

Faculty Introduction to Resident Research

This document outlines information for faculty about resident research and scholarly projects. If there are any questions, please contact the resident research advisor, Dr. Elizabeth Stringer. If you have ideas for a potential resident research project, please also contact Dr. Stringer with a few sentences about your idea. She knows which residents are looking for projects.

1. What are residents required to do?

All residents are required to complete a scholarly project during their training. Residents often complete a research project, however, the range of what can constitute a scholarly project is broader and includes*†:

- ✓ Quality Improvement Project
- ✓ Administrative Project
- ✓ Medical Education Evaluation/Project
- ✓ Knowledge Translation Activities
- ✓ Advocacy Project
- ✓ Bioethics Project
- ✓ Surveillance Studies
- ✓ Case Series Studies
- ✓ Prospective Qualitative Study
- ✓ Retrospective, hypothesis driven clinical or epidemiological observational research using existing data
- ✓ Prospective, hypothesis-driven clinical or epidemiological observational or experimental study

* ALL MUST INCLUDE AN EVALUATION COMPONENT † A Case report is not sufficient

How are residents supported?

- 1) The Academic Skills course - This 4-week course runs every year in Jan/February for 1st year pediatric and obstetrics/gynecology residents. The first three weeks focuses on basic skills in critical appraisal and research design with the final week focusing on developing skills in teaching. Dr. Elizabeth Stringer and Dr. Christy Woolcott oversee the course. During this time, residents are expected to develop their project and must submit a written proposal for their scholarly project. Residents are encouraged to have a supervisor and project idea in mind prior to the beginning of the course so a resident or Elizabeth Stringer may approach you in the months prior to the course about potential projects.
- 2) The resident research advisor (Dr. Elizabeth Stringer) supports and promotes resident scholarly activity among pediatric residents within the department. She oversees research rotations and serves as a coach and mentor to residents and supervisors of resident research including helping to ensure that projects residents take on are *appropriate and feasible to complete during residency*.

- 3) Research Rotations: All residents do a 4-week research rotation in 2nd year and have option to do a rotation in 3rd and 4th years. It is possible to split up the 4-weeks into smaller rotations.
- 4) Funding: Residents may apply to IWK Research Services for Mentored grants of up to \$5000. For a PGY2 who is unsuccessful in this competition, they may apply for \$750 from the Dr. Margaret Churchill Resident Research Fund administered by the Dept of Pediatrics Research Committee. Residents who are presenting their project at a national or international meeting can obtain funding support for this from the Department of Pediatrics.

Important information for supervisors

There are many factors that contribute to a positive experience and successful scholarly project. Based on feedback from residents in previous years (and the literature) there are 3 dominating factors:

Project Feasibility	The Supervisor	Effective Time Management
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The Project: Resident projects need to be *appropriate and feasible to complete during residency* given the multiple demands on resident time.

The Supervisor: As a potential supervisor for resident research consider these traits that residents are coached to look for in a supervisor.

***Accessible:** Supervisor meets with students frequently in both individual and group settings.

***Approachable:** Supervisor creates a comfortable environment where students can discuss concerns.

***Open and flexible:** Supervisor discusses expectations and conflicts openly and honestly and adjusts to students' needs over time.

Interested: Supervisor is interested in the student and wants to know them as individuals.

Encouraging: Supervisor provides research support, guidance, and motivation.

Professional: Supervisor facilitates the student's socialization into the program and discipline, encourages participation in conferences, and introduces students to people in the field.

Supportive: Supervisor provides professional and career development support.

*** very important!!**

Details of requirements of residents and supervisors

Progress Expected

- ✓ PGY1 - satisfactory proposal submitted and supervisor in place
- ✓ PGY2 - has submitted their scholarly project progress report and is on track (protocol and ethics submission completed)
- ✓ PGY3 - has submitted their scholarly project progress report is on track (data collected and analysis underway. Abstract written and submitted for presentation)
- ✓ PGY4 - has submitted their scholarly project progress report and is on track (project presented in some forum and in final stages of project)

Research Rotations:

There is a process for residents to follow **prior** to the beginning of a rotation on one45:

Step 1: Residents must submit their goals (tangible, concrete things) and objectives (what they want to learn) and a letter of intent outlining their plans for the duration of the rotation. A reminder will be sent out 8 weeks prior to your rotation.

Step 2: This should be forwarded to the supervisor for approval

Step 3: The supervisor needs to sign off on the goals/objectives/plan

Step 4: This will be forwarded onto the Resident Research Coordinator for final approval.

Step 5: The Resident Research Coordinator will set up a meeting with the resident prior to the rotation for a check-in in most circumstances

***IF THIS PROCESS IS NOT COMPLETE 4 WEEKS PRIOR TO THE SELECTIVE, THE ROTATION WILL BE CANCELLED, AND THE RESIDENT WILL BE PLACED ON CLINICAL DUTIES AT THE DISCRETION OF THE PROGRAM DIRECTOR.**

Scholarly Project Rotation ITERs

An ITER must be completed for EVERY scholarly project rotation (e.g. even if it's just a week-long). The resident will be evaluated on their stated goals and objectives which over the course of the scholarly project should include the education objectives for the Scholarly Project (see following page).

Biannual Progress Reports

The progress report can be completed on one45. This will be due on November 1st and May 1st of each year. The first progress report will be due in May of PGY1 year. This report is completed by the resident and then forwarded to the supervisor which gives the supervisor the opportunity to review and provide feedback. Once signed-off by the supervisor a copy will be forwarded to Dr. Stringer.

Final Report

A final report is a mandatory requirement for completion of the scholarly project. A manuscript (draft or published) is the preferred version of a final report. If a resident is unable to complete a manuscript (e.g. project did not progress, not completed) a report detailing progress to date AND a reflective essay will be required for the final report.

The final report will be due on May 1st of the resident's final year in the program (e.g. 3rd year for those doing fellowships, 4th year for those doing 4 years).

Department of Pediatrics Trainee Research Day: this is typically held in April of each year. All trainees supervised by DoP faculty are eligible (residents, medical students, undergraduate/postgraduate students). The call for abstracts usually comes out in January with abstracts due in March. Abstracts are adjudicated by the DoP Research Committee. The top ~15 abstracts will be selected for a podium presentation and the remaining abstracts will be eligible for a poster presentation. Prizes are awarded to the top podium and poster presentations.

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