

## **Goals and Objectives**

### **RESEARCH ROTATION FOR GERIATRICS FELLOWS**

The geriatric medicine fellowship has no required research training. Never-the-less, some fellows elect to participate in a formal research project and should begin discussing options for research during the interview and develop a research plan within the first 2 months of the fellowship if a research project is to be done. It is required that fellows complete a writing project for publication (see II. 3. below). Because understanding research information is important to all clinicians, the fellowship does require the following:

#### **I. EDUCATIONAL PURPOSE**

1. Hone skills in interpretation of medical literature.
2. Improve understanding of research design and methodologies.
3. Evaluate evidence and learn to practice evidence based medicine.

#### **II. TEACHING METHODS**

1. Attend and present at monthly journal club
2. Practice critical assessment of the medical literature in all clinical venues,  
journal club and case conferences.
3. Prepare a review article, book chapter or other scholarly project under faculty supervision.

#### **III. MIX OF DISEASES N/A**

#### **IV. PATIENT CHARACTERISTICS N/A**

#### **V. TYPES OF CLINICAL ENCOUNTERS N/A**

#### **VI. PROCEDURES AND SERVICES N/A**

#### **VII. EDUCATIONAL RESOURCES (reading lists, pathological material)**

A good resource to learn about concepts in clinical research is the following which is available at the bookstore or may be borrowed from a faculty member:

1. *Designing Clinical Research*. SB Hulley and SR Cummings (Eds.) Williams and Wilkins, Baltimore 1988.
2. "How to read a paper". This series of eleven articles was published in the BMJ and is also available as a book from BMJ Publications.
3. The Medline Database (BMJ 19<sup>th</sup> July 1997).
4. Getting your bearings (deciding what the paper is about) (BMJ 26<sup>th</sup> July 1997).
5. Assessing the methodological quality of published papers (BMJ 2<sup>nd</sup> August 1997).
6. Statistics for the non-statistician Part I (BMJ 9<sup>th</sup> August 1997) and Part II (BMJ 16<sup>th</sup> August 1997).
7. Papers that report drug trials (includes a checklist for getting good value out of "drug reps" or detailmen) (BMJ 23<sup>rd</sup> August 1997).
8. Papers that report diagnostic or screening tests (BMJ 30<sup>th</sup> August 1997).
9. Papers that tell you what things cost (economic analyses) (BMJ 6<sup>th</sup> September 1997).

10. Papers that summarize other papers (systematic reviews and meta-analyses) (BMJ 13<sup>th</sup> September 1997).
11. Papers that go beyond numbers (qualitative research) (BMJ 20<sup>th</sup> September 1997).

**VIII. METHOD OF EVALUATION OF FELLOWS' COMPETENCE**

You will receive evaluations of your formal case conferences using the program evaluation sheets. Faculty will review your performance at journal club in the quarters when you present and you will receive feedback as part of your quarterly review with the program director. The faculty member who supervises your project will provide verbal and written evaluations.

**IX. TEACHING PERFORMED BY FELLOWS**

Teaching activities include presentation at journal club, case conference, research conference presentations.