

Developing Physician Scientists During Pediatric Residency  
APPD 2019 Workshop  
Questions for facilitated small group

**Group A: Mentorship, peer mentorship and personal support for physician scientist trainees**

(Audrea Burns & Weston Powell)

1. How is mentorship provided for physician-scientist trainees?
2. Are there any mentorship structures that are different from categorical residents?
3. How do you identify faculty mentors for physician scientists?
4. What are qualities of mentors that you identify for physician scientist trainees?
5. What expectations do you set for physician-scientist mentors and trainees?

**Group B: Clinical training and the ARP and IRP pathways**

(Mark Ward & Carrie Rassbach)

1. Given the need to determine by spring of intern year whether a resident can go onto the ARP or IRP pathway, how do you best assess their clinical skills at that early stage of residency?
2. What are the pros/cons of the IRP versus the ARP for physician scientists?
3. How do you ensure optimal clinical training for physician scientist residents?
4. How have your programs integrated clinical and research time during residency?
5. Pros/cons of separate match

**Group C: Goals and objectives for research training in residency**

(Debra Boyer & Steven Levitte)

1. What are the goals of research experiences during residency training?
2. What are pathways that have worked in your program for integrating research into residency training and what hasn't worked?
3. Name a challenge that your program faced in using the integrated research pathway and how did you address it?
4. Should all residency programs offer integrated research experiences or just some?

**Group D: Infrastructure and funding of physician scientist training programs**

(Becky Blankenburg & Pnina Weiss)

1. What is present structure of your physician scientist training program?
  - a. Number of residents? Fellows? PD? PC?
  - b. Do you have a separately matched program? Or is it part of the categorical program?
2. What challenges do programs have in creating and maintaining the structure?
  - a. How have programs overcome these challenges?

- b. Are there differences in challenges between small and large residency programs?
  - c. Any interdepartmental sharing of resources/curriculum (e.g. internal medicine)?
- 3. How are programs and trainees funded?
  - a. Primary sources; additional opportunities?
  - b. Protected time for program director? Program coordinator?
  - c. Besides salary, what support is offered to trainees?
  - d. How do you communicate what is/is not covered to applicants?