Scholarly Activity Mentorship in Pediatric Residency Programs
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INTRODUCTION

- The ACGME mandates resident participation in Scholarly Activity
- Effective mentorship is vital to guide residents through a successful scholarly project

OBJECTIVE

- Assess the state of scholarly activity mentorship in pediatric residency programs
- Determine factors associated with program director (PD) perceived effectiveness of resident scholarly activity (RSA) mentorship

METHODS

- Cross-sectional survey of Pediatric Program Directors
  - We asked PDs to indicate available resources, faculty incentives and the availability of qualified mentors for RSA mentorship
  - We also asked them to assess the effectiveness of RSA mentorship in their programs by indicating their agreement with the statement: “Resident scholarly activity is effective in my program” responses were on a Likert-like scale ranging from strongly agree to strongly disagree.
  - Programs whose PD responded strongly agree or agree were categorized as having effective RSA mentorship
  - Logistic regression was used to explore factors associated with the effectiveness of RSA mentorship.

RESULTS

- 36% (72/202) of PDs responded.
- Responding programs were similar to all residency programs by program size, setting and region.
- 53% (38/72) PDs strongly agreed or agreed that RSA mentorship is effective in their institution
- 100% (72/72) of responding programs reported residents have protected time for scholarly activity

Faculty Characteristics in Programs with Effective RSA Mentorship

- Sufficient Faculty Interested in Mentoring (N=31)
- Faculty Mentoring Residents Have Needed Resources (N=33)
- Sufficient Faculty with Skills to Mentor (N=16)
- Sufficient Faculty with Time to Mentor (N=16)

Faculty Incentives in Programs with and without Effective RSA Mentorship

- EVU (Educational Credits) (N=4)
- Direct Monetary Compensation (N=2)
- Decreased Expectation for Clinical Activity (N=2)
- Faculty Protected Time for RSA Mentorship (N=12)
- Requirement for Promotion in Some Tracks (N=16)
- Mentor Recognition/ Award (N=23)
- No Faculty Incentives (N=40)

LIMITATIONS

- Only half of respondents agreed or strongly agreed that RSA mentorship is effective in their program.
- Programs with adequate support for RSA mentorship: a research assistant for resident projects, statistical support and access to supplies were more likely to report RSA mentorship was effective in their program
- Program directors were more likely to report RSA mentorship is effective in their program when incentives like a requirement for RSA mentorship is present.
- Faculty Development in RSA mentorship skills may also result in more effective RSA mentorship
- Interestingly, resources like faculty training in research methods of any sort, a resident scholarly oversight committee or mentorship from more senior researchers did not result in PDs reporting RSA mentorship is effective

CONCLUSIONS/ IMPLICATIONS

- It is clear that RSA mentorship is more effective in programs where there is adequate support.
- Incentives and resources for faculty to participate in RSA mentorship are associated with increased effectiveness
- Focusing limited resources on adequate support in the way of a statistician and a research assistant results in greater RSA mentorship effectiveness.
- Providing faculty development workshops to improve RSA mentorship for those interested in mentoring residents in scholarly activity may improve effectiveness.
- Further examination of exactly what results in adequate support of RSA mentors is required to identify other actionable areas.