

**Scholarly Activity – ROTATION DESCRIPTION AND EXPECTATIONS (RDE)  
Pediatric Emergency Medicine Subspecialty Residency - University Of Calgary**

**ROTATION DESCRIPTION**

*Rotation structure*

- Over the two year subspecialty residency, the resident is given 8 weeks of protected time to complete a scholarly project. The Royal College requires:
  - A project related to Pediatric Emergency Medicine, which may take the form of research, education, quality improvement, clinical innovation, or other creative professional activity. Regardless of type, each project should articulate a clear objective or aim, describe the planned approach or methodology, and include a strategy for evaluation. Ideally, the project will be suitable for dissemination through publication or conference presentation.
- Prior to starting training, the resident will be introduced to potential academic supervisors in the department and encouraged to develop ideas for their scholarly project; they will be expected to have identified a project supervisor within the first month of their training.
- Residents can start a new project or join an existing project being conducted by a supervisor as long as they are a significant contributor.
- Once a resident has selected their project and project supervisor, together they will create a planned timeline for deliverables over the course of 2 years of residency.
- The resident is expected to orally present their project at the annual Pediatric Emergency Research Canada (PERC) Conference and are encouraged to also present at a national level conference or scientific meeting. Options will be considered in discussion with the program director; these include but are not limited to annual meetings of the Canadian Pediatric Society, Canadian Association of Emergency Physicians, International Conference on Residency Education, Pediatric Academic Society and American Academic of Pediatrics.
- Progress needs to be shown from the first to second year of training; attendance at PERC will be expected by all trainees and will be supported by the program.
- The University of Calgary provides a Research Course dedicated to residents that is held yearly in block five. All residents joining the program from sites outside of Calgary will be required to complete this four-week course with exceptions considered only for trainees with previous extensive training in research/scholarship; this will represent the first research block in their training. Residents who have already completed the research course earlier in residency may opt out, if demonstrating a solid research foundation, at the program director and residency training committee's discretion. Participation in the course may also be modified to involvement in small group work only (vs the didactic lecture component) – this decision will be made upon individual discussions between residents, program director, and research course directors.
- Trainees will participate in dedicated AHD “fireside chats” which are informal sessions with the academic research group to discuss their projects and review their progress/obstacles encountered. Staff supervisors for the resident project must be in attendance, and it is the responsibility of the resident to ensure they are aware of the fireside chat dates and confirm their attendance.
  - September – All fellows
  - January – All fellows
  - April – All fellows
  - One specific session will be scheduled during academic half day teaching yearly to practice PERC presentations prior to the annual PERC meeting.



- Project supervisors will be required to complete narrative assessments on the resident's progress/performance approximately q6 months for review by the program's competence committee.
- It is strongly suggested that an abstract be submitted to CAEP.

#### *Timeline*

- Recognizing that scholarly work does not have a fixed schedule, the following is a proposed timeline for a scholarly project.
- 1<sup>st</sup> year
  - July/August – Meet potential project supervisors
  - September – Fireside to discuss project
  - October – Research course to refine project
  - November – REB submission (if applicable)
  - January – Fireside to practice PERC presentation
  - January/February – PERC presentations
  - April – Fireside to discuss project
- 2<sup>nd</sup> year
  - September – Fireside to discuss project status
  - January – Fireside to practice PERC presentation
  - January/February – PERC presentations
  - 1 block of research somewhere in the year
  - April – Finishing touches on the project

#### *Assessment*

At the end of the two years of training, an ITAR is sent to the project supervisor for completion, determining if there was adequate progression of the scholarly project during the two years of subspecialty residency.

#### *Journal club*

PEM Journal Club runs twice per academic year in conjunction with the EM residency program. It is attended by residents and attendings from both EM and PEM, hosted by a PEM physician, and precepted by a PEM physician who is familiar with principles of critical appraisal. PEM residents are expected to present at PEM journal club once per year, or twice per subspecialty residency. PEM residents will select 2-3 journal articles, will perform a critical appraisal, will present their findings, and will facilitate discussion at PEM journal club.

### **ROTATION EXPECTATIONS (PEM Competencies 2023)**

#### **Scholar:**

- 4. Contribute to the creation and dissemination of knowledge and practices applicable to health**
  - 4.1. Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care
  - 4.2. Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits, and considering vulnerable populations
  - 4.3. Contribute to the work of a research program



- 4.4. Pose questions amenable to scholarly investigation and select appropriate methods to address them
- 4.5. Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry

**3. Integrate best available evidence into practice**

- 3.1 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that can address them
- 3.2 Identify, select, and navigate pre-appraised resources
- 3.3 Critically evaluate the integrity, reliability, and applicability of health-related research and literature
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