

Get Your Write On!  
Implementation of a  
Vertical Writing and  
Research Curriculum  
in a Psychiatry  
Residency Program

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# Collaborative Team Members

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Toni Johnson Liggins, MD

- Past training director

Shannon Tyler, MD

- Current training director

Linda Weaver, MS

- Coordinator



1. Describe the current use of vertical writing groups in medical education.



2. Identify best practices and barriers in writing group implementation.

# Objectives

# ACGME GUIDELINES: RESIDENTS ACTIVITIES

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Residents should participate in scholarly activity

The sponsoring institution and program should allocate adequate educational resources to facilitate resident involvement in scholarly activities

- Residents must have instruction in research methods in the clinical, biological, and behavioral sciences related to psychiatry, including techniques to appraise the professional and scientific literature and to apply evidence-based findings to patient care.
- The program must provide residents with research opportunities and the opportunity for development of research skills for residents interested in conducting research in psychiatry or related fields.
- The program must provide interested residents access to and the opportunity to participate actively in ongoing research under a mentor.

# ACGME GUIDELINES: RESEARCH LITERACY

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The ability to critically appraise and understand the relevant research literature and to apply research findings appropriately to clinical practice.

The concepts and process of Evidence Based Clinical Practice include skill development in

- Question formulation
- Information searching
- Critical appraisal
- Medical decision-making

**Psychiatry Residents must be taught the  
design and interpretation of data!**



# Types of Scholarship

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The scholarship of *DISCOVERY*

- Traditional definition: research

The scholarship of *INTEGRATION*

- Integration of knowledge from different sources

The scholarship of *TEACHING*

- Search for innovative approaches and best practices to develop skills and disseminate knowledge

The scholarship of *APPLICATION*

- Discovering ways that new knowledge can be used to solve real world problems

# Methods / Results

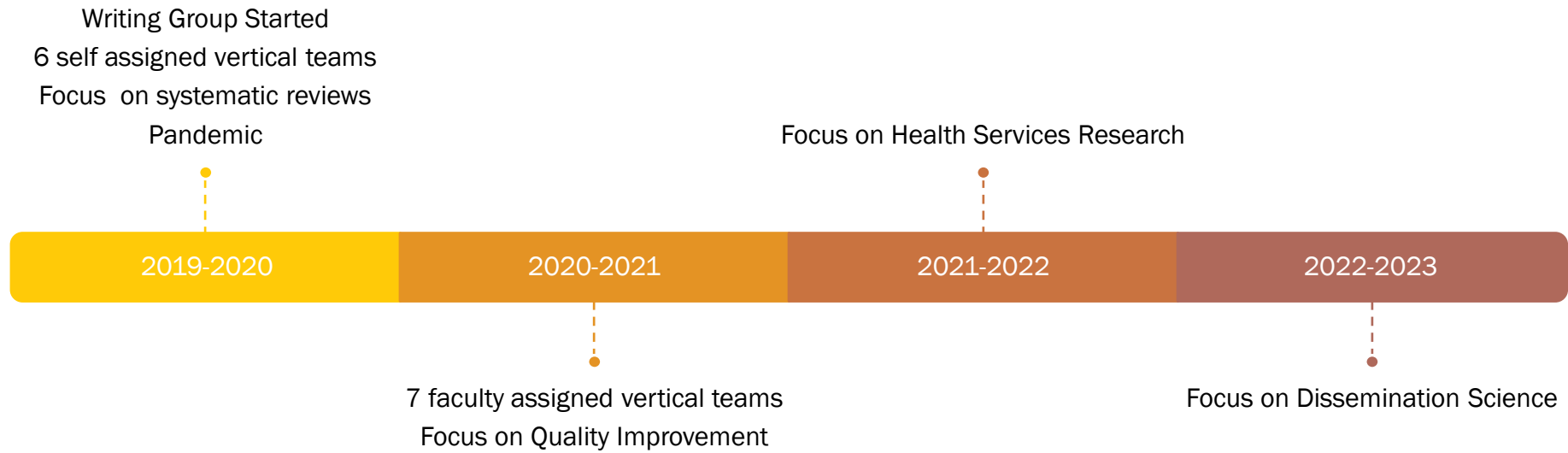
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Literature review of current research instruction in psychiatry and other medical specialties

- Courses
- Group work

Survey (n= 42)

- Past research experience
  - 31% no formal training in critical appraisal
  - 23% reported being confident in critical review ability



# Writing Group Timeline



# 2019-2020 Wins

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Residents took part in 5 in-person lunch time meetings.

Met with librarians and executed MeSH term searches

Introduction to Covidence

- 3 residents later asked for additional access for other scholarly projects

Introduction to Microsoft Teams

Approximately half of the groups stayed on pace of monthly lectures

# 2019-2020 Opportunities

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Difficulty maintain momentum with changes in rotation schedule

PGY1s and Med/Psych most difficulty with consistent contribution



Vague expectations among groups allowed for social loafing with some members “carrying” group



Groups using alternative communication methods (e.g., whatsapp) making it difficult to monitor progress and correct work in real time.



Groups appear to require more frequent check ins to stay on task. Few took advantage of open-door policy of faculty advisor.

# Improvements for 2020-2021

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# Suggested Improvements

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Faculty assigned groups with planning as to resident ability to show for monthly meeting

Clearer hierarchy of groups and roles of members.

Discussion of plan over the Summer session.

Additional education about how to use Microsoft Teams

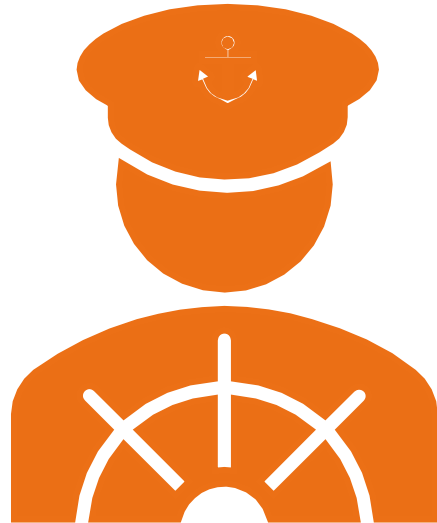
Recording of sessions for members unable to attend via Microsoft Teams.

Brief check-ins with each group leader in-between monthly sessions to troubleshoot

Creation of a Med/Psych specific group

# Vertical Team Roles

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## PGY1

- Role: basic research tasks, observe higher PGYs, follow instructions from lead resident on project, focus on search skills, identifying high quality journals, summarizing information

## PGY2

- Role: all skills of PGY1, help in developing questions and identifying areas of interest, shows initiative in process

## PGY3

- Role: all skills of PGY1,2, critical appraisal of information, beginning integration/application to patient care, taking on leadership role in project

## PGY4

- Role: All previous skills, acts as a leader of project including help with structure/timelines/follow-up/feedback to group members, reports to director of research or other faculty supervisor

# Thank you

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