

Scholarly Activity Mentorship in Pediatric Residency Programs

Monique M. Naifeh, MD, MPH, Erika L. Abramson, MD, MSc, Michelle D. Stevenson, MD, MS, Christopher Aston, PhD, Su-Ting T. Li, MD, MPH



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.

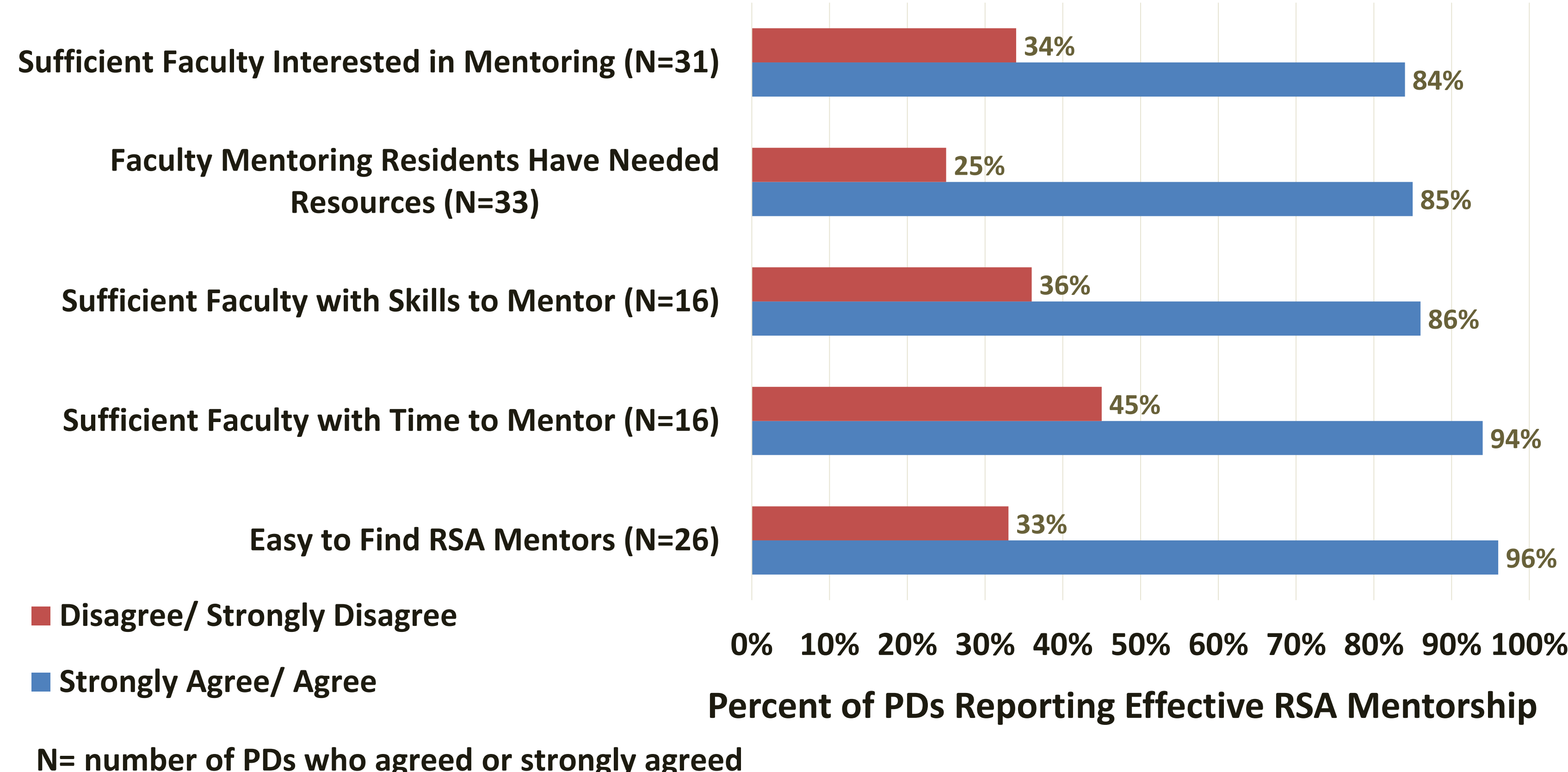
METHODS

- 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

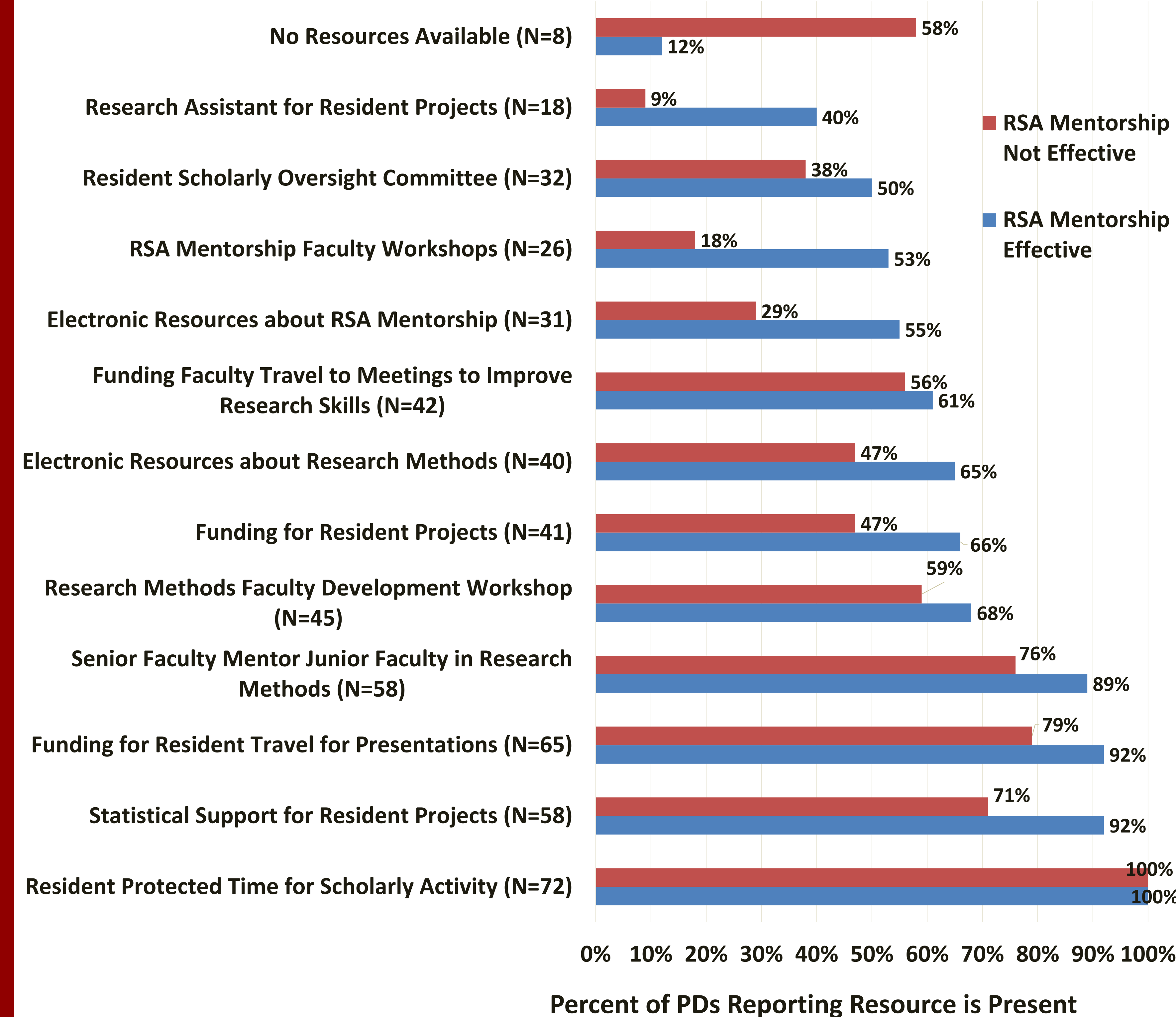
- 36% (72/202) of PDs responded.
- Responding programs were similar to all residency programs by program size, setting and region.
- 53% (38/72) PDs strongly agreed or agreed that RSA mentorship is effective in their institution
- 100% (72/72) of responding programs reported residents have protected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

Faculty Characteristics in Programs with Effective RSA Mentorship

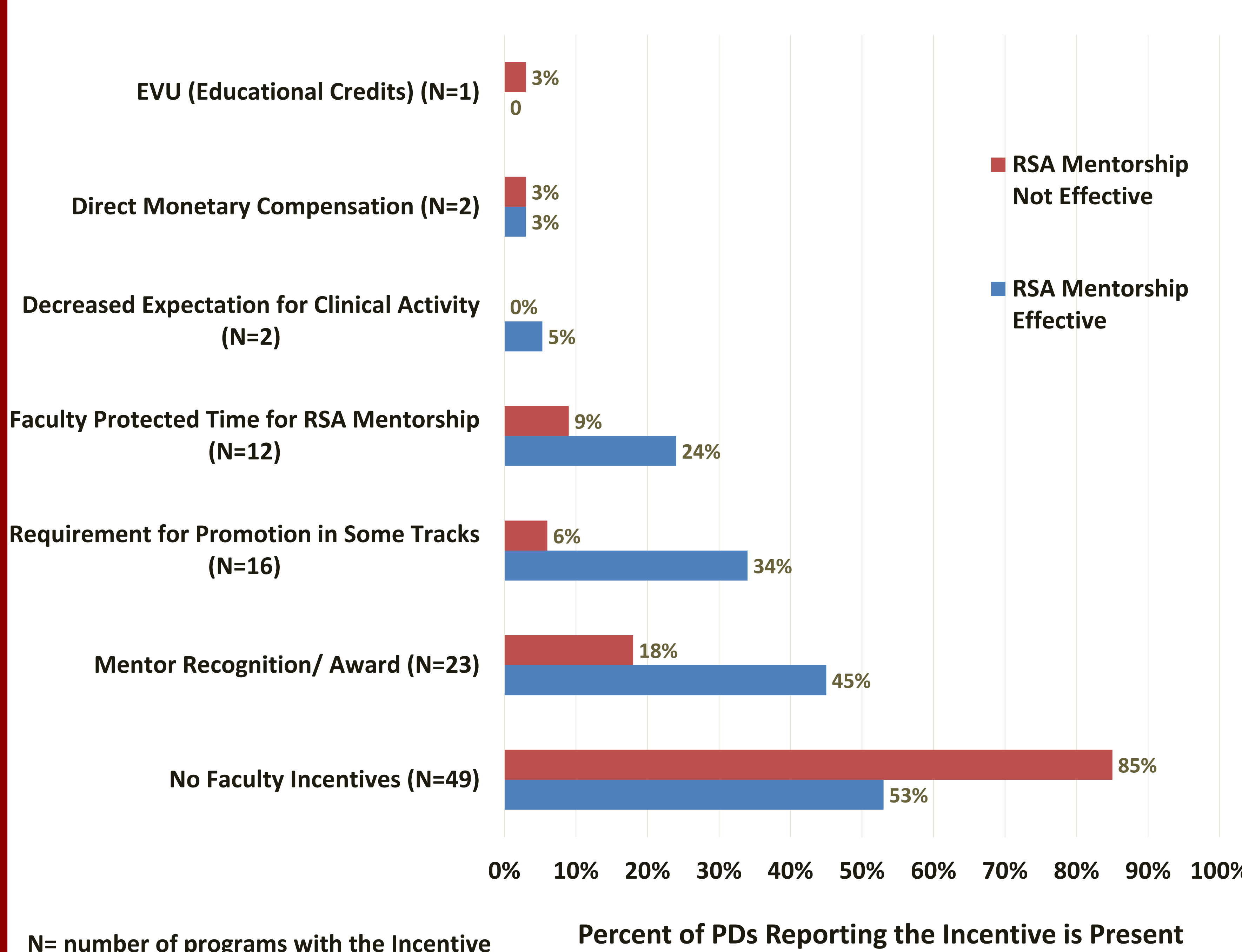


RESULTS

Resources in Programs with and without Effective RSA Mentorship



Faculty Incentives in Programs with and without Effective RSA Mentorship



RESULTS – CONT'D

Resource, Incentive or Characteristic Associated with PD Perceived Effectiveness	OR (95% CI)
Mentors Have Needed Resources (eg. Statistical Support, Research Assistant, Access to Supplies)	13.9 (3.75, 51.59)
No Incentives Available	0.17 (0.04, 0.73)
Faculty Development Workshops for RSA Mentorship	3.47 (0.86, 13.98)

RESULTS

- 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

LIMITATIONS

- Despite distributing our survey through the APPD Research and Scholarship Learning Community survey distribution system, our response rate was low limiting the generalizability of this survey study.
- Because of the low response rate, our sample size was small, limiting our ability to detect possibly significant differences
- This was a cross sectional survey study so we cannot make any assertions about causation.

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.