

Department of Research Abstracts

THE IMPACT OF COMBINED PEDIATRIC RESIDENCY PROGRAMS ON THE EDUCATIONAL EXPERIENCE OF THE CATEGORICAL PEDIATRIC RESIDENTS

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Background: Current program requirements for pediatric residency programs and for med-peds programs have raised concerns about the possibility of a negative impact of combined residency training programs on pediatric programs. There are no published data on this subject.

Methods: A random sample of 500 graduating third-year categorical pediatrics residents were surveyed as part of an annual pediatric survey in 2004. The responses were merged with the Accreditation Council for Graduate Medical Education (ACGME) database on residency program size and with the American Board of Pediatrics (ABP) categorical-pediatrics-only pass rates.

Results: Responses were received from 303 graduating residents (62%). Among the 184 respondents who trained in programs with a combined training program the majority (60%) reported that the combined programs enhanced their educational experience. Another 39% thought the combined programs had no effect on their experience. Combined programs did not negatively affect self-reported outcomes variables or board pass rate. Graduates of small and medium categorical pediatrics programs were more likely than residents from large programs to report that the combined programs enhanced their experience (69% v. 50%, $p = .011$).

Conclusions: Our data do not support concerns that combined programs may negatively impact the educational experience of residents in the categorical pediatrics program but suggest a subjective enhancement of their experiences.

