

Put your title here

Motivation

- Briefly describe what you want to get out of this project personally and professionally

Main Purpose of Project

- Describe the single main purpose of this project in one sentence
 - E.g. to increase pediatric residents' sense of 'code' competency using online and simulation-based learning techniques
- Provide secondary goals if applicable
 - E.g. to develop an educational intervention that includes an online resuscitation component and a simulation component

Background - 1

- Summarize the results of the relevant literature in this area (scale to size of literature)
 - E.g. If there are multiple small-scale surveys of a variety of medical specialties, then it is OK to say “In multiple small-scale surveys of medical trainees, trainees reported that traditional forms of teaching on code management to be inadequate for preparing them for actively managing code situations”

Background - 2

- Summarize literature specifically pertinent to your project
 - E.g. Pediatric residents felt ill-prepared to manage codes in x, y, z setting

OR

- E.g. For code management, self-rated competency is well-correlated with self-rated performance in real code situations
- E.g. Simulation learning techniques have been shown to improve perceived and actual competency

Background -3– things to avoid

- Being overly general.
 - E.g. Code competence is important.
- Leaps in logic.
 - E.g. Didactic education does not work since studies of pediatric codes show that pediatric residents have a low level of competence.
- Tangents.
 - E.g. Codes are stressful for residents.

Methods - 1

- Study design: Pre- and post-intervention design
- Study population:
 - categorical pediatric residents at UC
 - at the beginning of the second year of training
 - compared to themselves at the end of second year of training

Methods – 2

- Evaluation based on:
 - Self-rated competency (using previously validated tool)
 - Administered by email survey

Methods – 3

Intervention Design

- Dose, duration, timing, intervals of educational intervention
 - Online curriculum
 - Simulation curriculum

Methods - 4

Consideration of Confounding Factors

- Exposure to codes:
 - Prior to educational intervention
 - During second year
- General sense of clinical competency

Analysis Plan

- (Don't freak out, but thinking ahead on this will save you time in the end.)
- T-test: compare mean self-rated competency at the two time points
- Logistic regression: odds of rating oneself as “highly competent” between the two time points after adjusting for code experience over the year

Limitations

- For whatever the design is
 - For this example:
 - Small sample
 - No control group
 - Unblinded intervention (you're presenting the intervention to the group)
- Then explain why you accepted these limitations
 - Pilot study
 - Although no control group, tried to adjust for confounding
 - Code teaching occurs in variety of formal and informal settings & RIP presentation only reaches a few of study population, so RIP presentation unlikely to affect final outcome

Summary