

Opportunities for Research Accreditation standards related to research

Institution/Faculty/Students

Caribbean Accreditation Authority for Education in
Medicine and Other Health Professions

Trinidad 2018

Outline

- Review standards related to research
- Understand the underlying rationale for the standards
- Consider examples of how to meet the standards

IS-12 The programme of medical education should be conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate to a community of scholars.

Describe any **research institutes** or centres operating under the authority of the medical school. Do staff at such facilities hold faculty appointments in the school?

Describe institutional policies and programmes to address **research ethics, scientific misconduct, conflicts of interest, and human subjects' protection.**

IS-14 Medical school faculty members from different disciplines should work together in teaching, **research**, and appropriate health care delivery programmes.

Describe any organized activities or events that promote faculty collaboration in the achievement of the school's missions, such as integrated teaching efforts, **collaborative research projects or programmes**, or faculty development activities.

FA-10 Opportunities for professional development must be provided to enhance faculty members' skills and leadership abilities in education and **research**.

ED-12 The programme must introduce medical students to the basic scientific and ethical principles of **clinical and translational research** including the ways in which such research is conducted, evaluated, explained to patients and applied to patient care.

How are these topics covered in your curriculum?

IS-13 Students should have the opportunity to participate in **research** and other scholarly activities of the faculty.

Briefly describe the opportunities for medical students to participate in research, including the times when students may do so, the general level of student involvement, and funding available for such activities.

As Scholars, physicians demonstrate a lifelong commitment to excellence in practice through continuous learning and by teaching others, evaluating evidence, and contributing to scholarship.

CANMEDS Definition

<http://www.royalcollege.ca/rcsite/canmeds/framework/canmeds-role-scholar-e>

Rationale and Underlying importance

- Faculty
 - Maintain up to date knowledge base
 - Model scholarly inquiry to students
- Students
 - Understand the production of new knowledge (ethics)
 - Critically appraise new knowledge
 - Explain and apply research findings to patients
 - Understand the need to and how to keep up to date after graduation
 - Have skills to participate ethically in clinical research when in practice
 - Develop scholarly approaches to problems

Learning Objectives (Knowledge)

The student can....

- Explain principles of ethics in research
- Define and describe the scientific method
- Describe the basic scientific principles of clinical and translational research
- Describe the ethical principles of clinical and translational research
- Describe the phases of development of new drugs
- Explain the importance of conducting ethical research and the protection of human subjects as it relates to interactions with the IRB

Learning Objectives (Skills)

The student can....

- Critically appraise a research article and determine its applicability to a patient
- Communicate with patients about clinical trials
- Communicate with patients about research findings
- Perform a focused medical literature review using resources provided by the librarian
- Design a clinical trial

Learning Objectives: Research Skills

The student will be able to.....

- think independently about a specific area of interest, and in collaboration with a mentor, develop an appropriate research question
- generate a hypothesis and develop an appropriate methodology/study design for their project in collaboration with a mentor.
- perform a focused medical literature review in their topic of interest and apply it to their project.
- analyze data and generate an appropriate discussion of their results in collaboration with a mentor.
- develop skills in technical medical writing, oral presentation, and poster presentation.

Building research curriculum

- Integrate knowledge and skills into case-based and clinical skills curricula
- Research seminars, introduction to research course
- Journal clubs (Faculty and students)
- In clinical rotations
 - Do students have access to online libraries
 - How do clinical supervisors model scholarly clinical behavior?
 - Are students required to look for the most recent research and apply it to patient care?
 - Is there discussion of most recent research findings?

Building research opportunities

- Basic science, clinical research, public health research
 - Longitudinal
 - Elective
- Participatory action research (PAR) possibly within Service Learning with a community agency
- Community-based research, for example prevalence of high blood pressure in a given population (during a community health event)
- Paper-based research: systematic reviews
- Educational research: framed in social sciences theory
- Action research- CQI project in clinical setting

Building opportunities for presentation/ publication

- Student conference
 - presentations and poster session
- Student edited peer reviewed online journal
- Student presentations to community
- Educational research journals
 - Medical Education
 - Perspective on Health Education
- Action research- CQI project in clinical setting

Comments and
Questions?

Physicians acquire scholarly abilities to enhance practice and advance health care. Physicians pursue excellence by continually evaluating the processes and outcomes of their daily work, sharing and comparing their work with that of others, and actively seeking feedback in the interest of quality and patient safety. Using multiple ways of learning, they strive to meet the needs of individual patients and their families* and of the health care system.

Physicians strive to master their domains of expertise and to share their knowledge. As lifelong learners, they implement a planned approach to learning in order to improve in each CanMEDS Role. They recognize the need to continually learn and to model the practice of lifelong learning for others. As teachers they facilitate, individually and through teams, the education of students and physicians in training, colleagues, co-workers, the public, and others.

Physicians are able to identify pertinent evidence, evaluate it using specific criteria, and apply it in their practice and scholarly activities. Through their engagement in evidence-informed and shared decision-making, they recognize uncertainty in practice and formulate questions to address knowledge gaps. Using skills in navigating information resources, they identify evidence syntheses that are relevant to these questions and arrive at clinical decisions that are informed by evidence while taking patient values and preferences into account.

Finally, physicians' scholarly abilities allow them to contribute to the application, dissemination, translation, and creation of knowledge and practices applicable to health and health care.