**Short Description:** It is a priority to teach health professionals to develop a sound understanding of research practices so they appropriately apply evidence-based practice to improve patient outcomes, yet substantial variability exists across Medical Schools and Graduate Medical Education (GME) programs in depth and breadth of research training and experience. Duke’s Offices of Clinical Research and GME partnered to develop and implement a collaborative standardized research education program.

**Abstract: Problem Statement:** It is a priority to teach health professionals to develop a sound understanding of research practices so they appropriately apply evidence-based practice to improve patient outcomes (1). Literature suggests that trainees who are provided research principles education are more likely to engage in scholarly activity and be satisfied with their training (2,3). However, substantial variability exists across Medical Schools and Graduate Medical Education (GME) programs in depth and breadth of research training and experience (4). The purpose of this initiative was to develop an institution-wide educational research program to benefit learners, the institution, and ultimately patient care.

**Approach:** Duke’s Offices of Clinical Research and GME partnered to offer standardized research education for trainees. A needs assessment was conducted to identify existing research education and evaluation practices. Institutional expertise from research faculty and administrators was leveraged for design and implementation. The curriculum includes 8-hours of content and was offered multiple times. Participants complete a program evaluation.

**Lessons Learned:** The curriculum was developed to include the following content: senior faculty research career trajectories, junior faculty perspectives on building a research career, institutional clinical research overview and navigation, library resources, statistical overview, funding opportunities, and clinical research quality assurance. Since inception, 173 trainees (representing 17 departments) have attended one or more sessions, with 72 (42%) completing the course and receiving a certificate. 100% of responders indicated the series met or somewhat met the stated objectives, and 88% of responders said that sessions enhanced their GME training experience. 42% of responders reported that they have changed their research practice following participation.

**Significance:** With relatively few resources, a centralized curriculum for GME trainees across specialties was developed and implemented to enhance learning in basic research principles. Participants were satisfied with content, delivery, and interdisciplinary interactions that were fostered and committed to change research practices as a result of the program.

**Level of Audience:** Mid-career

**Focus of Presentation:** GME

**References:**