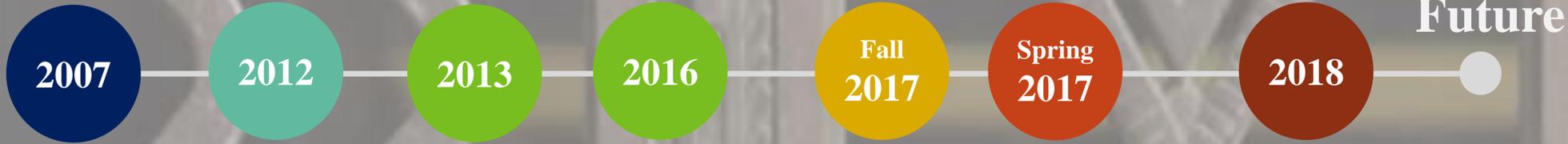


Timeline



Origin

Tulane's first trauma research initiative was established by Doctors Duchesne and McSwain along with students.

Title

The first formalized group - the Trauma Interest Research Group, was founded by resident Dr. Eric Simms.

Skype

Group founders work elsewhere and research sustained by Dr. Schroll and Duchesne via Skype conferences.

Return

Dr. Duchesne returns to Tulane and re-establishes a formalized research group, named after Dr. Norman McSwain.

Students

The student section of the group organizes and student participation expands to over 50 students, M1-M4.

Activity!

Productivity flourishes with **72 active projects** at peak, including 14 accepted abstracts, 4 manuscripts, and over 100 members.

PROBLEM

The Norman E. McSwain Trauma Research Group was reestablished in 2017 by Dr. Juan Duchesne to provide structured clinical research training for physicians, residents and students to ignite future careers in academic medicine. There has been a lack of meaningful student training and involvement. The student section is determined to create a structured environment to encourage student ownership and involvement on projects, increased representation in publications, and provide mentoring relationships to allow better insight to the field of trauma surgery.

AIM

- Increase active student satisfaction and retention through increased meeting attendance and project involvement.
- Increase student representation in publications and abstract submissions.
- Create a systematic approach to establishing physician and resident mentors for students interested in the trauma and critical care surgery field.

STRATEGY FOR CHANGE

Onboarding

- Creation of onboarding document
- An informal interview to match student with a project/PI

Expanded Project List

- Track student participation on projects through centralized shared document
- Define acronyms used in project names/descriptions
- Describe project goals and status for new/intermittent participants

Student Advocates

- Representation of student-run projects at meetings for absent participants

Weekly Students-only Meeting

- Mentor, request help, express concerns, and pass on administrative/technical knowledge

A Who's Who List

- Listing group participants and key personnel for specific problems (IRB, TQUIP database, Meditech/Epic access, etc.)

Group Activities

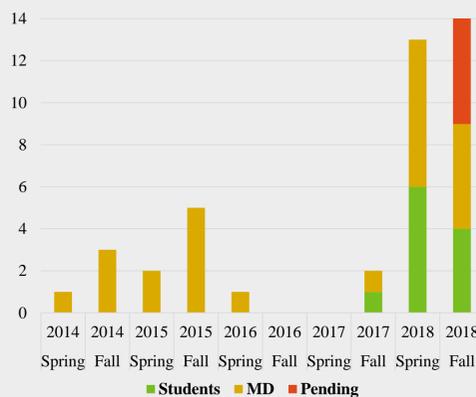
- Outside of weekly meeting to celebrate successes

MEASURING IMPROVEMENT

1. Student participation will be measured by growth of students section, a strong third and fourth year representation will indicate continued value.
2. Student authorship within abstract, manuscript, and conference posters/presentations will measure research productivity and opportunity.
3. We plan to survey satisfaction regarding group involvement, individual participation, and effectiveness of resident and faculty mentorship.

RESULTS

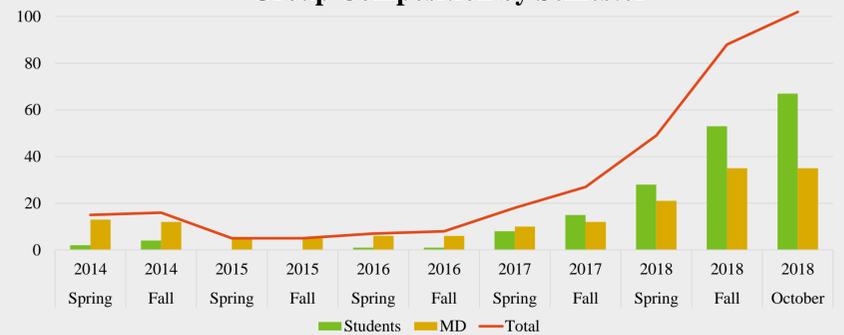
Academic Works by First Author/Presenter



Graph 1:

One of the goals expressed by the student organization was a desire to present at conferences and maintain authorship while sharing research responsibilities with residents and attendings. This resulted in one of our main measurements of successful student coordination. We have tracked the historical number of students as first authors and presenters at conferences and plan to extend observation into the future. We noticed a distinct rise (up from 0%) as the student group organized. Composition

Group Composition by Semester



Graph 2: The other main goal of the student group was recruitment and retention. We have extrapolated historical participation records from authorship and time-stamped mailing lists from each semester. Graph 2 shows an increase in participation in both the MD and student components after each section formalized and gained structure. Prospectively, we hope to track M3 and M4 retention as a marker of group membership retaining value.

LESSONS LEARNED

1. Participation in group activities outside of group meeting was appreciated, but turnout stayed low
2. Students-only meeting need was high, but advantageous timing could not be worked out
3. Attrition, especially among third and fourth year students dwindled due to increased school responsibilities
4. Graduating-student representation may be overlooked upon project completion

FUTURE GOALS

1. Invite attending physicians to join in group-strengthening activities outside of the academic environment
2. Creation of sub-group cohorts responsible for a set of similar projects, with student participation on multiple projects
3. Improve communication network outside of group meeting to retain M3 and M4 project involvement
4. Matched student-student mentor program for smoother turnover of project responsibilities and retained graduating student representation