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

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

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

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

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

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

Writing Group Started
6 self assigned vertical teams
Focus on systematic reviews
Pandemic

2020-2021

7 faculty assigned vertical teams
Focus on Quality Improvement

2021-2022

Focus on Health Services Research

2022-2023

Focus on Dissemination Science

Writing Group Timeline
2019-2020 Wins

- 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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<tr>
<th>Difficulty maintain momentum with changes in rotation schedule</th>
<th>PGY1s and Med/Psych most difficulty with consistent contribution</th>
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<tr>
<td>Vague expectations among groups allowed for social loafing with some members “carrying” group</td>
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<td>Groups using alternative communication methods (e.g., whatsapp) making it difficult to monitor progress and correct work in real time.</td>
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<td>Groups appear to require more frequent check ins to stay on task. Few took advantage of open-door policy of faculty advisor.</td>
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Improvements for 2020-2021
Suggested Improvements

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

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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