

Research in Residency

Course goals and introductory information



Course Goal

- The goal of the Research in Residency (RnR) curriculum is to support residents in **a scholarly investigation into any health-related* question or problem.**

* The use of “health-related” is intentionally broad – we recognize that the concept of health exists in many disciplines, of which medicine is one. We actively encourage and support work that crosses intellectual disciplines and communities.

Course Overview

The Research in Residency course requires residents to:

1. Continually reflect upon their core career interests

These may be about:

- *A condition (e.g. asthma, developmental delay)*
- *A population (e.g. adolescents, underserved population)*
- *A role (e.g. community advocate, public policy wonk, researcher)*

2. Pose a health-related question and develop it into a project (PGY-1)

3. Obtain IRB approval and gather all data (PGY-2)

4. Analyze and present findings (PGY-3)

Course Timeline

PGY	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun
1	<ul style="list-style-type: none"> •Get acclimated •Ask around (Course Directors, Chiefs, PGY 2s & 3s, Primary Advisors, Attendings in your area of interest) 	<ul style="list-style-type: none"> •Formally meet with your assigned Course Director 	<ul style="list-style-type: none"> •Actively develop ideas into project •Formally meet with your assigned Course Director 	<ul style="list-style-type: none"> •Review project and presentation with Course Director or Primary Project Mentor
	RIP Presentation at Intern Session (usually April of Intern year)			
2	<ul style="list-style-type: none"> •Submit/obtain IRB approval for project 	<ul style="list-style-type: none"> •Collect data 	<ul style="list-style-type: none"> •Collect data 	<ul style="list-style-type: none"> •Finish collecting data, start analyzing
	1 RIP Presentation in either 2 nd half of PGY-2 year or 1 st half of PGY-3 year			
3	<ul style="list-style-type: none"> •Analyze data 	<ul style="list-style-type: none"> •Draw conclusions ± Prepare abstract for submission to PAS* 	<ul style="list-style-type: none"> •Prepare poster 	<ul style="list-style-type: none"> •Senior Poster Session ± PAS (usually 1st/2nd week of May) *
	1 RIP Presentation in either 2 nd half of PGY-2 year or 1 st half of PGY-3 year			

*highly recommended for those contemplating career in academic medicine

Resources

1. People
2. Templates / Info Sheets
3. RnR Meetings
4. Past Work Library
5. \$\$\$

RESOURCES: People

1. Each other

- *Your colleagues come to this program with an impressive range of skills/experience*
- *Share lessons and barriers with one another*
- *Ask each other for critiques*
- *Team up to take on larger projects on mutual/ complimentary areas of interest*

2. Chiefs

- *Have recently finished the process and are a wealth of information*
- *Provide access to our Templates/Checklists/CheatSheets and Past Work libraries*

3. Course Directors / Primary Advisors

- *Will mentor and ‘match make’ throughout the first ½ of residency until you identify a Principal Investigator*
- *May become your Principal Investigator*
- *Will refer you to the Chiefs/Program Director’s Office if you demonstrate difficulty responding to inquiries about your progress or meeting course deadlines*

4. Principal Investigator(s)

- *Take primary responsibility for helping develop your project and ensuring its integrity*
- *Must give approval before any oral or written presentations are given inside and outside the University*

RESOURCES: Templates

1. Templates

- *Presentations*
- *IRB Protocol Narrative*

RESOURCES: RnR Meetings

1. RIP Presentations

- *Preparing presentations and engaging audiences forces you to practice being precise and succinct*
- *Familiarity with formal presentation format is something you can only learn by doing*
- *Audience comments / questions / suggestions fuel project improvements*

2. Principal Investigators

- *Make sure every effort has been made to ensure that your PI can attend your presentation 😊 (lots of advance notice, accommodations to schedule, etc)*

3. Mini-lectures (~15 minutes)

- *AUGUST: Protocol Narrative (Chiefs)*
- *FALL/SPRING: Basic Stats*

4. Guests

- *Course Directors will make every effort to invite internal and external experts with knowledge / experience to individual residents' project or the course as a whole*

RESOURCES: Past Work Library

1. We have accumulated projects from previous classes to illustrate different points:
 - Different types of projects (e.g. medical education, community-based, advocacy, quality improvement, basic science)
 - Different paths to completion
 - Projects that went on to publication

2. See Chiefs until we can all this on the Web

RESOURCES: Funding

- It is customary for Principal Investigators to take on the expenses of their Mentees
- Residents also have access to funds via the Program Director's Office
 - See XXXX

Parting Advice

1.

What you put **IN** = What you get **OUT**

2.

Engage in the
PROCESS & PRODUCT
Will follow

3.

Only **PROMISE** → Then **DELIVER** *

what you can deliver what you promise

* Especially when community partners are involved; integrity is everything.



THANK YOU!

Course Directors

Current:

- Juliane Bubeck-Wardenburg, MD PhD* 3, 4
- Alyna Chien, MD MS* 1, 2
- Sarah Hoehn, MD* 2, 3
- Patrick Myers, MD* 5

Past:

- Josh Robinson, MD*

Affiliations:

*Course Founder (Residency Class of 2004)

1. Section of Advanced Pediatric Health Services
2. Section of Community Health Sciences
3. Section of Pediatric Critical Care
4. Department of Microbiology
5. Section of Neonatal Critical Care