and quality of life. Its mission is to advance the delivery of healthcare across Europe by improving the quality and standard of oral health professional education. ADEE funds awards and grants for early career researchers and educators	
The Association for the Study of Medical Education (ASME)	Supports education researchers at all career stages, with special interest groups for students (JASME) and trainees (TASME). Both groups offer opportunities to present work, submit for competitive awards, and obtain funding. ASME also has a mentoring directory	
The European Dental Students Association (EDSA)	EDSA is a not-for-profit organisation that works to enhance oral health and further the interests of dental students. A key focus of its work is facilitating research, collaboration and networking by dental students	
The National Institute for Health and Care Research (NIHR) Clinical Education Research Incubator	The incubator works to foster a culture of research in ClinEdR across the United Kingdom. It offers useful resources, including a lexicon of key ClinEdR terms and directory of potential mentors, and holds online and in-person educational events	
The Royal College of Midwives (RCM)	A professional body and trade union for midwives. The RCM funds research and has education and research hubs that provide support, guidance and mentorship	
The Royal College of Nurses (RCN)	The RCN is a professional body and trade union for nurses, student nurses and nursing support workers. It aims to enhancing the quality and safety of patient care through influencing education, research and policy. The RCN funds, supports and promotes nursing and midwifery research and has networks that can provide mentorship and support	

# 1.1.2

Social media offers a convenient way of increasing exposure to and raising a profile in any research field. Whilst it is not a formal collaborative network, many individuals, including the authors, have met colleagues (and friends) through online platforms.<sup>3,4</sup> Creating a social media presence provides an opportunity to discover 'hot topics' in the field, engage in conversation with other researchers, and eventually, share your research with others. Box 1 details one of the authors' personal experiences of using Twitter (which is now called X), to network.

# How to ... balance research and other commitments

Time is always something researchers would like more of. However, ClinEdR can be combined with clinical work or teaching roles. You

# Building a presence on social media: a personal journey

I began using Twitter (X) during my undergraduate training, as I thought it would be a good way to find opportunities and network with students outside of my immediate locality. For the first eighteen months, I didn't post anythingand rarely retweeted. I read others' thoughts and built the group of people I followed to be as useful, diverse and interesting as I could. I started by following relevant medical organisations-such as the Royal Colleges, medical schools and regulatory bodies. Then, I looked at the lists of those who were following each of these organisations, and followed other medical students or junior clinicians, starting with a wide pool and eventually narrowing down to those also posting about my specialty interest or education. By focusing initially on interacting with near-peers, I built a network of like-minded Twitter users who supported one another online. I also followed clinical education organisations, such as those outlined in Table 1, and journals such as those in Table 2a. Eventually, I built up the courage to Tweet some of my own work and now regularly use Twitter to gauge opinions and promote my research. It's also a really useful tool for reaching participants! I keep my Twitter quite strictly professional, though some people have more of a mix of professional and personal, which is also fine, as long as you are bearing in mind any guidance about patient confidentiality and professional behaviour. I don't aspire to be an influencer, but some of the best opportunities in my career so far have been things I first saw on Twitter (X).

Anna (@a c harvey b on Twitter (X))

might be interested in learning more about ClinEdR but concerned about adding another element to an already busy workload. We have outlined some suggestions below about maximising opportunities in your clinical roles, as well as how working in a team can reduce your personal workload and increase the impact of your research.

### Becoming a collaborator 1.2.1

'Collaboration' encompasses various forms of interaction with fellow researchers, both within and outside your institution. In a research group, you will likely encounter many project ideas, and you can contribute by merging your own perspectives or ideas with those of others or by engaging in mutual mind mapping. Many novice researchers become part of research groups that consist of members at various career stages, working on diverse projects. Working in a team means workload can be divided, and tasks can be handed between members of the team to accommodate for you individual busier times.

It may be daunting becoming part of an established research team for the first time, but remember being an advanced researcher is not a prerequisite for effective collaboration. Your experience as a health professions student or junior clinician can provide valuable insight to research groups, offering a fresh perspective and a first-hand understanding of student or clinician life. When participating in a research group, it is helpful to have a plan outlining the areas you would like to grow in and communicate this to the group so appropriate tasks can be assigned, ensuring you are making the most of what time you have to dedicate to research by learning new skills. Be transparent about areas where you feel less confident, as this enables the team to provide the necessary support.

### 1.2.2 Research in a teaching position

If you work in a position that involves teaching delivery, there are opportunities to integrate scholarly activity. Individuals in teaching positions may start by evaluating their own teaching or innovations. This can be a good place to begin to think about potential research projects, but it can be helpful to link with a more experienced educator or researcher. If you have regular reviews with a senior, mention your interest in research, as they may be able to direct you to relevant local academics who have projects.

### 1.2.3 Funded research positions

With time always a valuable resource, if you are interested in taking the next steps into making ClinEdR you might want to consider applying for a role with formal research time. In the United Kingdom, for example, the NIHR funds several opportunities each year for a range of clinical professions. These may allow you to blend clinical work with research or take time out of clinical work to do research. There

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Journal	What it offers	Where to begin
Academic Medicine	The official journal of the Association of American Medical Colleges and offers peer-reviewed articles from a diverse range of international authors. The mission of the journal is to provide a place where information, ideas and strategies to address the challenges that exist in academic medicine can be exchanged. It focuses on the following aspects of academic medicine: clinical practice, education, health and science policy, institutional policy, management, research practice and training	Look at the different article types that are available and decide which ones you would like to read first. You can start by reading the most cited articles or one of the collections of papers that have been published in this journal of different aspects of ClinEdR
Advances in Health Sciences Education	The mission of this journal is to provide a forum for state-of-the art scholarly research into every element of health sciences education. It publishes a diverse range of papers including empirical research as well as discussions of theoretical concerns and practical issues. The journal has a strong focus on theoretically underpinned practice, so it prioritises articles that are theoretically sound and have a robust methodology. It is aimed at all with an interest in improving healthcare professions education, be they clinicians, educators or researchers regardless of their own specific discipline	In this journal you may prefer to read articles such as 'Reflections', in which the author sets out their thoughts, new ideas or philosophical musings in relation to some aspect of health sciences
Medical Education	Seeks to be the leading healthcare professional education journal in the world. This journal publishes high-quality articles that reflect global or provocative issues and perspectives on all aspects of healthcare professional education	Article types such as 'When I say …' are good introductions to key or tricky topics in ClinEdR. This journal also provides visual abstracts that summarise key aspects of a study in plain English with infographics on one page
Medical Teacher	The official journal of the Association for Medical Education in Europe (AMEE). This international journal publishes articles on medical education research, curriculum development, teaching, assessment and policy. This journal seeks to address the needs of those that facilitate learning for healthcare professionals' education and training, including teachers and administrators	As someone new to ClinEdR, you may be particularly interested in articles such as:  • 'Twelve Tips'—Concise hints or tips on a specific issue  • 'Around the World'—papers that focus on some aspect of ClinEdR in a particular region or nation  • 'Personal Views'—which set out the author's perspective, views or experiences
Nurse Education in Practice	A peer-reviewed international journal that seeks to publish articles on world leading research and scholarship in relation to nursing and midwifery. The journal is global in outlook and promotes diversity in all its forms. Its focus encompasses practice and education with a view to enhancing the evidence base for the education of nurses and midwives. It publishes systematic reviews and empirical studies that are theoretically robust, methodologically sound and of interest to a diverse global audience	This journal has a number of recent Special Issues focusing on specific education topics—for example, simulation in education—which may be of interest to novices
Nurse Education Today	A leading global journal that publishes high-quality original research, debate, and review articles that discuss some aspect of nursing, midwifery or interprofessional healthcare education. It disseminates papers that advance educational theory and pedagogy to underpin evidence-based practice for educators throughout the world. The journal publishes articles that stimulate critical scholarly debates about healthcare education, policy, research, theory, philosophy and issues that are of strategic importance to healthcare education leaders	Their 'Big Ideas' series of short book reviews is an interesting starting point for novice researchers
Perspectives in Medical Education	The official publication of the Netherlands Association of Medical Education (NVMO). This journal seeks to promote and enhance scholarly collaboration between clinical educators and educational researchers, as well as to share new insights and understandings of clinical education	In this journal, you may find it useful to read a Commentary, which is a short, focused paper that is written in language that is easy to understand. Or you can opt to begin by reading the type of article that you prefer, such as original research, qualitative, or a 'Writer's Craft' paper, the latter of which is designed to help people to improve their academic writing
The Clinical Teacher	An international journal that caters for clinicians and other people who teach or are involved in healthcare related education. This journal publishes articles on the latest thinking, practice and research in health professions that are practical, stimulating and easy to read. In line with its clinical focus, all its papers are concise, relate to important topics and provide the most up-to-date information in manner such that can be easily understood	'How To' articles are useful for those new to the field as they cover practical tips for various techniques in health professions education

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	Where to begin	This is a great introductory textbook, so it may be beneficial to start at the beginning and work your way through the book. If you are already involved with an aspect of a project you could review the specific section you need as a starting point. It is a good idea to make a note of the pages where key concepts and ideas are set out so that you can revisit or explore them in more detail later if you wish. This is especially important if you intend to go on to read a qualitative research paper or are part of a team that will be undertaking a qualitative study	Start at the beginning of the book and look at the table of contents. You can then start with the opening chapter and read the rest of the book in chronological order. Or you can select a specific chapter or chapters that are the most interesting for you, before reading the rest of the book. ASME has a yearly Researching Medical Education conference that may be an interesting supplement to this book	There may be specific chapters that resonate with or particularly interest you based on your own experiences. Or start with reading the introductory chapter and then choose subsequent chapters based on your area of research interest, or those that would be relevant to your current project
neak.	What it offers	This is a practical textbook that is written for people who are new to qualitative research and is designed to be accessible. It provides practical strategies, tips and skills for designing, undertaking and completing qualitative research studies. This book also explains how to apply a 'patterns framework' or 'thematic analysis' to qualitative data in way that is easy to assimilate. The basic elements of thematic analysis are explained in comparison to and in contrast with other qualitative approaches. Clear explanations are also provided about when and why a specific qualitative approach should be used. The guidance in this book will enable you to critique and/or conduct qualitative research with confidence	This book is a comprehensive authoritative guide on how to achieve excellence in healthcare professions education research that is presented by the Association for the Study of Medical Education (ASME) and AMEE. It is designed to underpin quality improvement, knowledge generation and capacity building in healthcare professional education. This book is written by the preminent established and emerging scholars from across the world. It combines theory, design and methods on all aspects of the education of healthcare professionals by:  Setting out key foundational knowledge  Introducing a variety of theories including those that relate context, things, people and the individual with explanations about how to use them appropriately  Providing illustrations of different methods, and methodologies coupled with explanations about how they can and should be used Giving practical guidance on how to develop health professions education researchers can be practically developed	This book contains the tool and resources that are needed to raise professional standards with healthcare. It uses an evidence and case-based approach to enable the reader to understand the real-life professional dilemmas that arise in healthcare. It illustrates these dilemmas using 'Personal Incident Narratives' or the stories that people tell about the things that happened to them or that they experienced, from students across the world alongside the professional regulatory bodies' standards or codes of practice. This book examines key aspects of ethical and professional guidance are explored in relation to practice including making decisions and raising concerns when dealing with complex situations where there is often no single correct or right answer
ABLE 2B   Extbooks for learning key concepts in Clinedk.	Textbook	Braun, V. and Clarke, V. (2014). Successful qualitative research: a practical guide for beginners. London: SAGE. (Plus accompanying online resources) ISBN-13: 978-1847875822	Cleland, J. and Durning, S. J. (Editors) (2023). Researching medical education. Second Edition. Chichester, England: John Wiley & Sons. ISBN-13: 978-1119839439	Monrouxe, L. V. and Rees, C. E. (2017). Healthcare professionalism. Improving practice through reflections on workplace dilemmas. Chichester, England: Wiley Blackwell. ISBN-13: 978-1119044444

(Continues)

beginning to end for novices. However, you might like to also link

analysing data to allow you to develop a deeper understanding of

the theory behind research practice

experience you might have of collecting and

this to any practical

Like the Braun and Clarke textbook discussed in the table above, this

Where to begin

is a true introductory text that can be useful to read from

# (Continued) ABLE 2B

(2018). Understanding medical education: evidence, Swanwick, T., Forrest, K. and O'Brien, B. C. (Editors) Textbook

SBN-13: 978-111937382 John Wiley & Sons.

What it offers theory, and practice. Third Edition. Oxford, England:

created in partnership with the by the Association for the Study of Medical Education (ASME). It brings together the most up-to-date explores medical education in its entirety, with due cognisance of This book, written and edited by a team of international authors, was that cover learner support and well-being, the science of learning best practice, evidence and knowledge across the continuum of Learners and Research and Evaluation. It also contains chapters Assessment and Selection, Teaching and Learning, Faculty and its diverse nature. It covers the breadth of health professions medical education. This book provides practical advice and education in five distinct elements, that is, Foundations, and knowledge synthesis. In addition, this book:

new to medical education regardless of their prior experience or Is designed to specifically to meet the needs of people who are Provides a detailed summary of the theoretical and academic underpinnings of modern medical education

contributions from leading experts from different parts of the Gives the reader a global view of medical education with educational background

world

may also be stand-alone opportunities to do work as a research associate or fellow

# used in ClinEdR

For novice researchers, especially those with a background in biomedical sciences, ClinEdR may represent a new way of collecting and analysing data. Whilst there is plenty of quantitative educational research, many of the questions asked in this field require use of qualitative approaches. These methods complement quantitative approaches by allowing researchers to explore the 'how' and 'why' behind learning experiences and outcomes, providing a richer understanding of the multifaceted aspects involved in education. Those moving from clinical practice and/or teaching into ClinEdR may find the philosophies that underpin qualitative approaches unfamiliar and/or confusing.<sup>5</sup> As a novice researcher, especially if you are moving from a quantitative to a qualitative field, it is important to spend some time immersing yourself in qualitative research. You can find out more through reading papers that define ClinEdR terminology including qualitative research such as the related article 'How to ... define clinical education research terminology: a glossary' by Finn et al.<sup>6</sup> or one of the textbooks listed in Table 2b. You can also 'learn by doing' through joining an existing team that is undertaking qualitative research, as well as discussion with peers and/or other researchers that have the relevant expertise. Tables 2a, 2b, and 2c contain information about key journals, textbooks and important podcasts that are a good starting point for anyone that is a beginner in ClinEdR. A wide range of topics and methods that can sit within Clin-EdR, which provide exciting opportunities for cross-disciplinary work, so you can use these suggestions as a jumping off point to explore your own interests.

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Tables 2a, 2b, and 2c outline journals, textbooks and podcasts, respectively, which have been useful for the authorship team throughout their careers in ClinEdR and give some pointers on where you might begin engaging with each of these resources. However, this is by no means an exhaustive list, and new ways of learning about ClinEdR are constantly evolving, so you might find that these suggestions are a jumping-off point for you to explore your own specific interests.

# How to ... generate research ideas

Perhaps you have spent some time building a local network of interested researchers, and become involved in a project as part of a team, and are now be keen to expand your experience by proposing and running a project of your own. Many novice researchers have areas they are passionate about (often drawn from their own experiences with clinical education), but by no means do you need to come to the field with a fully formed research protocol and finely honed research questions. It can be helpful to speak to others in your network, read

# HARVEY BLUEMEL ET AL. How to ... learn more about the methods

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Important podcasts	What it offers	Where to begin
Life from Plato's Cave Podcast This podcast can be found by typing its name into your preferred Internet search engine	This podcast serves as an online course in interdisciplinary philosophy by Mario Veen. Each episode is a journey through Plato's allegorical cave with a guide. In every instalment of the podcast, you are invited to consider what learning, growth and development mean to you as a human being from a different perspective. This podcast is a useful way to study any topic through a philosophical lens, or an alternative lens such as film, physics, spirituality or art. It is a fun and engaging podcast course that requires a willingness to be open-minded, challenge and preconceived ideas and a willingness to think things through	Early episodes focus on some key concepts in clinical education research.  You can dip in and out depending on the titles of episodes that interest you or link to any ongoing research you might be undertaking
Key Literature in Medical Education (KeyLIME) Podcast This podcast can be found by typing its name into your preferred Internet search engine	This is a weekly podcast from the Royal College of Physicians and Surgeons of Canada, which discusses medical education articles that impact on education practice and are innovative and/or important. The panel of hosts, who are experts in ClinEdR, discuss, debate and summarise the main elements of each medical education article in less than 30 min	This podcast includes a short abstract that is for each episode as well as the full reference for the paper that is being discussed. This means it is straightforward to listen to an episode on a particular article that interests you, or one that focuses on a specific methodological approach
Medical Education Podcast This podcast can be found by typing its name into your preferred Internet search engine	This is a podcast in which the Editor of Medical Education discusses key article that have been published in this journal with the author(s). The discussion with the author(s) provides additional insight into each article, which helps to foster a better understanding of its significance and contribution	You might start with an episode on a specific paper that you have read, an episode that focuses on a particular topic of interest, or one that has a guest whose work you have come across
Trainees in the Association of Medical Education (TASME) Talks in Medical Education (TIME) Podcast This podcast can be found by typing its name into your preferred Internet search engine	This monthly podcast is aimed at people who are new to health professions education but will be of interest to anyone with an interest in learning more about medical education in its broadest sense. It picks up and discusses topical issues relating to different aspects of medical education which are often debated on social media and explores them in more detail. In each episode, a panel of guests draw upon their knowledge and expertise to discuss some aspect of theory, education practice, or a topical aspect of medical education	This podcast often focuses on debates and 'hot topics', so you might like to choose an episode that is discussing something you have been reflecting on from your own experiences
The Professionals and Academics Parsing Educational Research (PAPERs) Podcast This podcast can be found by typing its name into your preferred Internet search engine	This is a weekly podcast produced by the Unit for Teaching and Learning at the Karolinska Institute. It is designed to help people with an interest in medical education to keep up to date with the key literature and important articles  Each episode is less than half an hour and the hosts critically discuss a chosen medical education article that is innovative, important or relevant to an aspect of educational practice	These short podcasts are useful for novices interested in finding out more about critically appraising papers, which is also useful for writing up your own research
The Academy of Medical Educators (AoME) Developing Medical Educators Group (DMEG) Medical Educatalks Podcast This podcast can be found by typing its name into your preferred Internet search engine	This podcast was created by the Developing Medical Educators Group (DMEG) to support the development of people that are new to health professions education. In each episode, members of the DMEG team discuss various aspects of medical education with senior educators, experienced colleagues and internationally renowned experts	This podcast is led by junior clinicians and episodes often focus on practically relevant topics for those working in teaching and/or education research

work in and beyond your area of interest, using this to clarify your thoughts and using it as a springboard for your own research.

# 1.4.1 | Attending events

Almost all the special interest organisations outlined in Table 1 host events throughout the year, from large multi-day conferences to webinars and networking sessions. These events also provide opportunities to submit work for presentation, as well as networking. Many events for trainees or ECRs are heavily discounted or free.

When at events, engaging with others' work through asking questions at poster and oral presentations can be a great way to start conversations. It may seem intimidating, but often researchers are very keen to chat about their work and future projects. Through engaging with others' work, and speaking with them about their projects, you may also develop ideas of your own, which may link with work that is already in progress.

# 1.4.2 | Peer reviewing

Even at an early stage in your research career, your experience of learning can be a valuable perspective to share with authors of research in clinical education. Reviewing the work of others is an excellent introduction to academic writing because it enables you to read research papers submitted to a journal, and where appropriate, provide feedback on how they can be improved before they are accepted for publication. Consider registering as a peer reviewer for relevant journals, such as those outlined in the Table 2a. Many journals now offer the opportunity to complete reviews supported by a mentor. In this scenario, the mentor becomes the corresponding reviewer, and collates the reviews of two to three others, allowing you to discuss and debate with peers in a supported way. Collaborative, or group peer review, is also encouraged and you can reach out to individual journals to request papers if you wish to conduct a group review.

# 2 | CONCLUSIONS

ClinEdR is an exciting field. For novice researchers, it involves exposure to new research techniques, interacting across specialties and professional background, and generating evidence in an ever-growing discipline. Whilst it is not without its challenges, the authors are wholeheartedly optimistic about the possibilities within the field. We suggest becoming familiar with qualitative research methods, establishing strong networks and mentorship and actively participating in collaborative opportunities. By embracing these strategies, researchers can not only contribute to the advancement of clinical education but also develop valuable skills and forge meaningful connections within the research community. Keep an open mind, remain curious, and embrace all that lies ahead in your research career.

# **AUTHOR CONTRIBUTIONS**

Anna Harvey Bluemel: Conceptualization; writing—original draft; writing—review and editing. Hannah Gillespie: Conceptualization; writing—original draft; writing—review and editing. Aqua Asif: Conceptualization; writing—review and editing. Ray Samuriwo: Conceptualization; writing—review and editing.

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# **CONFLICT OF INTEREST STATEMENT**

None.

# **DATA AVAILABILITY STATEMENT**

Data sharing is not applicable to this article as no new data were created or analyzed in this study.

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