

## Publication-Equivalent Scholarly Products (PESPs)

PESPs are scholarly contributions in medical and health professions education that carry academic weight equivalent to traditional peer-reviewed publications. They provide a pathway for clinician-educators to receive formal academic recognition for educational innovation in promotion and tenure processes.

PESP Category	Description	Examples
<b>Curriculum Development</b>	Creation of innovative curricula that are peer-reviewed and adopted by others	<ul style="list-style-type: none"> <li>Novel LGBTQ+ health clerkship curriculum adopted across multiple medical schools</li> <li>Competency-based procedural training sequence for internal medicine residents that becomes a national model</li> </ul>
<b>Assessment Tools</b>	Development of validated assessment instruments (OSCEs, simulation scenarios)	<ul style="list-style-type: none"> <li>10-station OSCE for evaluating clinical communication skills in second-year students</li> <li>Validated checklist for assessing laparoscopic surgical technique in residency</li> <li>Simulation scenario for managing septic shock used across residency programs nationally</li> </ul>
<b>Educational Technology</b>	Virtual education tools, apps, or digital learning platforms	<ul style="list-style-type: none"> <li>Adaptive pharmacology learning platform that adjusts question difficulty based on student performance</li> <li>Virtual patient simulation for practicing motivational interviewing</li> <li>AR/VR anatomy module adopted by peer institutions</li> </ul>
<b>Educational Resources</b>	Textbooks, laboratory manuals, or educational media with peer review	<ul style="list-style-type: none"> <li>Peer-reviewed procedural skills laboratory manual for nurse practitioner students</li> <li>Edited textbook on clinical reasoning used in graduate medical education programs</li> <li>Annotated multimedia case library for teaching diagnostic reasoning</li> </ul>
<b>Collaborative Educational Innovations</b>	Team-based learning curricula, interdisciplinary training programs, or innovative assessment tools	<ul style="list-style-type: none"> <li>Interprofessional TBL module on care transitions co-developed by medicine, nursing, and pharmacy faculty</li> <li>Joint simulation program between surgical and anesthesia residencies for managing intraoperative crises</li> </ul>
<b>Evidence-Based Educational Programs</b>	Community-engaged education, simulation programs, or competency-based training	<ul style="list-style-type: none"> <li>Community health worker training curriculum co-designed with underserved communities</li> <li>Simulation-based mastery learning program for central line placement that reduced CLABSI rates</li> <li>Competency-based milestone assessment program for family medicine residents validated across a residency consortium</li> </ul>
<b>What PESPs Are NOT</b>	Teaching for a substantial number of years or volunteer hours in a free-care clinical setting do NOT qualify as PESPs. The distinction lies in scholarship — PESPs must involve creation, validation, peer review, or adoption by others, not simply the delivery of instruction or clinical service over time.	

Note: All PESPs must demonstrate creation, validation, peer review, or adoption by others to qualify as scholarly products.