

Pediatric Residency Program

Monthly Newsletter



RESIDENT RESEARCH

EPAs and ITERs

All residents have been asked to obtain one EPA each week. Ask them what they are working on and invite them to send you one today!

A total of 96 EPA forms have been completed since July 2019 (A total of 121 were sent to faculty, 25 remain incomplete). This is great progress—keep them coming!

Please complete EPA forms ASAP following the encounter and ITERs as soon as the rotation ends to ensure you are able to re-call the specific observation and provide an accurate evaluation. Timely completion is also necessary for the Competence Committee to make progress decisions.

Thank you!

For more information on resident research opportunities please contact Dr. Elizabeth Stringer, Pediatric Resident Scholarly Project Coordinator

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What is a Good Resident Research Project?

The answer to this question isn't straight forward and depends on multiple factors. However, last year we polled the residents and asked them to identify barriers to progress and satisfaction regarding their scholarly project. The single most mentioned barrier for them was *time*. This included finding time between other resident commitments, not having an accurate picture of how long things would take (e.g. REB and other approvals), and acquiring the time management skills to manage a longitudinal project while balancing the other demands of residency and life. **One piece of this equation is that a resident embarks on a project that is *feasible* to complete within the first 2-3 years of residency.** Typically, projects in which data is readily available (chart reviews, database studies) or those that don't require significant prospective data collection are ideal.

Qualities of a Good Supervisor

When residents were asked in the same poll about factors for success, it was mentorship provided by the supervisor that stood out as the single most important factor. Qualities of good supervisors include being accessible, approachable, flexible and encouraging. A good supervisor must be interested in the project itself but also be invested in the resident's learning and development. The most successful projects seem to be those in which there are **regular meetings between the resident and supervisor**. It allows both parties to get to know each other (what are the resident's strengths? where does s/he need more support?), trouble-shoot on a regular basis, and make consistent progress.

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