



MEDICAL EDUCATION
SCHOLARSHIP CENTRE

Medical Education Scholarship Forum Proceedings

Awakening the right brain and hushing the left brain: Enhancement of scholarly writing skills in an academic setting

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Rationale: In the early 1990s, the Royal College of Physicians and Surgeons of Canada (RCPSC) developed the CanMEDS competency framework in an effort to identify key roles that are integral to health and health care outcomes. In order to fulfill the scholar role, physicians must exhibit commitment to the creation, dissemination, application, and translation of medical knowledge and practice. This workshop will provide residents and faculty with an opportunity to develop and enhance their scholarly writing skills for the purpose of knowledge exchange and translation. The session will entail a description of key concepts, theoretical principles, best-practice evidence, and competencies related to scholarly writing within a clinical context. **Objectives:** Participants in this workshop will have an opportunity to (1) understand fundamental concepts/principles related to scholarly writing by clinical academia; (2) recognize opportunities and challenges of scholarly writing in a clinical setting; (3) identify best-practice evidence for scholarly writing; (4) develop a conceptual framework for a scholarly writing project; and (5) explore creative writing techniques. **Teaching Methods:** Workshop attendees will participate in several interactive small-group activities and large-group discussions related to the enhancement of their scholarly writing skills. Participants will be given the opportunity to identify and discuss barriers to scholarly writing, followed by potential enablers or strategies to address these barriers. Following these activities, attendees will have hard copies of their barriers and strategies to take away and use for practice purposes. Participants will also take part in mind-mapping and free-writing activities. These activities are designed to engage participants in the planning phase of the writing process and to encourage creativity with limited interference from the critical editor region of the left-brain. Workshop attendees will also be given the opportunity to conceptualize their individual scholarly writing projects. Exercises involving the development of a conceptual framework, problem and purpose statement writing, and other writing essentials will be conducted. Participants will be provided with a workbook that will guide them through the various workshop activities, summarize scholarly writing strategies, list practical academic writing resources, and will therefore serve as a practical resource for future scholarly work.