

---

# CONFERENCE PROCEEDINGS

---

## Rise of Faculty Scholars: Building Capacity for a Stronger Future. Chiropractic Educators Research Forum (CERF), December 3, 2022

Chiropractic Educators Research Forum

---

### ABSTRACT

This conference was convened by the Chiropractic Educators Research Forum (CERF) on December 3, 2022. This meeting provided a forum for the presentation of scholarly works in education theory and practice. This conference specifically focused on research related to education research and building faculty scholarship and research capacity. During the December 2022 CERF meeting, presenters and panelists took an in-depth look at education research and how chiropractic programs work to enhance research and scholarship capacity.

**Key Indexing Terms:** Education; Research; Faculty; Health Occupations; Education, Professional; Chiropractic

J Chiropr Educ 2023;37(1):82–86 DOI 10.7899/JCE-22-26

---

### INTRODUCTION

The Chiropractic Educators Research Forum (CERF) holds conferences from time to time that focus on a topic relevant to education and the chiropractic profession. This conference showcases education research, innovations, and best practices, and provides a forum for the presentation of scholarly work in health professions education theory and practice.

The CERF held a virtual conference on December 3, 2022. The focus of this meeting was on education research and how health professions programs work to enhance research and scholarship capacity and to showcase examples of education research. After abstracts were submitted to a rigorous peer review process, the best abstracts were accepted for presentation. As we have done with prior CERF conferences,<sup>1–4</sup> this conference proceeding includes links to the video presentations so that these presentations may be viewed and be more widely distributed. The presentations from the conference held on December 3, 2022, are listed here in alphabetical order by the first author's last name.

### ABSTRACT PRESENTATIONS

#### The value of student-led goal setting and peer review delivered through a coaching lens: An educational descriptive report

*Lisa Baptista, Alice Cade*

**Objective:** The purpose of this project was to evaluate the effectiveness of a skills-building assignment to help learners understand the value of peer review in the development of goal-setting skills. **Methods:** A structured, goal-oriented assessment that focused on building manual chiropractic skills with was created. Individual goals were broken down into small, structured tasks to be performed weekly with immediate peer review. Tasks were broken down into small, achievable steps, like when learning a new sports skill. Over a semester, students met fortnightly to discuss progress on their self-selected goals. They reassessed, modified, and refined their practice. Once small tasks were mastered, the students ran the tasks, coordinating them to form the skill from start to finish to achieve their goals. They wrote a reflective essay to discuss the value of peer review. All essays were reviewed. Themes were extracted from student comments. **Results:** Reflective essays were collected from 178 third-year students over 3 years. Themes from their comments suggested that students realized review from randomly selected peers was of value. Only 2% of students reported the assignment was ineffective. **Conclusion:** This project showed that student led peer review resulted in immediate help and critique and was concomitantly valuable in the learning environment and classroom experience. Students commented that learning was obtained from randomly selected classmates. (This is a conference presentation abstract and not a full work that has been published.) **Video Abstract:** <https://youtu.be/AUs5-YAy7lo>

#### Implementation of a faculty research hours process to increase scholarship amongst teaching faculty

*Christine Bradaric-Baus, Samuel Howarth, Mark Fillery, Silvano Mior*

**Objective:** The purpose of this project was to establish a Faculty Research Hours Process (FRHP), a salaried support program for faculty to pursue

scholarly activities at Canadian Memorial Chiropractic College (CMCC). **Methods:** An application process was developed to provide faculty with an opportunity to establish new research ideas or research programs that address 1 or more of CMCC's research streams. Applications for research hours were assessed for research activity: project development, project execution, manuscript preparation, and grant proposal preparation. Applications were reviewed by a committee, and the number of proposals funded is determined by the number of hours requested and available funding. In September 2021, faculty and administration convened a FRHP Working Group to allow applicants to provide feedback and contribute to improvements to the process. They identified key priority areas, including allowance for multi-year projects, the establishment of a rubric to assist in the application process, and the need for mentorship to assist newer researchers in preparing applications. **Results:** Over the past 5 years, CMCC has awarded approximately Can\$240K to promote research among its teaching faculty. This has been translated into 13 individual projects and 8 research programs, yielding 19 presentations at scientific conferences, 20 peer-reviewed publications, and 14 grant applications to external funding agencies. **Conclusion:** The FRHP has demonstrated substantial returns and support for expanding research capacity among faculty. (This is a conference presentation abstract and not a full work that has been published.)

**Video Abstract:** <https://youtu.be/uxX7LhIQXo>

#### Implementation of an internal support fund to build research capacity amongst teaching faculty

*Christine Bradaric-Baus, Samuel Howarth, Mark Fillery, Silvano Mior*

**Objective:** The purpose of this project was to implement the Internal Research Support Fund (IRSF), which is a competitive process to fund research projects and support faculty to pursue scholarly work and seek academic advancement. **Methods:** In 2017, Canadian Memorial Chiropractic College (CMCC) enacted a process whereby the IRSF applications became formalized, including review by an internal committee. Applications for funding were developed with guidance from other small or seed fund applications (eg, Centre of Research Expertise for the Prevention of Musculoskeletal Disorders yearly competition) and the National Institutes of Health 9-point scale in 4 priority areas: originality, knowledge translation, scientific merit, applicant. **Results:** Over the past 5 years, CMCC has awarded Can\$156K for research among its teaching faculty. In conjunction with the Faculty Research Hours Program, this has translated into 21 individual projects and 8 research programs, yielding 21 presentations at scientific conferences, 23 peer-reviewed publications, and Can\$152K in support from external funding agencies. **Conclusion:** CMCC successfully implemented a research support fund resulting in the increased scholarly activity of the faculty. (This is a conference presentation abstract and not a full work that has been published.)

**Video Abstract:** <https://youtu.be/Vk-jx2ZYfA>

## The Global Chiropractic Research Enterprise: Lexical and social network analyses of education research from 2011 to 2022

Brian Budgell

**Objective:** The purpose of this study was to characterize the corpus of research concerning chiropractic education published from 2011 to 2022, identifying the dominant research themes, leading authors, and evidence of collaborative behaviors. **Methods:** A search was conducted in PubMed on August 1, 2022 using the search string (((chiropract\*[Title/Abstract]) AND (educat\*[Title/Abstract]) NOT ("patient education"[Title/Abstract])) AND ("2011/01/01"[Date - Publication] : "2022/08/01"[Date - Publication])). Of 535 identified articles, 269 original data articles were retained, following a review of the titles and abstracts pertaining to undergraduate or post-graduate training of chiropractors. A search of the Index to Chiropractic Literature on October 1, 2022, yielded an additional 12 primary research articles. The 281 combined records were analyzed in the program VosViewer to identify coauthor networks. The abstracts were analyzed in the lexical analysis program, WordSmith Tools V8, to identify keywords and their collocated terms corresponding to research themes. **Results:** Of 1572 authors, 324 had more than 1 article concerning chiropractic education from 2011 to 2022, and 17 of 40 naturally occurring clusters of coauthors had 3 or fewer authors. There were 5 dominant clusters of frequently co-occurring terms corresponding to (1) professional issues, (2) research with students as subjects, (3) studies of curricula, (4) studies of health care systems, and (5) syntheses of primary research. **Conclusion:** In the period examined, research papers containing the terms chiropractic and education were published by small and relatively isolated clusters of coauthors, most of whom had only a single publication. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/ArTdWIFIOxo>

## Development and implementation of a pre-professional hybrid undergraduate anatomy course with face-to-face gross anatomy laboratory: A descriptive report

Gregory Cramer, James Salvatore, Chris Olsen

**Objective:** The purpose of this project was to develop and implement a hybrid (Hyb) undergraduate anatomy class with fully online lecture components and face-to-face (F2F) cadaveric laboratories with adjunctive online laboratory videos and assignments. **Methods:** An undergraduate anatomy course (15 weeks, anatomy of spine and extremities) was converted from a fully F2F format, with 3 hours of lecture followed by 2 hours of the laboratory to a Hyb format. The Hyb format included lecture material, presented as a series of weekly online lessons (2-3/week). Each lesson was composed of 1-8, 22.5-minute (average) lecture recordings, with each recording followed by a 4-15 question "mini-quiz" of the material. In addition to the 2-hour F2F laboratory, 2-11 ancillary 5.4-minute (average) instructor-recorded, gross anatomy videos were provided in weekly online laboratory lessons. Students were given 1-3 laboratory assignments weekly, requiring students to label or draw one or more anatomical figures. **Results:** Twenty-five students over 4 trimesters completed the course in the new Hyb format. Twelve students took the end-of-course survey. 100% of respondents either somewhat enjoyed (2) or greatly enjoyed (10) the course. Seven students provided written feedback for the Hyb course, all very positive. Student performance was somewhat improved in the hybrid course, with 69.6% receiving As and Bs, compared with 65.5% in the 4 preceding trimesters of the traditional course. **Conclusion:** A unique Hyb undergraduate anatomy course with online lectures and F2F cadaveric labs was developed and implemented. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: [https://youtu.be/\\_4LjQCgRo04](https://youtu.be/_4LjQCgRo04)

## Chiropractic continuing education: A descriptive analysis of cultural competence and special health topics requirements globally

William K. Foshee, Danielle C. Howard, Maria A. Buscemi, Nakiesha E. Pearson

**Objective:** The purpose of this study was to investigate the status of chiropractic continuing education (CE) requirements for cultural competence and special health topics for licensure renewal. **Methods:** A literature search was conducted using Index to Chiropractic Literature, PubMed, CINAHL Plus with Full Text, and Allied and Complementary Medicine Database for articles related to chiropractic CE as a component of professional regulation. Four authors accessed the websites of chiropractic licensing authorities ( $n = 116$ ) from September 9 to October 3, 2022, for the countries and jurisdictions noted by the World Federation of Chiropractic (WFC) as locations where the chiropractic profession is regulated. Categories were identified and expanded when an agency listed a differing requirement not already observed in the analysis. The US and Canadian provincial and state governments have local chiropractic regulatory boards. Inclusion was limited to regulators whose requirements were on their websites in English. **Results:** Authors collected CE data from 74 of 116 WFC-identified countries and jurisdictions. Only 4 regulators included cultural competency as part of their CE requirements. These 4 include New Zealand and 3 American jurisdictions Oregon, Maryland, and Washington, DC, which has a majority African American/Black population and is the only jurisdiction to require gender-diverse competence. The authors identified 18 distinct requirements. Topics included trauma-informed practice, human rights, and suicide

prevention. **Conclusion:** This study found that continuing education in cultural competency for chiropractors is deficient globally and highlights the need for the development of further training programs in this area. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/hwjx7IL6kg>

## Passion Driven Project: Development of an innovative capstone experience to integrate biomedical knowledge and promote students' wellness using design thinking principles

Martha Garcia, Francisco Dávila, Jose Quidgley

**Objective:** The purpose of this project was to develop an integrated capstone project for second-year chiropractic students. **Methods:** Students incorporated design thinking principles to create a prototype program to address behavior change and wellness. Students chose a topic about which they were passionate, investigated the topic with biomedical science concepts, and crafted a proposal focused on wellness and health promotion for patients and themselves. Students developed the projects, received periodic feedback from faculty, and presented their proposals to the academic community. Project evaluation was done through a 360° assessment, including structured group and individual evaluations, student satisfaction surveys, and narrative reflections. **Results:** Since 2020, 12 innovative projects have been developed within the 6 pillars of lifestyle medicine. Evaluation results showed scores above 95% for all the evaluated criteria. Students rated the learning experience as highly satisfying (99% response). Students reported that trusting the process of learning about design thinking facilitated their understanding by proposing solutions to real-world problems as they recognized long-term applications. Faculty members reported they observed the acquisition of transferable life-long learning skills, collaborative team working, and new avenues in active learning and higher-order thinking assessment. Six projects have been submitted to be included in the university wellness program. **Conclusion:** Students reported that this innovative active learning method enhanced life-long learning, teamwork, and higher-order skills. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/am3lpXYXWg4>

## Comparison of mistakes on multiple-choice question and fill-in-the-blank: A retrospective analysis

Xiaohua He

**Objective:** The purpose of this study was to compare the mistakes that student made on multiple choice question (MCQ) and fill-in-the-blank (FIB) in anatomy lab exams. **Methods:** Mistakes of the anatomy lab exams were compared in this retrospective study. The exam questions included MCQs and FIBs. Every student received questions in both formats. The study cohorts were divided into 3 tiers based on the grades: low third (18-29 points), middle third (30-39 points), and high third (40-49 points). To compare the mistakes made by MCQs and FIBs, a student  $t$  test was used. The mistakes of both across 3 different tiers were compared using a 1-way analysis of variance. **Results:** The mistakes on the FIB were statistically higher than on the MCQ (FIB:  $2.67 \pm 1.74$ ; MCQ:  $1.18 \pm 1.39$ ,  $p < .001$ ). The mistakes on MCQ were statistically fewer than that on the FIB in the high and middle tiers (high: MCQ  $0.72 \pm 0.79$ , FIB  $1.13 \pm 0.79$ ;  $p < .001$ ; middle: MCQ:  $3.04 \pm 1.28$ , FIB:  $3.43 \pm 1.65$ ;  $p < .001$ ); but there was no statistical difference between FIB and MCQ in the low tier (MCQ:  $6.56 \pm 1.67$ , FIB:  $6.89 \pm 1.74$ ;  $p > .05$ ). There were statistical differences of MCQ and FIB between the 3 tiers, according to one-way ANOVA (MCQ:  $F_{2, 140} = 84.52$ ,  $p < .001$ ; FIB:  $F_{2, 140} = 125.85$ ,  $p < .001$ ). **Conclusion:** In this anatomy lab course, students performed better on the MCQ format than on the FIB format in general. Students in the lowest tier struggled with both formats, which suggested that these scores could be used as an indicator to identify students at risk of academic failure. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/cfhIpfhllg>

## Developing synchronous online research training for chiropractic radiology residents in a master's degree program: A descriptive report

Charles Henderson, Jamie Motley

**Objectives:** The purpose of this project was to develop a 2-year, synchronous, online research curriculum for training residents within a 3-year master's degree program in diagnostic imaging (MSDI). **Methods:** We developed 4 online courses offered in year 1 of the program: (1) Tools for Scholars, (2) Study Design and Research Ethics, (3) Introduction to Observations and Measurement, and (4) Analyzing Data. MSDI residents were required to apply learned knowledge and skills by completing a thesis-specific aims page in year 1, with the development of a research plan, data collection, analysis, and submission of a written thesis in year 2. We observed resident deficiencies to guide the development of these courses and thesis mentorship since the program's inception in 2019. The "Tools for Scholars" course replaced a traditional "Introduction to Literature" course as the first part of the series because we observed that MSDI residents lacked critical scholarship attitudes, knowledge, and writing skills despite having prior undergraduate and chiropractic degrees. **Results:** In 2022, the MSDI program's first resident completed the program and was awarded a master's degree and is taking the

radiology board exams. A second resident completed year 2 thesis data collection, a third resident recently completed the year 1 course sequence, and a fourth resident started the program in 2022. Conclusion: We developed rigorous graduate-level courses with thesis mentorship that added foundational scholarship knowledge and writing skills in addition to core research training to our diagnostic imaging program. (This is a conference presentation abstract and not a full work that has been published.)  
Video Abstract: <https://youtu.be/2CSDs0Afwjs>

#### **Development of a mentoring and coaching process to help lecturers in chiropractic education apply for Higher Education Academy qualifications: A descriptive report**

*Adrian Hunnisett, Christina Cunliffe*

**Objective:** The purpose of this project was to develop a mentoring and coaching program to help lecturers who were applying for the Higher Education Academy (HEA) Fellowship. **Methods:** Six lecturers preparing HEA Fellowship applications were assigned an appropriately qualified and experienced in-house mentor to guide evidence gathering and development during the application process. Mentoring lasted 16 weeks prior to the formal application. Coaching consisted of peer observation and feedback sessions, assistance with assessment design and case study writing, and reflective practice advice. The evidence accrued was discussed and improvements identified during weekly mentoring meetings, with changes reviewed over the 16 weeks. Once the application was submitted, a short survey about content, relevance, and perceived outcomes and benefits was completed by the participant to evaluate the process. **Results:** Final HEA Fellowship applications from all 6 lecturers were successful. Each had no prior teaching qualifications and reported that mentoring and coaching program was an asset, and instilled a better practical understanding of teaching, learning, and assessment. Each lecturer reported that this process helped them to become better lecturers by exploring their teacher-subject and teacher-student relationships. **Conclusion:** This mentoring project helped participating lecturers to achieve HEA Fellowship status. Lecturers reported that participating in the project helped them to develop their practice and become better tutors. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/Hf2OWFaQI0Y>

#### **Disseminating current education research through a monthly literature review: A descriptive report of the Education Review**

*Russell Iwami*

**Objective:** The purpose of this project was to create a monthly literature review document to assist faculty in learning new information in educational literature. **Methods:** We developed a monthly information dissemination program to benefit the faculty by distributing newly published education research information. The monthly review utilizes a focused search strategy for PubMed (Advanced Search by Title/Abstract words and currently limited to free full text) to identify relevant information on education, teaching, curriculum, college/university, and library. Additional information is obtained from the Chronicle of Higher Education and through other sources. The reference librarian reviews citations for applicability to established educational methodologies and selects appropriate information for inclusion under specific categories. Literature searching and manuscript preparation is usually completed within 3 hours. Internal email distributes the monthly literature review to all teaching faculty and staff. **Results:** From October 2019 to August 2022, there have been 34 issues distributed electronically to faculty and staff involved in teaching. The typical issue is 4 pages in length, contains 18 items on average, and has 4 categories: curriculum, learning, teaching, and technology. Each entry includes the citation, a summary, and the hyperlink to the full text paper. **Conclusion:** The monthly distribution of the Education Review shares current education research with our faculty and staff. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: [https://youtu.be/LVCDCU\\_Blx4](https://youtu.be/LVCDCU_Blx4)

#### **Barriers to publication in peer-reviewed journals for underrepresented racial/ethnic health professionals: A narrative literature review**

*Valerie Johnson, Kaitlin Dick*

**Objective:** The purpose of this narrative review was to identify barriers to publication in peer-reviewed journals by underrepresented racial/ethnic (URRE) health professionals. **Methods:** A literature search in PubMed from inception to 2022, with no language restriction, of peer-reviewed articles, editorials, and commentaries retrieved 70 articles using the following terms: faculty, minority groups, publication, and mentoring, of those 42 met eligibility criteria. Articles excluded referenced only publication barriers, diversity and gender bias, and omitted URRE health professionals. A spreadsheet listed eligible articles, identified barriers, then categorized and tabulated them for frequency. **Results:** Reported barriers categories from highest frequency to least were institutional (17), mentor (17), diversity overburden assignments (10), education (9), individual (9), career development advancement (7), research/peer review process (4), grant (4), and racism (4). **Conclusion:** Multiple barriers impacting URRE health professionals from publication in peer-reviewed

journals were identified. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/P19ioK32hAM>

#### **Reinvigorating scholarly output through faculty-led programs: A descriptive report**

*Christie Kwon, Erin Gilligan, Eric Russell*

**Objective:** The purpose of this project was to enhance faculty-led efforts to increase scholarly outputs and research engagement by faculty at Life University. **Methods:** The Research Chair faculty positions were implemented in Fall 2021 to increase engagement by faculty in each college at Life University, including the College of Chiropractic, to provide programmatic support for research and scholarly activity. Efforts by the Research Chairs were focused on implementing 3 new initiatives: (1) a faculty lecture series highlighting current activities; (2) an on-campus poster fair highlighting student-led, faculty-mentored research projects; and (3) a research, scholarly activity, and creative works (RSCW) award program to support successful outputs. **Results:** In the first year, Research Chairs hosted 6 faculty members with previous and current research experience to deliver lectures open to faculty, staff, administration, and students. Invited faculty members presented recent projects in their respective areas of expertise. There were 110 attendees who registered for the faculty research talk series. An inaugural scientific poster fair featured 11 projects and proposals during a 2-hour period in a heavy traffic area of campus. There have been 3 RSCW applications in this timeframe. Post-session surveys were conducted. Approximately 50% of respondents reported that they were unaware of their colleagues' research prior to these events. A majority reported that they felt inspired to pursue research objectives and empowered to improve as a researcher and achieve scholarly activity goals. **Conclusion:** Preliminary findings demonstrate faculty engagement and satisfaction in all 3 initiatives. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/DbXEK20cVeg>

#### **A survey of chiropractic faculty to investigate motivation and barriers to the pursuit of scholarship**

*Christine Major, Melinda Novak, Sarah Visconti, Kathryn Ross, Kara Burnham*

**Objective:** The purpose of this study was to explore chiropractic faculty motivation for engaging in scholarship and to identify barriers to faculty participation in scholarly pursuits, including avoidance of guilt or shame (introjected motivation), internal feelings of enjoyment and significance (intrinsic motivation), or by external reward or avoidance of punishment (extrinsic motivation). **Methods:** An anonymous survey was electronically administered to all full-time chiropractic faculty at 2 chiropractic education institutions. The survey contained 21 items rated with a Likert scale that was adapted from 3 validated instruments and 2 open-ended questions addressing perceived barriers to scholarly work and areas of scholarly interest. Questions were designed to differentiate between introjected, intrinsic, or extrinsic forms of motivation. The content analysis evaluated the open-ended question responses. **Results:** The response rate for the survey was 42.2% (30/71). Survey data showed that 26.7% of respondents expressed introjected motivation, 47.8% were intrinsically motivated, and 52.2% were extrinsically motivated. Content analysis of open-ended questions regarding barriers to research established 4 categories: time constraints (11 responses), lack of knowledge/experience (8 responses), lack of support/training (7 responses), and lack of interest (3 responses). Areas of scholarly interest primarily included clinical projects (11 responses), participation in professional meetings (9 responses), and educational research (6 responses). **Conclusion:** Extrinsic motivation was the most reported form of motivation in this sample. Most respondents indicated a willingness to engage in scholarship; however, perceived barriers may prevent the successful undertaking of scholarly projects. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/dBuW0MhESMA>

#### **Implementation and capacity of a faculty research registry to monitor ongoing faculty research activities**

*Zakary Monier, Katie Pohlman*

**Objective:** The purpose of this project was to implement a research registry at Parker University. **Methods:** Starting in 2019, faculty research projects were required to be registered to be considered for paid conference attendance and research incentives upon publication. Using REDCap, a research data capture system, the Faculty Research Registry collected basic study information, authorship plans, project timeline, needed areas of support (methodology, data analysis, manuscript/conference preparation), and conference/publication submission details. Registry submissions were updated 3 times per year that were monitored by the research team. Research support was provided by the research center (faculty- methodology/analysis; staff- project management) or hired consultants (scientific writing or advanced biostatistics). **Results:** From 2016 to 2018, more than 20 faculty research projects were ongoing at Parker University. These projects produced 2 publications from 2 departments and 23 poster/platform presentations at 5 conferences. The Research Center developed a faculty research registry to accurately account for ongoing projects and ensure

the availability of resources for faculty research success. The registry accounted for 45 research projects involving 33 faculty members from 12 departments. The registry tracked 7 manuscript publications in 3 journals and 33 poster/platform presentations at 11 conferences. Areas of support were recognized so that necessary resources (including budget and personnel time) were available for successful research activities. Conclusion: The Faculty Research Registry is a viable resource to efficiently monitor and assist faculty to be successful with all aspects of research. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/o591ubE0CQY>

### Creating an institutional curriculum vitae: Tracking faculty and staff scholarship at a complementary and integrative health care university

Judith Pocius, Lynn Zoufal, Gregory D Cramer

Objective: The purpose of this project was to develop and evolve an institutional Curriculum Vitae (CV) that tracked and promoted faculty scholarly activity. Methods: Beginning in 1998, 9 categories of faculty scholarship were tracked, including grants submitted/funded, papers submitted/published, abstracts published, presentations, and attendance at scientific meetings. Faculty submitted their scholarship activities twice a year. In 2011, the Word survey was replaced by an online survey that added automatic reminders. In 2021, we transitioned to an intranet form that allows continuous reporting. Based on faculty feedback, categories of scholarship expanded to 28 unique items. Database sharing with Institutional Effectiveness and Faculty-Staff Development activities have been incorporated. Faculty receive regular updates of reported scholarship to encourage participation and submission. Aggregate reports are submitted to the administration semi-annually and posted internally for faculty review; data are quantified into a single-page summary that is openly shared with the faculty, public, and prospective students. Results: In 1998, 92 faculty reported 109 activities; in 2022, 131 faculty reported 1367 activities. During this period, the institution added a second location for the DC program, 2 professional programs, and 3 master's degree programs. The institutional CV has been essential for reporting to accreditors, as well as the development of long-range plans, and faculty development. Conclusion: In the past 20 years, faculty scholarship increased 12.5 times, while the number of faculty only increased 1.4 times. The substantial increase in scholarly activity may be due to the expanded scholarly categories, improved data collection, and regular updates shared with faculty. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: [https://youtu.be/mrMhny8qD\\_g](https://youtu.be/mrMhny8qD_g)

### Chiropractic student to student peer support activity: A descriptive report

Lisa E. Rubin

Objective: The purpose of this project was to provide peer support with a single interactive activity for student-to-student interaction that created shared experiences and encouraged building community. Methods: Students in a first-quarter chiropractic course were paired with students in an eighth-quarter chiropractic course that was scheduled on the same day and time. The activity occurred during class time in which students were matched in small groups (first quarter with eighth quarter). All students that attended class received a name tag and survey upon entering. First-quarter students had an opportunity to ask questions of eighth-quarter students. Students were surveyed for their feelings about the experience. The surveys were voluntary and anonymous. Results: The project ran 6 quarters from Fall 2018 through Winter 2020, each quarter with a new class for a 1-time activity. First-quarter students ( $n = 678$ ) reported feeling engaged (average = 94.3%) and acclimated (average: 95.7%) after the event. Eighth-quarter students ( $n = 537$ ) reported that the event was helpful for practicing rapport building (average = 96.2%) and leadership skills (average: 93.9%). Conclusion: This project resulted in positive feedback related to participating in a student-to-student peer support activity. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/GiL5jpOWKNk>

### RAISE-ing capacity and scholarship: Development of a faculty ad hoc committee for research

Stacie Salsbury, Lia Nightingale, Kira Baca, Brian Anderson

Objective: The purpose of this project was to convene a faculty-driven ad hoc committee to assess the research climate at 1 chiropractic college. Methods: The Research Aspirations, Interests, and Skills Exploratory (RAISE) Ad Hoc Committee was convened after a 15-month development process that included 3 phases: envisioning, sponsoring, and convening. The envisioning phase began when faculty expressed their desire for mentorship and institutional support of scholarly activities. A guidance team visualized a workgroup model through which members could develop research skills while completing a mixed methods study of the institution's climate for research and scholarship. The sponsoring phase commenced when co-chairs engaged collegiate leaders in the approval of an ad hoc committee, including prospectus and project budget submission. The convening phase developed an online faculty application and review process. Results: Institutional approval for RAISE was granted in November 2021, allowing faculty to receive service credit for participation. Co-chairs reviewed 23 applications and

CVs, with invitation letters to 13 faculty, with 12 acceptances. The ad hoc committee formally convened in July 2022. The anticipated 18-month planning/enactment stage launched twice-weekly meetings, of 50-minute durations, to accommodate faculty attendance across 2 campuses and disparate work schedules. Research activities to date included human subjects training, assembling an advisory council, engaging in conducting a scoping review of chiropractic faculty research, submitting conference abstracts, and planning for the cross-campus study of the research environment at our institution. Conclusion: This faculty-initiated developmental process created a committee to support collaborative research projects aimed to enhance faculty scholarship. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/d3gK48IOkbc>

### How a community of research and scholarship practice increased the number of scholarly activities at a university

Cortny Williams, Alisa Bates

Objective: The purpose of this project was to develop a Community of Research and Scholarship Practice (CRSP) at the University of Western States that offered support to learn research processes, propose research ideas, and receive guidance in conducting research and scholarship. Methods: In 2019, faculty organized quarterly meetings to share methods, tools, and authentic experiences in research to cultivate a supportive peer culture that increases research capacity and provides learning opportunities. The organization of activities was based on the developmental needs of the group. The effectiveness of the CRSP was measured by meeting attendance, Institutional Review Board (IRB) and conference abstract submissions, presentations and publications about research and scholarship, and faculty survey data. Results: A collaboration between 3 academic programs within our university formed after the first CRSP meeting led to earning the Chiropractic Educators Research Forum (CERF) best paper award in 2021. With the COVID-19 pandemic, the CRSP became a safe space to share teaching methods, tools, and experiences that produced 11 abstracts for the 2020 CERF meeting. This annual rate of abstract submissions to conferences has been sustained to date. New mentorship opportunities resulting in 6 IRB-approved research projects have occurred because those experienced in research invited partnership and novice community members solicited guidance. A faculty survey suggested that the CRSP was a valuable tool to facilitate scholarly outcomes. Conclusion: The CRSP supports its members by developing research knowledge and skill, increasing confidence in performing research and scholarly activities, and promoting collaboration on research and scholarship. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/e5DcB-ubsp8>

### A mentorship program to increase chiropractic staff research skills and productivity at the University of Johannesburg

Christopher Yelverton, Fatima Ismail, Caroline Hay, Cynthia Peterson

Objective: The purpose of this project was to implement a mentorship program in the University of Johannesburg, Department of Chiropractic to increase the research skill and productivity of staff. Methods: In 2017, the department initially identified an international mentor within the profession who had suitable experience to assist in the publication and focus of research areas. The mentor evaluated the alignment with current concepts and trends within journals, to ensure that research conducted had the potential for acceptance. Manuscripts were sent to the mentor for review and were corrected prior to submission to journals. Performance management included research publication outputs, and institutional incentives such as a monetary payback system to individuals' research accounts were established. The mandatory requirement for staff to progress to PhD qualifications was also implemented at an institutional level. Results: Prior to the interventions, the department had no staff with PhD qualifications, and prior to 2019 had 4 publications and 7 international presentations. The mentoring program presented has resulted in the appointment of 2 visiting associate professors with international research and publication experience, and of the 6 full-time staff members, 2 are currently doctoral candidates with an additional staff member being appointed with a PhD in 2022. In the last 4 years, the department has had 19 publications and 20 international presentations. Conclusion: The department has successfully implemented a mentorship program that has substantially increased the research productivity and skills of staff. (This is a conference presentation abstract and not a full work that has been published.)

Video Abstract: <https://youtu.be/z0YBhQtewMw>

### ACKNOWLEDGMENTS

We thank the 25 members of the Scientific Peer Review Committee for their excellent peer review of all abstracts submitted to the December 3, 2022 CERF Virtual Conference. We report that any reviewer that declared a conflict of interest or was an abstract author was recused from reviewing that particular abstract.

- Casey Buns, DC, Palmer Chiropractic College, United States
- Jerrilyn Cambron, DC, MPH, PhD, National University of Health Sciences, United States
- Kristy Carbonelli, DC, Parker University, United States
- Irina Dedova, MBBS, PhD, Macquarie University, Australia

- Bart Green, DC, MEd, PhD, National University of Health Sciences, United States
- David Hannah, DC, Australian Chiropractic College, Australia
- Navine Haworth, PhD, DC, Australian Chiropractic College, Australia
- Charmaine Herman, MA, DC, Life University, United States
- Dana Hollandsworth, DC, MS, Parker University, United States
- Greg Hollandsworth, DC, MS, Parker University, United States
- Fatima Ismail, Mtech (Chiro), University of Johannesburg, South Africa
- Claire Johnson, DC, MSED, PhD, National University of Health Sciences, United States
- Theodore Johnson, DC, MS, National University of Health Sciences, United States
- Charmaine Korporaal, Mtech (Chiro), Durban University of Technology, South Africa
- Suzanne Lady, DC, University of Western States, United States
- Craig Little, EdD, Council on Chiropractic Education, United States
- Christine Major, MS, DC, University of Western States, United States
- Barbara Mansholt, DC MS, Palmer College of Chiropractic, Davenport, United States
- Cecelia Martin, MA, EdD, University of Western States, United States
- Kevin Percuoco, DC, Palmer College of Chiropractic, Davenport, United States
- Brent Russell, MS, DC, Life University, United States
- Dana Sims, PhD, University of Western States, United States
- Michael Tunning, DC, MS, ATC, Palmer College of Chiropractic, Davenport, United States
- Stephney Whillier, PhD, Macquarie University, Australia
- Niu Zhang, MD, MS, Palmer College of Chiropractic, Florida, United States

#### FUNDING AND CONFLICTS OF INTEREST

Publication of the proceedings was funded by CERF. No conflicts of interest were reported for the publication of these proceedings.

#### REFERENCES

1. CERF. Going beyond grades: online learning assessment: Chiropractic Educators Research Forum (CERF), June 26, 2021. *J Chiropr Educ.* 2022; 36(1):103–105. doi:10.7899/jce-21-39
2. CERF. Harnessing the web: how chiropractic education survives and thrives during the COVID-19 pandemic: Chiropractic Educators Research Forum (CERF), December 5, 2020. *J Chiropr Educ.* 2021;35(2):222–228. doi:10.7899/jce-20-27
3. CERF. Preparing for the future: diversity in chiropractic education: Chiropractic Educators Research Forum (CERF), December 4, 2021. 2022; 36(2):194–198. doi:doi.org/10.7899/JCE-21-49
4. CERF. Academic integrity for all: building better professionals: Chiropractic Educators Research Forum (CERF), June 25, 2022. 2022;26(2):199–200. doi:doi.org/10.7899/JCE-22-15

---

#### About the organization

The Chiropractic Educators Research Forum (CERF) is an online forum where chiropractic educators share their insights and learn new information about research and scholarship. The CERF mission is to build scholarship and research capacity for chiropractic educators throughout the world. Contact information may be found at CERFweb.org.

© 2023 Association of Chiropractic Colleges