Background
A new residency track has been created at BCM/TCH to strengthen pipeline of physician-scientists in academic pediatrics.

Aims
1. Create evaluation tools to assess each component of the PSTDP curriculum qualitatively and quantitatively.
2. Assess the ability of each resident to complete curriculum components.

Study Design
Subjects: BCM Pediatric Residents
Inclusion Criteria: PSTDP residents, categorical and neurology track—research focused residents who participate in peripheral aspects of the program.
Exclusion Criteria: non-research oriented residents from the categorical and neurology track.
Independent variables: previous research experience, have PhD degree, previous publication record
Dependent variables: completion of scholarship goals, publication and seed grant submissions
Procedures: create evaluation tool, monitor student progress
Statistical Analysis: Quantitative: descriptive statistics and paired T-tests, audio interviews—qualitative analysis

Questions
1.) What process can be taken to develop quantitative and qualitative evaluation tools for each component of the curriculum?
2.) Once evaluation tools are created how can they be adopted to fit ACGME milestones?
3) What steps can be taken to start validating each tool?

Future Plans/Timeline
A) Spring-Summer 2016
Identify an established tool that can be used to serve as a model for creation of beta evaluation tools
B) Spring-Fall 2016
Refine beta evaluation tools created to evaluate all PL-1 activities.

The PSTDP Curriculum Within a Three-Year ABP-IRP Residency
The three curriculum areas of the PSTDP are integrated into and structured within the full three years of the ABP-IRP pediatrics residency pathway. Certain components in place are available to continue beyond residency should a PSTDP resident decide to pursue subspecialty training at BCM/TCH.