



## Scholarly Project Work Group Report Summary

**Chair:** John Stull, M.D. MPH, *Public Health and Preventive Medicine*

**CTSC Liaisons:** Molly Osborne, M.D., Ph.D., *Medicine*; Allison Fryer, Ph.D., *Medicine, Graduate Studies*

**Members:** Karen Adams, M.D., *Obstetrics & Gynecology*; Ethan Beckley, *MS3*; Roger Chou, M.D., *Medicine*; Rigel Christian, *MS3*; Lisa Dodson, M.D., *Family Medicine*; Robert Duvoisin, Ph.D., *Physiology/Pharmacology*; David Grandy, Ph.D., *Physiology/Pharmacology*; Marla Hill, *MS4*; Laurel Hoffman, *MD/MPH student*; David Jacoby, M.D., *Medicine*; Suzanne Mitchell, Ph.D., *Behavioral Neuroscience*; Cindy Morris, Ph.D., MPH, *D-MICE*; Bob Pranaat, *MS2*; Kelsey Priest, *MPH student*; Windy Stevenson, M.D., *Pediatrics*; Laura Zeigen, *OHSU librarian*

**Summary:** The Scholarly Project Work Group voiced strong support for implementing a required scholarly project at OHSU. To that end, they defined key issues related to the goals, objectives and elements of the program, including timelines and content for the curriculum preceding and underlying the program, and for the project itself; defined exemptions for MD/PhD and MPH students; identified the leadership structure and resources needed for the program to succeed; and recommended assessment and grading policies for the projects. They also linked the scholarly project to both the Guiding Principles of the new curriculum document, and to the ACGME core competency domains.

**Missions:** all students graduating from OHSU will be able to:

1. Think critically about complicated clinical problems
2. Go beyond the core curriculum to investigate problems and topics that interest them
3. Systematically identify, define and answer important questions relevant to clinical practice
4. Work effectively within a learning community

**Learning Objectives:**

1. Access, evaluate, and apply scientific literature relevant to an important scientific or clinical question
2. Formulate a project hypothesis based on current evidence and concepts in the field



## SCHOOL OF MEDICINE

*Oregon Health & Science University*

3. Design, conduct, and interpret the results of their own scholarly project or research
4. Identify and articulate the relevance of the project and project results to clinical practice, to specific patient populations, and to community/public health
5. Communicate effectively in written and oral form
6. Apply fundamental knowledge of ethics in implementing project or research plans
7. Carry out all aspects of a scholarly project with professionalism and ethical conduct

### Key Program Elements:

1. Foundational Curriculum given in concentrated presentations and reinforced through curricular elements integrated into the MD curriculum as 'threads' and activities throughout the 4 years of medical school
2. Program Orientation activities in the first two years
3. Faculty Leadership – Scholarly Project Program Director and Oversight Committee
4. Program Administrative support
5. Faculty mentors, including project mentors, librarians, and IRB staff
6. Scholarly projects
7. Program website to facilitate submission and review of project proposals, interim reports, and final projects and to house lists of mentors and project opportunities.
8. Presentation of Scholarly Project at all-Program Scholarly Project assembly

Recommended areas of scholarly concentration, representing areas where OHSU and other Oregon institutions can offer rich scholarly opportunities:

Basic Science (Bench/Laboratory) Research  
Clinical Research  
Population/Community-based (Epidemiology) Research  
Systematic Reviews  
Quality Improvement  
Community/Rural Health (Public Health)  
Global Health (Public Health)