Expectations

Scholarly Projects is an in-depth investigation of topics of interest to students during the course of their medical school experiences allowing them to expand beyond the established curriculum. Faculty project mentors work one-on-one with students during the course of their projects and are essential to the success of a student's scholarly project. Specific responsibilities include:

1. Meet with their mentee during the student's first and second years of medical school to develop an initial project plan. The plan will be further developed during the Scholarly Projects Introduction course. The student will ultimately submit a full proposal as a requirement of the course.
2. When the project plan is established, the faculty mentor and mentee must complete and sign the Scholarly Project Mentor/Mentee Agreement Form assigning a topic-specific Scholarly Project concentration lead to review it. Concentration leads are Scholarly Project faculty in various fields of medicine who guide groups of students with related projects. Concentration leads are listed below. The form is located on the Scholarly Project website and Sakai site and must be submitted by the due date of the full project proposal.
3. Review and provide feedback to the student on all project-related work across the project's lifecycle.
4. Reply to the mentee within a reasonable timeframe for project-related requests.
5. Mentors must ensure that all relevant required research training for OHSU and applicable outside institutions is completed after signing of the Scholarly Project Mentor/Mentee Form and before any regulated research activities begin. All students are required to complete training in human subjects research as part of the Introduction course.
6. Establish a feasible timeline for completion of the project that is compatible with the mentor's and student's availability during the student's undergraduate medical education. This timeline is a required component of the project proposal. Most students will conduct their project work during blocks of time between clinical rotations. Students must complete a minimum of 6 weeks of full-time work on their project.
7. Make necessary resources available to the mentee as they pertain to the project. Ideally, mentors will be able to provide access to resources for projects; however, they are not obligated to provide support that is not otherwise available. The project must be planned with these limitations in mind. Scholarly Projects provides limited access to librarians and biostatisticians, and small project grants (up to $500) when funding is available.
8. Review and assist the student with all IRB-related materials and forms if needed. The faculty mentor is considered the supervisor or PI for IRB applications. Note that many student projects will not require IRB review.
9. Participate in weekly check-in during the weeks that the student is enrolled in project work. Check-in can occur remotely. Check-in is necessary in order to affirm that the goals of the project were met for that week and academic credit can be awarded for the week's work (1 credit per week; pass/no pass). Mentors should contact the appropriate concentration lead when a student fails to check-in or does not fulfil the mutually agreed upon tasks outlined in the project proposal.

10. Meet with the concentration lead to discuss the project, if needed (e.g., to clarify questions arising from reviewing the project proposal).
11. The final requirement for completion of the project is a report and formal presentation at the OHSU SOM Capstone event and submission of the Scholarly Project Mentor/Student Completion Form signed by the mentor and student. This must be uploaded to the Sakai site for approval by the concentration lead.

Tips for a successful mentorship

- Suitable projects are defined broadly and may be drawn from many areas including clinical, epidemiologic, community, global health, law, business, policy, ethical, quality improvement, educational, basic science, and engineering research aspects of medicine. Other areas are also acceptable, including informatics, health services, and arts-related projects. Creativity is encouraged, but methods should meet standards in the respective fields.
- Medical students have different backgrounds and research experience and most have no graduate school experience. Keep in mind that an appropriate project is one that allows the student to learn the required research methods and techniques relatively easily so that most of the time devoted to the project can concentrate on data collection, analysis, and writing.
- Project feasibility, given the limitations of the medical school curriculum, is an essential requirement for successful completion of the scholarly project. This should be the major focus of the initial meetings with the student and constantly reassessed during the completion of the project. There will be times between clinical blocks when students can work full time on their projects, but most other times they will be committed to other work. Consistent communication is important to ensuring the progress of the project.
- Ideally, the faculty mentor should be the principal investigator on the student's project for IRB, funding, and other situations in order to assure administrative control, while allowing the student to take the lead on actually planning and completing the project.
- The student must lead a specifically developed project, and not simply serve as an assistant to another investigator. The student's project could be a sub-project of a pre-existing research project provided that the student has a specific defined research question and outcome.
- Students are expected to devote the time and energy to complete a worthy scholarly project that will be presented at the OHSU Capstone event. The end result of the project does not need to result in a published manuscript in a peer reviewed journal.

Description of Scholarly Project Activities

During their pre-clinical years, students will participate in the Scholarly Projects Introduction course to help them learn the basics of medically-related research and to develop their project proposals in a stepwise fashion. The course is taught by the Scholarly Projects faculty team (listed below) and requires input from each project's faculty mentor.

The bulk of the student's project will be accomplished on a full or part time basis between their clinical blocks. This can be divided up into full-time (each 36 hour week=1 credit) or part-time blocks for a required minimum of 216 hours and 6 credits.

Finally, the student must prepare and present their scholarly project to the OHSU SOM community in the spring of their final year at a Capstone event resulting in one additional credit. The successfully completed Scholarly Project will result in a minimum of 8 credits.

Scholarly Projects Team

If interested in being a Scholarly Project mentor or if you have questions, please contact the director or the appropriate faculty concentration lead listed below.

- *Director*: Heidi D. Nelson, MD, MPH, Research Professor & Vice Chair, Medical Informatics & Clinical Epidemiology (nelson@ohsu.edu)
- *Basic research and biomedical engineering:* Peter Mayinger, PhD, Associate Professor of Medicine, Division of Nephrology and Hypertension (mayinger@ohsu.edu).
- *Clinical research:* Lisa Silbert, MD, MCR, Associate Professor of Neurology (silbertl@ohsu.edu), and Eneida Nemecek MD, MS, MBA, Associate Professor of Pediatrics, Division of Hematology and Oncology, and Adult Medical Hematology and Oncology, Knight Cancer Institute (nemeceke@ohsu.edu).
- *Epidemiology, community and global health:* Craig Warden, MD, MPH, MS, Professor of Emergency Medicine and Pediatrics (wardenc@ohsu.edu).
- *Ethics, quality improvement and education:* Erik Fromme MD, MCR, Associate Professor of Medicine, Radiation Medicine, and Nursing (frommee@ohsu.edu).
- *Health law, business and health policy:* Mark Baskerville MD, JD, MBA Assistant Professor of Anesthesiology and Perioperative Medicine (baskervi@ohsu.edu).