



2022 LEAD Capstone Poster Session

UTSW GI Research Collaborative: An Individualized Clinical Research Curriculum and Mentoring Program for Trainees Interested in GI

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Abstract

- There is growing concern over the shortage of physician-scientists which bring unique perspective and skills
- Engagement in scholarly activity during training is critical for residents
 - Associated with choosing an academic career
 - Increases comfort with evidence-based medicine
 - Enhance analytical and critical thinking skills
- However, trainees face multiple challenges due to time constraints, administrative burden, lack of training, difficulty finding mentorship
- Structured research curricula can improve engagement



Objectives

- Facilitate GI-related scholarly activity among trainees through an **individualized research curriculum** that is tailored to the learner and streamlines the process for both trainees and faculty
- Continue to foster interest in GI at UTSW
- Increase scholarly output of GI Division



Background Information

- Scholarly activity during residency is required by ACGME and has become essential for trainees applying for Gastroenterology, a highly competitive subspecialty

Challenges:

- Trainees are often new to campus, have limited time prior to applications
- Faculty may have limited time or experience mentoring trainees on scholarly projects
 - Difficulty navigating regulatory steps/ IRB
 - Unaware of timelines and deadlines

Missed opportunities



Project Plan

- Identify interested trainees during annual GI interest group meeting
- Identify faculty interested in mentoring
 - Survey all GI faculty
 - Approach non-GI faculty that may have overlapping interests
 - Maintain active database in Redcap
- Potential mentors attend meeting and give quick “elevator pitch” about their work, availability
- Trainees and mentors paired



Project Plan

- ***Individualized curriculum tailored to the learner***
 - 1) **Learner assessment**
 - ✦ Evaluate prior research experience and identify learner needs
 - 2) **Learner training**
 - ✦ IRB, CITI training, reference manager, IHI QI modules, manuscript writing
 - 3) **Establishing (and maintaining) mentorship**
 - ✦ Pairing with mentors and submentors, align goals, set timeline for deliverables, clarify authorship early, how to be a “good mentee”
 - 4) **Dissemination of work**
 - ✦ Present work at local and national meetings, training on all phases of manuscript submission (cover letter, format, respond to reviewers)



Application of What You Learned at LEAD

- Coaching and motivational skills
- Communication
 - With stakeholders, prospective mentors and trainees
- Negotiation
- Measure success of project with tangible benchmark
 - Increase trainee abstract and publications by 20% in year 1



Proposed Budget

- Initial human capital investment (mentors)
 - Mutually beneficial
 - Aligns with UTSW mission
- Little to no start-up material cost
 - Electronic vs. hard copy of “Research Road Map”
 - Part of FTE clinical research manager
- Later will require funds for dissemination
 - Poster printing
 - Trainees to apply for travel grants to present their work
- Obtain pilot data → apply for AGA Educational Grant, identify other external funding sources



Innovation and Significance

- Highly aligned with UTSW missions to **Educate** and **Discover**
- Potential benefits to UTSW:
 - Enhances professional development of faculty, submentors
 - Fosters interest, prepares trainees for academic research career
 - Inclusion - "Levels the playing field"
 - Increase overall productivity of the Division
 - Could be implemented in other Divisions across UTSW



References

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- Stevenson MD, Smigielski EM, Naifeh MM, et al. Increasing scholarly activity productivity during residency: a systematic review. *Acad Med*. 2017;92:250–266.
- Accreditation Council for Graduate Medical Education. ACGME common program requirements. Effective July 1, 2019. <https://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/CPRResidency2019.pdf>.