



WRITING FOR PUBLICATION PROGRAM OVERVIEW

Many programs struggle meeting accreditation requirements related to scholarly activity. Led by Dr. Ingrid Philibert, the Executive Managing Editor of the *Journal of Graduate Medical Education* (JGME), this 6-module program helps today's busy medical educators navigate the study design and writing process to produce manuscripts considered favorable by academic journals. Specifically, participants will be able to:

- List strategies and steps that enhance writing and publishing medical education research
- Outline the critical variables that increase favorable consideration by academic journals
- Articulate a specific action plan for writing up an education research or innovation project aligned with an identified journal and its requirements.

Modules titles include:

Module 1: Strategies for Writing and Publishing Medical Education Research (22 minutes)

Module 2: Increasing Favorable Consideration for Your Manuscript (17 minutes)

Module 3: Creating an Action Plan (7 minutes)

Module 4: Navigating the Writing Process (10 minutes)

Module 5: Navigating the Editorial Process (8 minutes)

Module 6: Content to the End? (13 minutes)

ABOUT THE FACULTY



Ingrid Philibert, PhD, MBA, is the Senior Vice President, Department of Field Activities at the Accreditation Council for Graduate Medical Education (ACGME). She is responsible for the Council's 31 MD and PhD accreditation field representatives, for all aspects of the approximately 2,000 site visits conducted annually at accredited program and sponsoring institutions, and for related policy and development efforts. She edits the ACGME Bulletin, manages the Council's database of accredited programs, and staffs the ACGME Strategic Initiatives Subcommittee and Committee on Innovation in the Learning Environment. Dr. Philibert also serves as the executive managing editor for the ACGME's *Journal of Graduate Medical Education*.

She received master's degrees in hospital and health care administration and business administration, and a doctor of philosophy degree, all from the University of Iowa. She serves as a member of the National Board of Medical Examiners' Center for Innovation Advisory Committee, Professional Behaviors Advisory Committee, International Program Advisory Committee and an NBME At-Large member since March 2007. She also has served as a member of the National Board of Examiners for the Malcolm Baldrige National Quality Award for 2000, 2001, 2004 and 2005 and as Senior Baldrige Examiner for 2006 and 2008. Her research interests are patient hand-off in teaching settings, simulation and rehearsal in medical education, and the effect of limits on resident duty hours on resident learning and the provision of clinical care in teaching institutions.