

How To Create Practical Scholarship Opportunities That Motivate Busy Residency Faculty

Jeff Hostetter, MD, FAAFP

January 20, 2022



Faculty Need Research Education

- Doctors in clinical settings feel they have no time allotted for research of any kind
- Residency programs assume faculty know how to do research
 - *Not sure where this would have been done!*
 - *Watching an online module does not count!*
 - *Most common current options:*
fellowship or learn by trial-and-error

Faculty Need Research Education

- Health systems assume doctors were taught how to do research in residency
 - ❖ *Not a model that will produce the results we need!*
 - ❖ *Produces faculty that are very cynical about research!*
- Challenges for faculty:
 - No one has time to do research
 - Research is not compensated
 - No one has time to teach/learn research skills

ACGME FM RC Changed the Game

- Quality and safety education subsumed by the CLER requirements
- The 2020 Program Requirements
 - (and accompanying Scholarly Activity Guidelines) stated:

“To be recognized as scholarship, contributions must be:

- shared with peers; and,
- subject to peer review.”

Table 1

	Residency Faculty Members (Core/Key)	Residents
Number of scholarly	two per faculty member on average over five years	two per resident by end of residency

ACGME FM RC Changed the Game

- ACGME Annual ADS Report –

Faculty Member	PMID	Non-PMID Peer Review Publications	Other Publications	Conference Presentations	Other Presentations	Chapters Textbooks	Grant Leadership	Leadership or Peer-Review Role	Formal Courses
Jeffrey Hostetter MD, MS	1 - 32718313 2 3 4	0	1	2	2	0	0	Y	Y

Summary of Lessons Learned

- Research takes time that occurs in “fits & starts” over an extended period of time
 - *IRB’s are NOT navigated well by most clinicians*
 - *Faculty view research as work NOT a hobby*
 - *At least some protected time during the work week is necessary*
- Research skills need to be explicitly taught
- Research skills need to be practiced
- Research that is clinically relevant is the research that gets done
- Research can be done in groups

New Plan: Group Research Projects

- 1) Structured didactics about the details of research
 - ❖ formulating a question
 - ❖ IRB application
 - ❖ sources for help with statistical analysis
 - ❖ submitting articles for publication
 - ❖ the peer review process

New Plan: Group Research Projects

- 2) Research groups consist of
 - ❖ faculty advisor
 - ❖ their resident advisees
 - ❖ a research mentor from the medical school
 - ❖ Faculty serve as a guide and solve problems. Residents do the work
 - ❖ Each year the new PGY-1's are added to a group, and graduates leave a group
- Goal/Rationale:
 - ❖ Much (but not all!) significant research takes >3 years
 - ❖ Every resident will be involved in some critical aspect of the project

New Plan: Group Research Projects

- 3) Provide protected time every month for the research group to meet and organize their work
 - ❖ One hour from 4-5PM every month

New Plan: Group Research Projects

- 4) Accountability: MUST clearly communicate that this is a priority for training
 - Roster of attendance submitted for each monthly meeting
 - Every 6 months, each group presents their project and progress made to the all faculty and residents at a noon meeting

New Plan: Group Research Projects

- Outcomes so far . . .
 - 4 groups
 - All groups meeting regularly with good attendance
 - All groups have submitted applications to the IRB
 - One group has received a RuralPrep grant for their project
 - One group has completed data collection and is working with statisticians on analysis
- Everyone (especially faculty) has a better attitude about research!

Questions?

- Thank you for your time and attention!