Pearls and Pitfalls in Trainee-led research
Speakers

1. Nehal Naik, MD (PGY-1, George Washington University)
2. Josh Davis, MD (PGY-2, Pennsylvania State University)
3. Josh Joseph, MD (Assistant Professor of Emergency Medicine, Beth Israel Deaconess Medical Center)
4. Ryan Pappal (MS2, Washington University in Saint Louis)
5. Jeremy Carter (MS4, Virginia Commonwealth University)
Disclosures

Nehal Naik, MD: None

Josh Davis, MD: None
At the end of this educational session, attendees will be able to:

1. Describe essential factors for planning a successful trainee research project.

2. Identify tools for trainees to seek out effective mentor relationships

3. To better predict successful trainee-led research projects
Finding/Identifying a Good mentor

What to expect or ask your mentor before starting a project:

- Time commitment
- Project goals
- Research methodology: Do you have prior training? Is your mentor skilled in research methodology or can you reach out to people within your department, your associated hospital/medical school/university.
  - Remember research methodologists are definitely not limited to MDs. Reach out to Bioscience/Health Science PhD program faculty who teach methodology to first and second year PhDs.
- Methodological Rigor vs. Practicality
- IRB advice and guidance.
- Enlisting help
- Data collection and analysis
- Manuscript Writing/Authorship
A Faculty mentor’s perspective

how to predict success among trainees interested in research projects.

- Define an endpoint for your trainees
- From that endpoint, backtrack and create a timeline.
  - Create timelines for your trainees, with measurable goals along the way (abstracts, posters, publications).
Small Groups

Make groups with trainees and at least one faculty member.

- First the Trainees: discuss what has worked for you in your mentored research projects. What makes a good research mentor?
- Faculty: Share your experiences mentoring trainees in their research. What has worked
