Resident Research Project Guidelines

Objective: To provide guidelines for resident research, including project timelines, acceptable study design, approval process and mentorship requirements.

Background: As a group of educators and physician-scientists, the Department feels a cornerstone of resident education is the ability to be consumers and producers of research. Pursuant to this perspective, residents should have an understanding of the research process. This includes turning an idea into an appropriate research question, understanding the IRB process, selecting the proper study design, collecting appropriate data, managing timelines, interpretation of statistics, submitting projects to local, state, and national conferences, and producing publication-grade manuscripts.

Guidelines

Faculty Research Mentor:

As members of an accredited residency, it is our obligation as faculty research mentors to provide sufficient support for residents in pursuit of their research requirements and goals. Current systems in place include:

1) Basic science labs with available resources
2) Experienced faculty available for mentorship
3) Statistical consultation services
4) Inpatient and outpatient facilities where patients may be recruited for study

Faculty research mentors are required to be reliably available as a mentor to the resident during all phases of the resident research project from formation of the research question and hypothesis, to development of the research protocol, review of the IRB submission, supervision of the data collection and analysis process, provision of statistical consultation, abstract submission to resident research day and regional or national scientific meetings, preparation of posters or slide presentations, manuscript development and review.

Faculty must be cognizant of the time constraints of residency and assist the resident in choosing projects that are feasible, given their clinical, educational and administrative commitments. They must provide sufficient technical and administrative support to enable the resident to carry out the project in a way that is meaningful, yet that does not adversely affect their other goals as a trainee in the program. All of these are reflections of the resident, the faculty, the Department, and ultimately the University.

Definition of sufficient support:

A faculty research mentor should meet with their mentee as often as is necessary to assure that the project meets quality expectations and established deadlines. Research mentors are also primarily responsible for the financial support of the resident’s research project. There are very limited institutional and departmental funds, for which one can apply with resident research projects.

Residents

As residents in an accredited residency, it is your obligation to fulfill ACGME and Department requirements in order to graduate.

ACGME Program Requirements for Graduate Medical Education in Obstetrics and Gynecology:

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IV.B. Residents' Scholarly Activities

IV.B.1. The curriculum must advance residents' knowledge of the basic principles of research, including how research is conducted, evaluated, explained to patients, and applied to patient care.

IV.B.2. Residents should participate in scholarly activity.

**Department Guidelines and Requirements**

Residents should think about research interests during the first post-graduate year. At the mid-year evaluation, the resident may discuss research ideas with the program director and/or the assistant program director. By the end of the intern year, a list of potential interests and mentors should take form.

If the resident does not have any research ideas, (s)he must meet with his/her faculty mentor, the program director, and Dr. Krakow or Dr. Holschneider to brainstorm.

Using the program director, associate program director, Dr. Krakow and Dr. Holschneider as navigators, the resident should find a mentor who best fits their research interests and who has sufficient time and relevant experience to serve as mentor. A mentor should be selected and approved by September of the second post-graduate year.

During the second post-graduate year, the resident and mentor will confer regularly to transform the idea into a research question and develop the research hypothesis. This process has two goals:

1) Learning how to refine an idea into a realistic research question
2) A realistic research question is developed, ideally one that can be answered in the next two years.

Literature reviews during the refining process will aid the resident in:

1) Understanding currently published literature and learning how to critically appraise it
2) Understanding the general direction of the selected area of research.
3) Better understanding of project study design and statistical analysis.

The resident should keep a bibliography of reviewed publications as well as a list including Author, Title, and one or two pertinent points regarding the publication. This will act as a quick reference guide and help in the formation of a background for the manuscript and IRB submission. This list should be available for review by the program director and resident mentor.

Once a refined research question and hypothesis is established, the resident and mentor will determine what study design (experimental, descriptive or observational) would best suit the question. A statistician or the mentor should help the resident calculate the number of patients required to power the study. Consideration for timeline of IRB approval, patient recruitment, data tabulation, and submission deadlines should be taken into account.

Some **statistical support** is available at UCLA free of charge during weekly office hours on a drop in basis. Check the following website for details, including exact times and location:

[https://www.ctsi.ucla.edu/news/item?item_id=186561](https://www.ctsi.ucla.edu/news/item?item_id=186561)

**For IRB Support:**
UCLA projects: contact Sonali Namiranian at SNamiranian@mednet.ucla.edu or 310-794-9095
Olive View projects: contact Denise Tritt at denisetritt@ovuclaeri.com

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The resident should write up the background section leading to the research question and hypothesis, develop the methods section and complete IRB paperwork.

Once IRB paperwork is submitted, the resident is responsible for assisting the faculty in maintaining communication with the IRB and ensuring any missing paperwork is completed, deadlines are met, and renewals do not lapse.

In February of the second post-graduate year, the departmental R-2 Resident Research Preview Presentations take place. The resident will present their research proposal to the department’s faculty and staff. This presentation is expected to cover as a minimum the background, hypothesis, study aims, proposed methods, statistical considerations, and status of the IRB application. If major objections or concerns with the proposed project are voiced for any reason, the resident, mentor, program director, and faculty objecting to the project will meet soon after the presentation to decide if the project can be redirected, or if a new question must be established. Each resident and mentor should meet and develop a project—specific timeline, taking into account expected time needed to obtain IRB approval, patient recruitment, data tabulation, and submission deadlines, both for resident research day and potentially suitable regional and national meetings.

Through the second and third post-graduate year, the resident and mentor should meet regularly, ensuring that the study is on track, patient recruitment is adequate, and that methodology is being followed. If the project is retrospective, chart review should occur at a rate established by the resident and mentor.

During the third post-graduate year, towards the end of May the abstract will be submitted to the program coordinator for review by Dr. Holschneider in anticipation of the June presentations. In June of the third post-graduate year, the residents will present their research projects to their colleagues, and the faculty and staff of the Department. An abstract to be included in the research day agenda will also be submitted at this time.

By February of the fourth post-graduate year, a completed written manuscript should be submitted to the resident’s mentor, using the guidelines of Obstetrics and Gynecology. These can be found in the “Guide to Writing for Obstetrics and Gynecology, Fourth Edition” on the journal’s website. The manuscript should be 10-20 pages long, free of grammatical and spelling errors, and be of publication quality. The resident and mentor will also submit the manuscript for publication and the project for presentation at local, regional, national, and international conferences.

If a resident encounters difficulty with their research project at any point along the way, they must initiate a meeting as soon as possible with their mentor, the program director, Dr. Chaudhuri or Dr. Holschneider to come up with a solution.

**Timeline:**

**PGY1:**
1) Generate research ideas and interest
2) Review research ideas with the Program Director at the mid-year evaluation
3) May: solidify research interests, identify potential mentors and review with Program director

**PGY2:**
1) Sept: Establish and approve a research mentor
2) Sept-Oct: develop a research question and hypothesis
3) Oct: perform a literature search, maintain a bibliography and quick reference list
4) Oct-Dec: Complete background, methods, and prepare/submit IRB paperwork
5) Feb: Present research proposal to the faculty and staff *See R2 Research Proposal Instructions below.
6) March-Jun: data collection

**PGY3:**
1) July-March: data collection

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2) December 1, submit progress report to mentor and program coordinator
3) June: Presentation of research to colleagues, faculty, and staff of the Department **See abstract preparation and oral presentation guidelines below.**

PGY4:
1) Manuscript composition, revision and submission to the resident’s mentor.
2) Submission of research for publication and presentation.

**R2 Research Proposal Instructions**

Each resident will be given a 10 minute time slot – 7 minutes for a formal slide-based presentation and 3 minutes for questions and answers. Residents should work closely with their research mentors on these presentations. The presentation should summarize the status of the research project and address the following:

- background / rationale for your study
- hypothesis and objectives
- study methods (study design, subjects, eligibility criteria, methods / data collection tools, primary and secondary outcome measures, statistical considerations)
- status of IRB approval
- status of study enrollment (if applicable)
R3 Abstract and Oral Preparation Guidelines

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY
DAVID GEFFEN SCHOOL OF MEDICINE AT UCLA
ANNUAL RESIDENT’S DAY SCIENTIFIC SESSION
ELECTRONIC ABSTRACT FORM

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List all authors’ names (with initials of given names first and last names second), institutional affiliations, cities, and states (in abbreviated form). UNDERLINE THE PRESENTING AUTHOR.

Objective:
Methods:
Results:
Conclusions:

INSTRUCTIONS

1. The format of each abstract should include the following headings: Objective, Methods, Results, and Conclusions. The abstract should be single-spaced, using 11-point Arial type font. Double space between paragraphs. DO NOT EXCEED 1 PAGE. Tables and graphs are OK.

2. The title of the paper should be typed in BOLD CAPITAL LETTERS flush with the left side of the margin of the abstract box, followed by the authors’ names (with initial of given name first and last name second), institutional affiliations, cities, and states (in abbreviated form). UNDERLINE THE PRESENTING AUTHOR. Within the text of your abstract, please omit any reference to your institution.

3. Abstracts may not exceed one page and must be e-mailed to slma@mednet.ucla.edu
Due date two weeks prior to Research Day presentation.

For the Oral Presentation, each resident will be given a 15 minute time slot – 10 minutes for a formal slide-based presentation (make sure to strictly adhere to that just as you would have to at a national meeting) and 5 minutes for questions and answers. Residents should work closely with their research mentors on these presentations. The presentation should be structured and contain background, methods, results and discussion/conclusion.

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