

Addressing Scholarly Activity in the New CPR World

Shimberg Library &
Florida Blue Health Knowledge Exchange

USF Health Libraries



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Outline of Topics

CPR changes affecting scholarly activity tracking

- **Domains**
- **Reporting**
- **Dissemination**

How your library can help

- **ORCID ID**
- **My Bibliography**
- **SciENCv**
- **EndNote**
- **Research & instruction support**

Domains of Faculty Scholarly Activity

→ Programs must demonstrate accomplishments in **at least three** of the following domains:

- Research in basic science, education, translational science, patient care, or population health
- Peer-reviewed grants
- Quality improvement and/or patient safety initiatives
- Systematic reviews, meta-analyses, review articles, chapters in medical textbooks, or case reports
- Creation of curricula, evaluation tools, didactic educational activities, or electronic educational materials
- Innovations in education
- Contribution to professional committees, educational organizations, or editorial boards

ACGME. (2018). CPR (Residency).

Reporting of Faculty Scholarly Activity

- Residency programs will **no longer** report scholarly activity by individual faculty members.
- Subspecialty programs will continue to report scholarly activity by individual faculty members.

ACGME Review Committee

2019 Faculty Scholarly Activity Decisions (by specialty)

<https://www.acgme.org/Portals/0/PFAssets/ProgramResources/>

[RC Faculty Scholarly Activity Decisions.pdf](#)

Specialty/Subspecialty	IV.D.2.b).(1) Only	IV.D.2.b).(1) and IV.D.2.b).(2)
Allergy and Immunology	x	
Anesthesiology*		x
Adult Cardiothoracic Anesthesiology		x
Pediatric Anesthesiology		x
Obstetric Anesthesiology		x
Anesthesiology Critical Care Medicine		x
Regional Anesthesiology and Acute Pain Medicine		x
Colon and Rectal Surgery		x
Dermatology*		x
Micrographic Surgery and Dermatologic Oncology		x
Emergency Medicine*		x
Emergency Medical Services		x
Family Medicine*		x
Internal Medicine*	x	
Adult Congenital Heart Disease	x	

Dissemination of Faculty Scholarly Activity

IV.D.2.b).(1)

- Faculty participation in grand rounds, posters, workshops, quality improvement presentations, podium presentations,
- Grant leadership,
- Non-peer-reviewed print/electronic resources, articles or publications, book chapters, textbooks,
- Webinars, service on professional committees,
- Serving as a journal reviewer, journal editorial board member, or editor;

IV.D.2.b).(2)

- Peer-reviewed publication

***most specialties require both types (know your program!)**

ACGME. (2018). CPR (Residency).

Reporting of Faculty Scholarly Activity

	Physician	Non-Physician	Osteopathic	PMIDs				
Faculty Scholarly Activity								
For the previous academic year (programmatically show July 1, YYYY - June 30, YYYY), select the methods that all faculty in your program have demonstrated in the dissemination of scholarly activity. If none, select none.								
	Dissemination Methods							
Domains	PMIDs	Other Publications	Conference Presentations	Other Presentations	Chapters/Textbooks	Grant Leadership	Leadership or Peer-Review Role	Formal Courses
	Pub Med Ids (assigned by PubMed) for articles publ... show more	Articles without PMIDs, non-peer reviewed publicat... show more	Abstracts, posters, and presentations at internati... show more	Other presentations (grand rounds, invited profes... show more	Chapters or textbooks published between 7/1/0) an... show more	Grants for which faculty member had a leadership r... show more	Active leadership role (such as serving on committ... show more	Responsible for seminars, conference series, or co... show more
Research in basic science, education, translational science, patient care, or population health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer-reviewed grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality improvement and/or patient safety initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic reviews, meta-analyses, review articles, chapters in medical textbooks, or case reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creation of curricula, evaluation tools, didactic educational activities, or electronic educational materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribution to professional committees, educational organizations, or editorial boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovations in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> None							
	(checkbox that disables all other checkboxes on the screen and is stored in the database)							

Other presentations (grand rounds, invited professorships), materials developed (such as computer-based modules), or work presented in non-peer review publications between 7/1/0) and 6/30/11[2].

Not final-subject to change

Barbaro, N. & Derstine, P. (2019, March). *Review Committee for neurological surgery*. Presented at the Annual Education Conference of the ACGME, Orlando, FL.

Biggest Change for Residents?

SHOULD is now **MUST**

IV.D.3.a) Residents **must** participate in scholarship.

Coming Soon!

- Survey for Tracking Scholarly Activity
 - Designed with WebADS changes in mind
 - Simple input for faculty, residents, and fellows
 - Easy to translate results into WebADS
- Motivation

ORCID ID

<https://orcid.org>

DISTINGUISH YOURSELF IN THREE EASY STEPS

ORCID provides a persistent digital identifier that distinguishes you from every other researcher and, through integration in key research workflows such as manuscript and grant submission, supports automated linkages between you and your professional activities ensuring that your work is recognized. [Find out more](#)

1

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Registration takes 30 seconds.

2

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INFO** Enhance your ORCID record with your professional
information and link to your other identifiers (such
as Scopus or ResearcherID or LinkedIn).

3

**USE YOUR
ORCID ID** Include your ORCID identifier on your Webpage,
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and in any research workflow to ensure you get
credit for your work.

Example:

<https://orcid.org/0000-0002-2081-4672>

My Bibliography (from MyNCBI)

- Free!
- Integrated with PubMed and other NCBI resources
- Automatically load PubMed citations
- Manually enter citations not found in PubMed
- Keep private or share publicly
- Required for NIH Funding Compliance
- Automatically updates your SciENcv

Example:

<https://www.ncbi.nlm.nih.gov/myncbi/krystal.bullers.1/bibliography/42447189/public/>

All Together Now!



Save Time with EndNote

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The screenshot displays the EndNote X9 interface. On the left, a sidebar shows a hierarchical library structure with categories like 'Avian Intelligence', 'Bats', and 'My Groups'. The main window features a search bar and a table of references. The selected reference is a journal article by Fraser, O. N. and Bugnyar, T. (2011) titled 'Ravens reconcile after aggressive conflicts with valuable partners' published in PLoS ONE.

Author	Year	Title	Rating	Journal	Last Updated	Reference Type
Fraser, O. N. Bugnyar, T.	2011	Ravens reconcile after aggressive conflicts with valuable partners	★★★★	PLoS ONE	3/22/2013	Journal Article



USF Health Libraries



Library Services

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- Effective Searching in "X" Databases
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- Grants.gov and Foundation Directory
- Creating Your NIH Biosketch on SciENcv
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USF Health Libraries



(Click the arrow when in Slide Show mode)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.

Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Hunt, Morgan Casey

eRA COMMONS USER NAME (credential, e.g., agency login): huntmc

POSITION TITLE: Associate Professor of Psychology

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of California, Berkeley	B.S	05/1990	Psychology
University of Vermont	Ph.D.	05/1996	Experimental Psychology
University of California, Berkeley	Postdoctoral	08/1998	Public Health and Epidemiology

A. Personal Statement

I have the expertise, leadership, training, expertise and motivation necessary to successfully carry out the proposed research project. I have a broad background in psychology, with specific training and expertise in ethnographic and survey research and secondary data analysis on psychological aspects of drug addiction. My research includes neuropsychological changes associated with addiction. As PI or co-Investigator on several university- and NIH-funded grants, I laid the groundwork for the proposed research by developing effective measures of disability, depression, and other psychosocial factors relevant to the aging substance abuser, and by establishing strong ties with community providers that will make it possible to recruit and track participants over time as documented in the following publications. In addition, I successfully administered the projects (e.g. staffing, research protections, budget), collaborated with other researchers, and produced several peer-reviewed publications from each project. As a result of these previous experiences, I am aware of the importance of frequent communication among project members and of constructing a realistic research plan, timeline, and budget. The current application builds logically on my prior work. During 2005-2006 my career was disrupted due to family obligations. However, upon returning to the field I immediately resumed my research projects and collaborations and successfully competed for NIH support.

- Merryle, R.J. & Hunt, M.C. (2004). Independent living, physical disability and substance abuse among the elderly. *Psychology and Aging*, 23(4), 10-22.
- Hunt, M.C., Jensen, J.L. & Crenshaw, W. (2007). Substance abuse and mental health among community-dwelling elderly. *International Journal of Geriatric Psychiatry*, 24(9), 1124-1135.
- Hunt, M.C., Wiechelt, S.A. & Merryle, R. (2008). Predicting the substance-abuse treatment needs of an aging population. *American Journal of Public Health*, 45(2), 236-245. PMID: PMC9162292 Hunt, M.C., Newlin, D.B. & Fishbein, D. (2009). Brain imaging in methamphetamine abusers across the life-span. *Gerontology*, 46(3), 122-145.

B. Positions and Honors

Positions and Employment

1998-2000	Fellow, Division of Intramural Research, National Institute of Drug Abuse, Bethesda, MD
2000-2002	Lecturer, Department of Psychology, Middlebury College, Middlebury, VT
2001-	Consultant, Coastal Psychological Services, San Francisco, CA
2002-2005	Assistant Professor, Department of Psychology, Washington University, St. Louis, MO
2007-	Associate Professor, Department of Psychology, Washington University, St. Louis, MO

Other Experience and Professional Memberships

1995-	Member, American Psychological Association
1998-	Member, Gerontological Society of America
1998-	Member, American Geriatrics Society
2000-	Associate Editor, Psychology and Aging
2003-	Board of Advisors, Senior Services of Eastern Missouri
2003-05	NIH Peer Review Committee: Psychobiology of Aging, ad hoc reviewer
2007-11	NIH Risk, Adult Addictions Study Section, members

Honors

2003	Outstanding Young Faculty Award, Washington University, St. Louis, MO
2004	Excellence in Teaching, Washington University, St. Louis, MO
2009	Award for Best in Interdisciplinary Ethnography, International Ethnographic Society

C. Contribution to Science

1. My early publications directly addressed the fact that substance abuse is often overlooked in older adults. However, because many older adults were raised during an era of increased drug and alcohol use, there are reasons to believe that this will become an increasing issue as the population ages. These publications found that older adults appear in a variety of primary care settings or seek mental health providers to deal with emerging addiction problems. These publications document this emerging problem but guide primary care providers and geriatric mental health providers to recognize symptoms, assess the nature of the problem and apply the necessary interventions. By providing evidence and simple clinical approaches, this body of work has changed the standards of care for addicted older adults and will continue to provide assistance in relevant medical settings well into the future. I served as the primary investigator or co-investigator in all of these studies.
 - a. Gryczynski, J., Shaft, B.M., Merryle, R., & Hunt, M.C. (2002). Community based participatory research with late-life addicts. *American Journal of Alcohol and Drug Abuse*, 15(3), 222-238.
 - b. Shaft, B.M., Hunt, M.C., Merryle, R., & Venturi, R. (2003). Policy implications of genetic transmission of alcohol and drug abuse in female nonusers. *International Journal of Drug Policy*, 30(5), 46-58.
 - c. Hunt, M.C., Marks, A.E., Shaft, B.M., Merryle, R., & Jensen, J.L. (2004). Early-life family and community characteristics and late-life substance abuse. *Journal of Applied Gerontology*, 28(2), 26-37.
 - d. Hunt, M.C., Marks, A.E., Venturi, R., Crenshaw, W. & Ratonian, A. (2007). Community-based intervention strategies for reducing alcohol and drug abuse in the elderly. *Addiction*, 104(9), 1436-1606. PMID: PMC9000292
2. In addition to the contributions described above, with a team of collaborators, I directly documented the effectiveness of various intervention models for older substance abusers and demonstrated the importance of social support networks. These studies emphasized contextual factors in the etiology and maintenance of addictive disorders and the disruptive potential of networks in substance abuse treatment. This body of work also discusses the prevalence of alcohol, amphetamine, and opioid abuse in older adults and how networking approaches can be used to mitigate the effects of these disorders.
 - a. Hunt, M.C., Merryle, R. & Jensen, J.L. (2005). The effect of social support networks on morbidity among elderly substance abusers. *Journal of the American Geriatrics Society*, 57(4), 15-23.
 - b. Hunt, M.C., Pour, B., Marks, A.E., Merryle, R. & Jensen, J.L. (2005). Aging out of methadone treatment. *American Journal of Alcohol and Drug Abuse*, 15(6), 134-149.

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Robertson-Chang, Leilani

eRA COMMONS USER NAME (credential, e.g., agency login): RobertsonL

POSITION TITLE: Postdoctoral Researcher

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	START DATE MM/YYYY	END DATE MM/YYYY	FIELD OF STUDY
Swarthmore College	BS	08/1995	05/1999	Engineering
UC San Diego	PHD	08/2001	09/2007	Molecular Biology
Michigan State University	NIH training grant	09/2007	present	Bioinformatics/Immunology

A. Personal Statement

My long term research interests involve the development of a comprehensive understanding of key developmental pathways and how alterations in gene expression contribute to human disease. My academic training and research experience have provided me with an excellent background in multiple biological disciplines including molecular biology, microbiology, biochemistry, and genetics. As an undergraduate, I was able to conduct research with Dr. Xavier Factor on the mechanisms of action of a new class of antibiotics. As a predoctoral student with Dr. Tanti Auguri, my research focused on the regulation of transcription in yeast, and I gained expertise in the isolation and biochemical characterization of transcription complexes. I developed a novel protocol for the purification for components of large transcription complexes. I was first author of the initial description of the Most Novel Complex. A subsequent first author publication challenged a key paradigm of transcription elongation and was a featured article in a major journal. During my undergraduate and graduate careers, I received several academic and teaching awards. For my postdoctoral training, I will continue to build on my previous training in transcriptional controls by moving into a mammalian system that will allow me to address additional questions regarding the regulation of differentiation and development. My sponsor Dr. I.M. Creative is an internationally recognized leader in the transcription/chromatin field and has an extensive record for training postdoctoral fellows. The proposed research will provide me with new conceptual and technical training in developmental biology and whole genome analysis. In addition, the proposed training plan outlines a set of career development activities and workshops – e.g. grant writing, public speaking, lab management, and mentoring students – designed to enhance my ability to be an independent investigator. My choice of sponsor, research project, and training will give me a solid foundation to reach my goal of studying developmental diseases in man. During my second postdoctoral

year in Dr. Creative's lab my father had a severe stroke that eventually ended his life. I was out of the lab for six months dealing with my father's incapacitating illness and end-of-life issues. This hiatus in training reduced my scientific productivity.

1. Robertson-Chang L, Schneider K, Chen M, Auguri T. Rapid isolation and characterization of the most novel transcription complex in *Saccharomyces cerevisiae* and its role in transcription elongation. CSHL Meeting on Mechanisms of Eukaryotic Transcription; 2009 August; Cold Spring Harbor, NY.
2. Robertson-Chang L, Schneider K, Chen M, Auguri T. Rapid isolation and characterization of the most novel transcription complex in *Saccharomyces cerevisiae* and its role in transcription elongation. *Cell*. 2006; 128:770.
3. Robertson-Chang L, Auguri T. A tandem affinity purification tag approach allows for isolation of interacting proteins in *Saccharomyces cerevisiae*. *Proceedings of the National Academy of Sciences of the United States of America*. 2004; 98:151.

B. Positions and Honors

Positions and Employment

1999 - 2001 Engineer, The IBeam Group
2007 - 2007 Postdoctoral Researcher, UC San Diego
2008 - Postdoctoral Researcher, Michigan State University

Other Experience and Professional Memberships

1997 - Member, Sigma Xi
2000 - Member, Association for Women in Science
2002 - Member, National Society for Bioinformatics and Biotechnology

Honors

1995 - 1997 Scholarship, Daughters of Hawaii Society
1995 - 1999 Scholarship, National Merit Scholarship Program
1999 Paula F. Laufenberg award for best senior project in the Department of Engineering, Swarthmore College
1999 B.S. awarded with high honors, Swarthmore College
2001 STAR award for public service in engineering, The IBeam Group
2002 - 2005 Predoctoral Fellowship for Minorities, Ford Foundation

C. Contribution to Science

1. **Early Career:** My early career contributions were focused on applying my knowledge of structural engineering to improving the design and integrity of tensile structures. More specifically, I worked with a team of engineers at the IBeam Group to develop concrete with a higher tensile strength that could be utilized in large structures such as suspension bridges. My particular role in the project was to identify candidate polymers, determine the ultimate tensile strength of these polymers, and make recommendations as to which polymer would afford concrete the most structural integrity under various stresses.
 - a. Lorentson C, Robertson-Chang L, Sauer N, Mehta S. Use of high-tensile concrete in cantilevered structures. *J Applied Engineering*. 2000; 63:413.

- b. Robertson-Chang L, Janessa AJ. Redesigning the Golden Gate bridge. National Undergraduate Symposium on Science and Engineering; 1998; Baltimore, MD. c1998.
2. **Graduate Career:** My graduate research contributions focused on transcriptional gene regulation in *Saccharomyces cerevisiae*. Results from my research were highly relevant as they provided new details into the workings of complex biological systems, and allowed for further extrapolations into the development of certain diseases and their progression. I originally developed a novel protocol for the purification for components of large protein complexes. A subsequent publication, in which I isolated and characterized a long sought after transcription complex, challenged a key paradigm of transcription elongation and was a featured article in a major journal.
- a. Robertson-Chang L, Schneider K, Chen M, Auguri T. Rapid isolation and characterization of the most novel transcription complex in *Saccharomyces cerevisiae* and its role in transcription elongation. CSHL Meeting on Mechanisms of Eukaryotic Transcription; 2009 August; Cold Spring Harbor, NY.
 - b. Robertson-Chang L, Schneider K, Chen M, Auguri T. Rapid isolation and characterization of the most novel transcription complex in *Saccharomyces cerevisiae* and its role in transcription elongation. *Cell*. 2006; 128:770.
 - c. Robertson-Chang L, Auguri T. A tandem affinity purification tag approach allows for isolation of interacting proteins in *Saccharomyces cerevisiae*. Yeast Genetics and Molecular Biology Meeting; 2004 September; Seattle, WA.
 - d. Robertson-Chang L, Auguri T. A tandem affinity purification tag approach allows for isolation of interacting proteins in *Saccharomyces cerevisiae*. Proceedings of the National Academy of Sciences of the United States of America. 2004; 98:151.
3. **Postdoctoral Career:** As a postdoctoral fellow, my research has provided a compelling link between mutations arising in stress response proteins and the development of various autoimmune diseases in humans. Previous studies have shown dysregulation in the innate immune response lead to autoimmune diseases in humans. A few Rtc homologues have now been identified in humans and appear to play a role in the regulation of genes in the innate immune response. My research is focused on the transcriptional regulator Rtc from *Drosophila melanogaster*.
- a. Robertson-Chang L, Cescaloo Q, Murray GC. Structural analysis of *Drosophila* Rtc. *Nature*. Forthcoming;
 - b. Robertson-Chang L, Yager LN, Murray GC. Rtc is an essential component of the *Drosophila* innate immune response. *Genetics*. 2007; 145:884.
 - c. Yao M, Dionne CF, Robertson-Chang L, Murray GC. Up-regulation of *Drosophila* innate immunity genes in response to stress. *Science (New York, N.Y.)*. 2007; 304:1754.
 - d. Robertson-Chang L, Murray GC. Stress, flies, and videotape: the *Drosophila* stress response. *Annual review of physiology*. 2006; 346:223.

Complete List of Published Work in My Bibliography:

<http://www.ncbi.nlm.nih.gov/sites/myncbi/collections/public/1tay8xsxteXlw5R2StTcjhq5X>

D. Additional Information: Research Support and/or Scholastic Performance

Scholastic Performance

YEAR	COURSE TITLE	GRADE
	UC SAN DIEGO	
2001	Seminar in Genetics	P
2002	Statistics for the Life Sciences	P
2003	Ethics in Biological Research	CRE
2004	Seminar in Physiology and Behavior	P

Except for the scientific ethics course, UC San Diego graduate courses are graded P (pass) or F (fail). Passing is C plus or better. The scientific ethics course is graded CRE (credit) or NC (no credit). Students must attend at least seven of the eight presentation/discussion sessions for credit.