

Barriers	Possible Solutions
<b>Personal</b>	
<p>Overly critical of yourself:</p> <ul style="list-style-type: none"> <li>- feel you are not educated or competent</li> <li>- doubt your ideas and creativity</li> <li>- too logical or over-analytical (talk yourself out of it; you determine it is not going to work without trying).</li> </ul>	<ul style="list-style-type: none"> <li>- Seek out mentoring from other coordinators</li> <li>- Self-study: (read about research online, do Citi-training, reading)</li> <li>- Look at what others have done: read GME journals, newsletters</li> <li>- Read CoorComm</li> </ul>
<p>Fear of failure</p>	<ul style="list-style-type: none"> <li>- Realize everyone has this: you are not alone.</li> <li>- Seek out mentoring from other coordinators</li> </ul>
<b>Support</b>	
<p>Workload</p>	<ul style="list-style-type: none"> <li>- Look for projects in things you already have to track or do</li> <li>- If asked to do new work for the program, ask yourself “can this be studied?”</li> </ul>
<p>Programmatic support</p>	<ul style="list-style-type: none"> <li>- Seek out mentoring from other coordinators</li> <li>- When you hear of a project, ask to be a part of it</li> <li>- Start as administrative support on a project and ask for more responsibility on next project</li> </ul>
<p>Financial support</p>	<ul style="list-style-type: none"> <li>- Look for grants or funding</li> <li>- Donate time to be listed as an author on a project</li> <li>- Self-study: Learn about business plans for research</li> <li>- Self-study: Learn about grants</li> <li>- Look for free education: classes online or at your institution</li> </ul>

## How to Write an Abstract

An abstract is a brief summary of your completed research.

**What should an abstract include?** An abstract should include the following components:

**Background: What is the motivation behind your research?**

Provide a short paragraph that details the background information.

**Objectives: What problem are you attempting to solve?** Provide your reasons for conducting this research and what you hope to accomplish.

**Methods: How did you go about solving this problem?** Briefly describe the ways in which you conducted your research.

**Results/Outcomes/Improvements: After completing your research, what did you learn?** Present the results of your research.

**Conclusion: What are the implications of your research?** Relate your results back to your objective.

### Example of an abstract:

**Background:** Even as resident work hours and sleep hours continue to improve, medical errors and patient safety present major concerns for graduate medical educators, as well as for patients. More effective clinical supervision is one possible answer, but little is known about how residents assess the adequacy of their supervision and how this relates to their medical errors.

**Objectives:** This study reports recent data from a multispecialty sample of residents regarding their perceptions of the adequacy of their own clinical supervision, and seeks to identify factors related to these perceptions.

**Methods:** In late 2009, the authors surveyed PGY-2 and PGY-3 residents within a selected set of internal medicine, surgery, pediatrics and obstetrics/gynecology programs concerning their prior year of training. These residents answered questions on various aspects of their work, sleep, and other activities. The index question for this report asked, "During the past year, how often, if ever, did you care for patients WITHOUT what you considered to be adequate supervision from an attending physician?" Six options (coded as 1–6) were provided, ranging from "Never" (1) to "Almost daily" (6). In addition, residents were asked, "Do you believe that inadequate supervision resulted in your making a significant medical error at any time during your past year of residency?" (No, Once, More than once). Analyses included basic descriptive statistics and one-way analysis of variance.

**Results/Outcomes/Improvements:** The final sample consisted of 634 residents representing 36 programs at 15 institutions, with an overall response rate of 83%. In response to the index question, 33.2% of residents stated that they had never worked without adequate supervision, and another 47.1% said it had happened less than once a month. Approximately 10% said that it had occurred at least twice a month, 5% at least once a week, 3.5% more than once a week, and 1% almost daily. Mean scores were similar across the four specialties. No significant differences were found for gender or training year. Aggregate ratings of inadequate supervision by program were negatively correlated with age, overall satisfaction, and time with attending. Positive correlations were found with total errors, presenteeism, serious conflicts with staff, and observing others working while impaired. Queried as to whether inadequate supervision had resulted in a significant medical error, 9.6% said this occurred at least once, and an additional 2.9% more than once. Those stating that their supervision was inadequate were significantly more likely to commit a medical error. There was wide variation in ratings of inadequate supervision across the 36 programs, with aggregate means ranging from 1.17 to 3.33. There was also substantial variation within individual programs.

**Conclusion:** Most residents do not perceive inadequate supervision to be a problem. Significant differences in ratings across programs, combined with substantial variation within programs suggest that, while some programs seem to offer better supervision than others, the problems that exist are due to individual-level issues within almost every program.

*from ACGME.org*