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Education Research

Poster Title

Are we Adequately Fueling Research in an Academic Ob/ Gyn Residency Program?

Authors

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Abstract

Study Objective:

The ACGME requires ob/gyn residency programs to “allocate adequate educational resources to facilitate resident involvement in scholarly activities” and establish a curriculum that “advances residents’ knowledge of the basic principles of research.” [1] Although several studies describe and assess resident research structure in ob/gyn programs, there are few studies evaluating the research experience from residents’ perspectives. [2] We sought to assess ob/gyn residents’ perception of research needs and existing training structure at our institution.

Methods:

A 21-question anonymous survey was administered to PGY 2-4 ob/gyn residents. The survey asked residents about their priority of, support for, and engagement in research.

Results:

Among 18 residents surveyed, 16 responded, of which 11 were senior residents. While 81% prioritize research during residency, other results indicate they may not have resources necessary to effectively conduct research.

Only 56% report receiving formal training in clinical research skills or methodology thus far during residency. However, 87.5% report having an established mentor relationship. Mentors helped with a variety of research tasks. 78.6% of mentors helped with identifying a question, and 71.4% of mentors help to draft a research plan. 78.6% of mentors help to guide data collection. Other tasks however has less mentor involvement. Only 42.9% of mentors helped with data analysis, and 35.7% help with interpretation of the results.

While mentorship may be the primary method of learning research skills, 68.75% ranked research mentorship in their top 3 desired resources.

Conclusions:

Our study indicates that while residents at our program have a keen interest in pursuing research during training, they are lacking a structured curriculum and quality mentorship to conduct effective research. Implementation of a structured research experience with quality mentorship and access to research resources may improve residents’ experience and productivity with scholarly endeavors.

References:

1. Accreditation Council for Graduate Medical Education: ACGME Program Requirements for Graduate Medical Education. Obstetrics and Gynecology. <http://acgme.org>. Accessed July 30, 2014
2. Oakley, Susan H., Catrina C. Crisp, M. Victoria Estanol, Angela N. Fellner, Steven D. Kleeman, and Rachel N. Pauls. "Attitudes and Compliance with Research Requirements in Ob/Gyn Residencies: A National Survey." *Gynecologic and Obstetric Investigation* 75.4 (2013): 275-80. Web.