

INCREASING AWARENESS OF RESEARCH RESOURCES FOR PHYSICAL MEDICINE AND REHABILITATION (PM&R) RESIDENTS VIA A BLACKBOARD RESEARCH FOLDER



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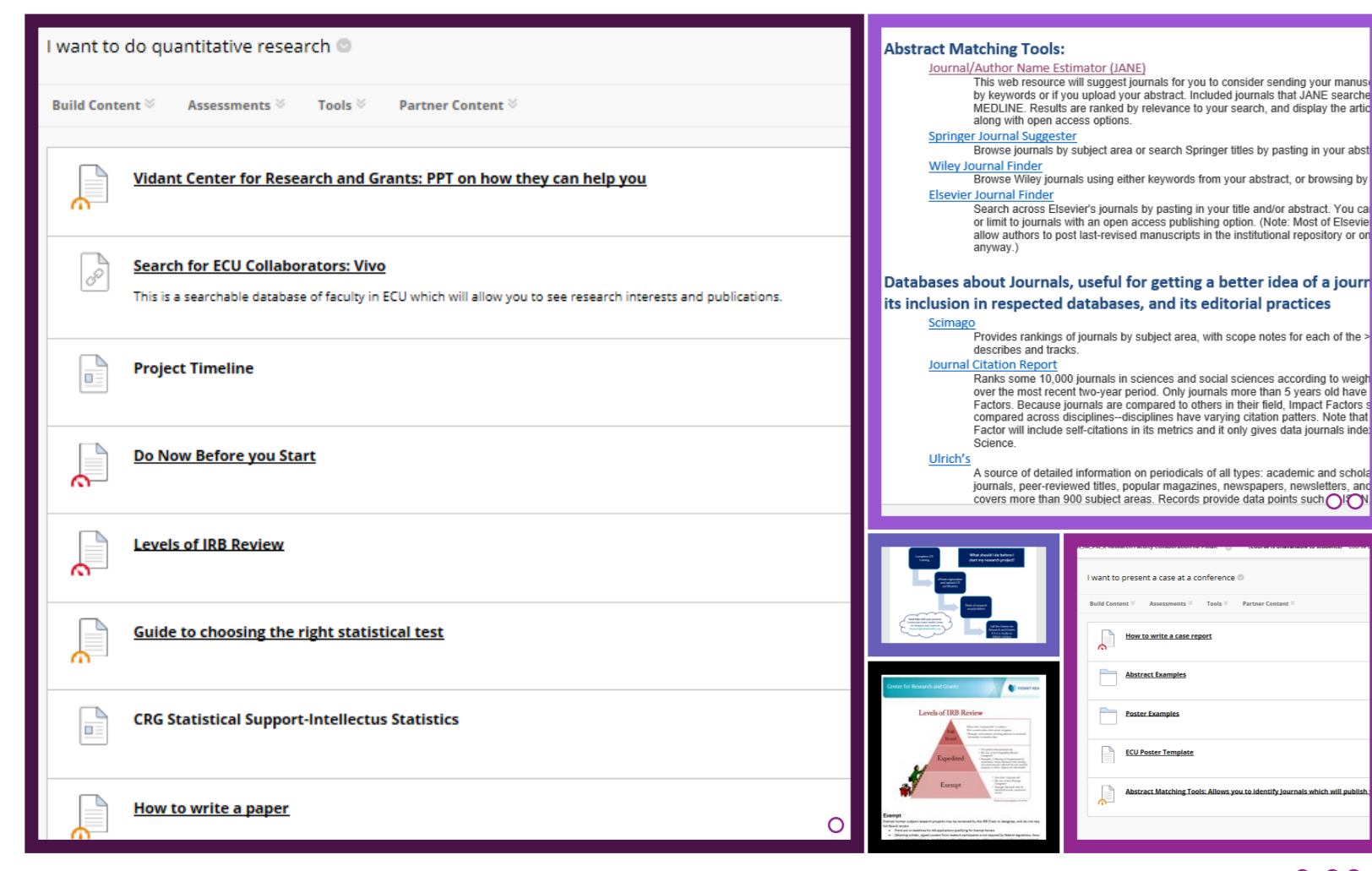
Introduction

Resident initiated research can be a valuable part of post graduate medication education, however, residents face several obstacles when initiating research projects such as lack of understanding of the IRB process, lack of knowledge of mentors, and lack of understanding of statistics. While residents are often motivated to see research through to completion, projects can often be derailed by lack of mentorship and resources.

Aim Statement

We sought to improve awareness of research resources among Physical Medicine and Rehabilitation residents through the creation of an online repository of research resources and increase their likelihood of pursuing research during their time at ECU.

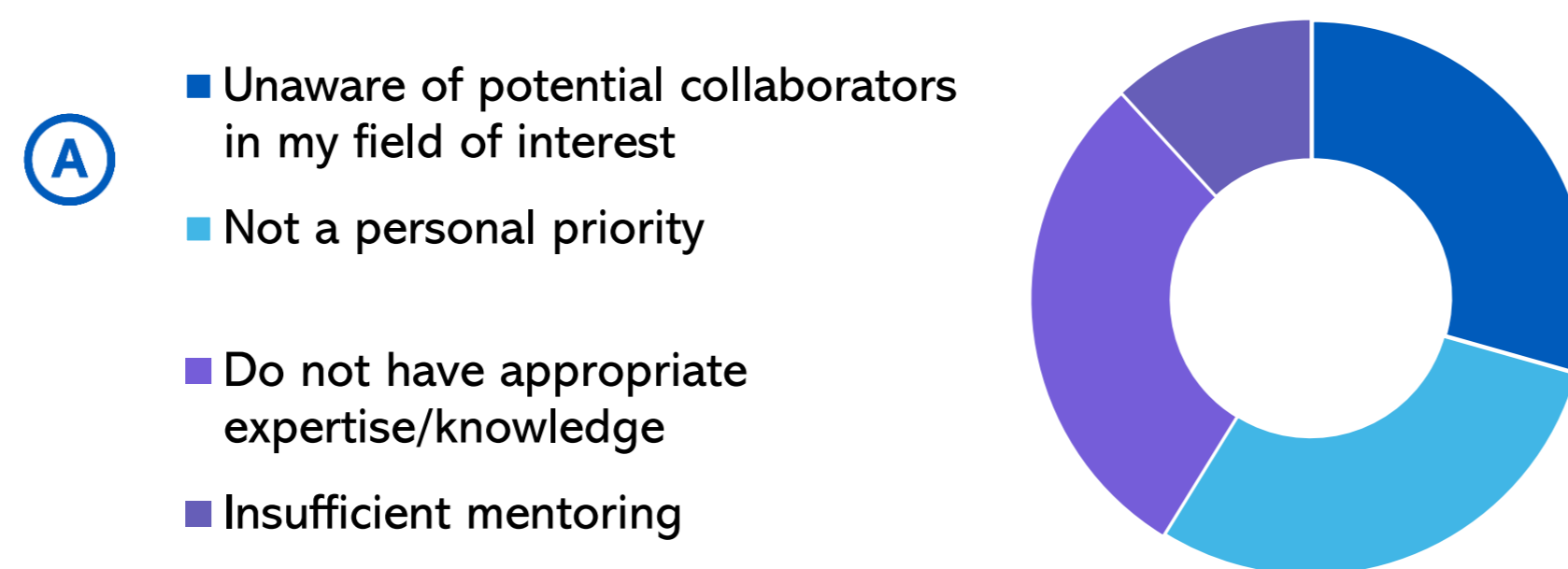
RESEARCH FACULTY COLLABORATION



Methods

A needs assessment presented to residents in the Department of Physical Medicine and Rehabilitation identified four areas that were deemed as obstacles when conducting research. These were identified as the following:

1. Finding a primary investigator/collaborator for research
2. Assessing what level of Institutional Review Board (IRB) approval is needed
3. Selecting the correct statistical test is right for the project
4. Selecting appropriate journals for research dissemination

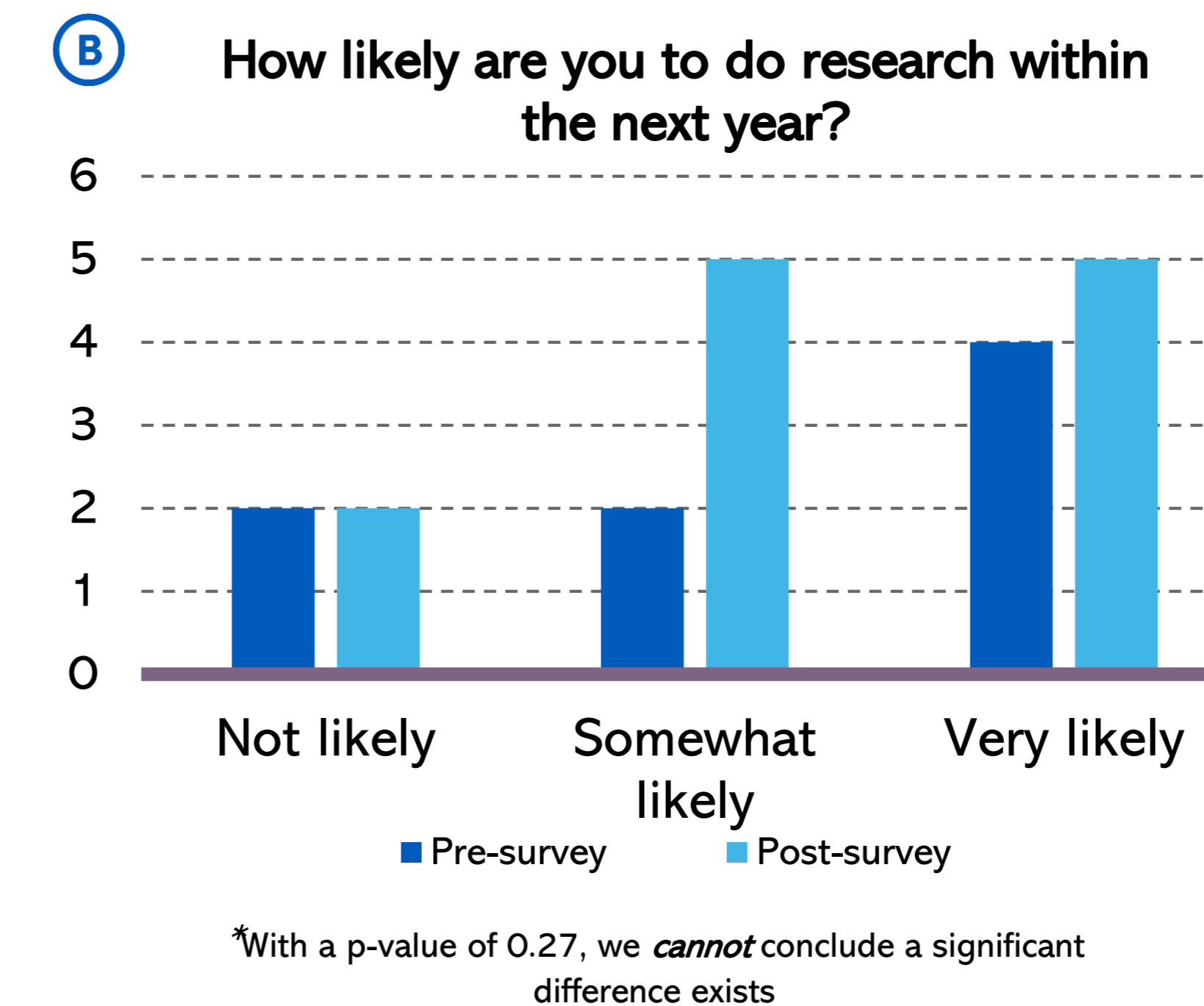


The quality improvement team devised a Blackboard site which included resources to address the aforementioned obstacles and an interactive workshop for web page walk-through and research process initiation. The web page was then introduced to physical medicine and rehabilitation residents during a skills meeting where they were then shown how to access and utilize materials to address said needs. Afterward, a post survey was administered with questions addressing their comfortable level in regards to the pre-determined obstacles.

Results & Discussion

There were 8 residents who completed the needs assessment and 12 residents who completed the post survey.

Resident Feedback
"Excellent resources available. Glad it is easily accessible."
"Much more informed after today's presentations, thank you"
"Glad to know all of the available resources available. Had no idea."
"I graduate so likely won't have enough time to complete project."



Conclusion

Access to a web page specific for research endeavors with outlined research project objectives increases knowledge of available resources along with comfort during utilization. By reducing the perceived barrier to finding a mentor/collaborators, successfully navigating the IRB process, choosing the statistical test, and submitting to journals, it is hoped that learners will have early successes in research.

Analysis of the pre- and post-survey results demonstrate that no significant difference was seen in residents motivated to pursue research after given the resource; *indicating that a web-based approach for individual walk-through may be an effective utilization of their residency.*

The resource should ideally be provided during their orientation to PM&R residency to promote early interest.

References

1. Nawaz, H., Petraro, P. V., Via, C., Ullah, S., Lim, L., Wild, D., ... & Phillips, E. M. (2016). Lifestyle medicine curriculum for a preventive medicine residency program: implementation and outcomes. *Medical education online*, 21(1), 29339.
2. Malatskey, L., Zeev, Y. B., Tzuk-Onn, A., & Polak, R. (2017). Lifestyle medicine course for family medicine residents: preliminary assessment of the impact on knowledge, attitudes, self-efficacy and personal health. *Postgraduate medical journal*, 93(1103), 549-554.