## Table of Contents

- Contact Information ........................................................................................................... 4
- Pathway Leadership: ......................................................................................................... 4
- Program Staff: .................................................................................................................... 5
- What are Scholarly Pathways? ........................................................................................... 6
- The Four “I”s of the Carnegie Foundation ........................................................................ 6
- Available Scholarly Pathways at MCW ............................................................................. 7
  - Bioethics (BE) .................................................................................................................. 7
  - Clinical & Translational Research (CTR) ......................................................................... 7
  - Clinician Educator (CE) .................................................................................................... 7
  - Global Health (GH) .......................................................................................................... 8
  - Health Systems Management and Policy (HSMP) ............................................................. 8
  - Molecular & Cellular Research (MCR) ............................................................................ 8
  - Quality Improvement and Patient Safety (QuIPS) .......................................................... 9
  - Urban & Community Health (UCH) .................................................................................. 9
- Faculty Roles and Responsibilities .................................................................................... 10
  - Pathway Directors .......................................................................................................... 10
  - School of Pharmacy Representatives ............................................................................. 10
  - Faculty Planning Council ................................................................................................ 10
  - Core Session Instructors/ Facilitators ............................................................................. 10
  - Pathway Advisors ........................................................................................................... 11
  - Scholarly Project Mentors .............................................................................................. 11
  - Summer Research Preceptor ........................................................................................... 12
  - Community Partner Liaison ............................................................................................ 12
- Curriculum and Student Expectations ............................................................................. 13
  - Learning Objectives ....................................................................................................... 13
    - Introduction to Scholarly Pathways course: ................................................................. 13
    - M1 & PY1 Scholarly Pathways: ..................................................................................... 13
    - M2 & PY2 Scholarly Pathways ..................................................................................... 13
    - M3 Scholarly Pathways ................................................................................................ 13
  - Introduction to Pathways (ITP) Course: .......................................................................... 14
  - Across-Pathways course Requirements: ........................................................................ 14
    - Core Sessions ................................................................................................................ 14
    - Noncore Activities ........................................................................................................ 14
    - General Guidelines for Noncore Activities (All Pathways) ......................................... 14
    - Service Learning .......................................................................................................... 15
  - Deadlines for Key Pathway Benchmarks ...................................................................... 16
  - Grading of Scholarly Pathways ..................................................................................... 16
  - Scholarly Project Assessment ........................................................................................ 16
  - MCW Graduation Requirements .................................................................................. 16
- Technology ......................................................................................................................... 18
  - Desire2Learn (D2L) ....................................................................................................... 18
The Scholarly Pathway Directors would like to thank the many faculty who serve as Pathway Advisors, Project Mentors, Department Liaisons, and instructors and facilitators at core sessions. Because of your willingness to share your time and expertise, and to provide students with guidance and feedback, the Scholarly Pathways are now established courses within the School of Medicine and School of Pharmacy.

This handbook is intended for faculty, to provide information needed to support student achievement in the Scholarly Pathways.
## CONTACT INFORMATION

The Pathways website contains resources that can help you in your roles, including a summary of each Pathway, key documents and Teaching Toolbox.

### PATHWAY LEADERSHIP:

| Bioethics (BE) | **Director**: Cindy Morgenweck, MD, MA  
Associate Professor, Anesthesiology, and  
Bioethics & Medical Humanities  
**Director**: Arthur R. Derse, MD, JD  
Professor, Bioethics & Medical Humanities  
Director, Institute for Health & Society  
**SoP Representative**: Bud Beatty, PhD  
Assistant Professor of Pharmacy, Associate Dean for Academic Affairs School of Pharmacy |
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<td><strong>School of Pharmacy (SoP) Faculty Scholarly Pathways Liaison</strong>: Stefanie George, PharmD</td>
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| **Clinician Educator (CE)** | **Director**: Joseph Budovec, MD  
Associate Professor, Radiology |
| **Global Health (GH)** | **Director**: Bruce Campbell, MD  
Professor, Otolaryngology & Communication Sciences, and Bioethics & Medical Humanities  
**Director**: Stephen Hargarten, MD, MPH  
Professor, Emergency Medicine  
Associate Dean for Global Health |
| **Health Systems Management & Policy (HSMP)** | **Director**: John Meurer, MD, MBA  
Professor, Pediatrics  
Director, Institute for Health & Society  
**Director**: William Hueston, MD  
Professor, Family & Community Medicine  
Associate Dean for Academic Affairs  
**SoP Representative**: Michael DeBisschip, PharmD  
Professor of Pharmacy  
Associate Dean for Faculty Affairs School of Pharmacy |
| **Clinical & Translational Research (CTR)** | **Director**: David Brousseau, MD, MS  
Professor, Pediatrics - Emergency Medicine  
**Director**: Joseph J. Carroll, PhD  
Professor, Ophthalmology, Biophysics, and Cell Biology, Neurobiology & Anatomy |
| **Molecular & Cellular Research (MCR)** | **Director**: Jennifer Strande, MD, PhD  
Assistant Professor, Medicine, and Cell Biology, Neurobiology & Anatomy |

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<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
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<tr>
<td>Cindy Morgenweck</td>
<td>955-8822</td>
<td><a href="mailto:cmorg@mcw.edu">cmorg@mcw.edu</a></td>
</tr>
<tr>
<td>Arthur R. Derse</td>
<td>955-8498</td>
<td><a href="mailto:aderse@mcw.edu">aderse@mcw.edu</a></td>
</tr>
<tr>
<td>Bud Beatty</td>
<td>955-2851</td>
<td><a href="mailto:dbeatty@mcw.edu">dbeatty@mcw.edu</a></td>
</tr>
<tr>
<td>Joseph Budovec</td>
<td>805-3750</td>
<td><a href="mailto:jbudovec@mcw.edu">jbudovec@mcw.edu</a></td>
</tr>
<tr>
<td>Bruce Campbell</td>
<td>805-5583</td>
<td><a href="mailto:bcampbell@mcw.edu">bcampbell@mcw.edu</a></td>
</tr>
<tr>
<td>Stephen Hargarten</td>
<td>805-6454</td>
<td><a href="mailto:hargart@mcw.edu">hargart@mcw.edu</a></td>
</tr>
<tr>
<td>John Meurer</td>
<td>955-8029</td>
<td><a href="mailto:jmeurer@mcw.edu">jmeurer@mcw.edu</a></td>
</tr>
<tr>
<td>William Hueston</td>
<td>456-8220</td>
<td><a href="mailto:whueston@mcw.edu">whueston@mcw.edu</a></td>
</tr>
<tr>
<td>Michael DeBisschip</td>
<td>955-2853</td>
<td><a href="mailto:mdebisschop@mcw.edu">mdebisschop@mcw.edu</a></td>
</tr>
<tr>
<td>David Brousseau</td>
<td>266-2625</td>
<td><a href="mailto:dbrousse@mcw.edu">dbrousse@mcw.edu</a></td>
</tr>
<tr>
<td>Joseph J. Carroll</td>
<td>456-2052</td>
<td><a href="mailto:jcarroll@mcw.edu">jcarroll@mcw.edu</a></td>
</tr>
<tr>
<td>Jennifer Strande</td>
<td>456-7568</td>
<td><a href="mailto:jstrande@mcw.edu">jstrande@mcw.edu</a></td>
</tr>
</tbody>
</table>
Quality Improvement/ Patient Safety (QuIPS)

**Director:** Cassie Ferguson, MD
Assistant Professor, Pediatrics – Emergency Medicine

**SoP Representative:** Stefanie George, PharmD
Assistant Professor, School of Pharmacy
Faculty Scholarly Pathways Liaison

(414) 337-7049
cferguson@mcw.edu

Urban & Community Health (UCH)

**Director:** Linda N. Meurer, MD, MPH
Professor, Family & Community Medicine

**Director:** Rebecca Bernstein, MD, MS
Assistant Professor, Family & Community Medicine

**SoP Representative:** Nathan Lamberton, PharmD
Assistant Professor, School of Pharmacy

(414) 955-5724
lmeurer@mcw.edu

(414) 955-8825
rberstein@mcw.edu

(414) 955-2861
kblor@mcw.edu

PROGRAM STAFF:

<table>
<thead>
<tr>
<th>Clinical &amp; Translational Research</th>
<th>Meaghan Hayes, MEd Lead Coordinator, SOM</th>
<th>(414) 955-2812</th>
<th><a href="mailto:mehayes@mcw.edu">mehayes@mcw.edu</a></th>
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<tbody>
<tr>
<td>Bioethics</td>
<td>Jennifer Kraus Coordinator, SOM</td>
<td>(414) 955-2286</td>
<td><a href="mailto:jekraus@mcw.edu">jekraus@mcw.edu</a></td>
</tr>
<tr>
<td>Global Health</td>
<td>Sarah Leineweber Coordinator, SOM</td>
<td>(414) 955-2811</td>
<td><a href="mailto:sleineweber@mcw.edu">sleineweber@mcw.edu</a></td>
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<td>Bioethics</td>
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WHAT ARE SCHOLARLY PATHWAYS?

MCW’s Scholarly Pathways allow medical and pharmacy students to individualize their training while exploring a career path of interest. Pathways are year-long courses that provide an opportunity for flexibility and enrichment, individualization of the curriculum, career exploration and scholarly pursuits within an area of concentration. Students work with peers, building on the foundation of their medical and pharmacy school experiences, to pursue an area of common interest in greater depth while engaging in interprofessional educational opportunities.

Each of the pathways features:

- A structured curriculum with a core set of competencies delivered through monthly didactic and small group sessions.
- A flexible, experiential component in which each student is guided by a faculty advisor and their own Individual Learning Plan (ILP).
- An opportunity for scholarship while completing a scholarly project (which does not need to be tied to the Pathway, but can be).

The pathways were first implemented in January of 2010 in the School of Medicine, and as of Fall 2017 are a requirement for all first and second year medical and pharmacy students, with an optional M3 year by application (Pharmacy students will not participate in Pathways during their third, final year of school).

THE FOUR “I”S OF THE CARNEGIE FOUNDATION

The pathway designers followed the vision of the Carnegie Foundation’s1 four “I”s:

- **Integration**: Students learn and apply core pathway content that crosses disciplines and connects longitudinally across years.
- **Individualization**: Students develop an individual learning plan (ILP) based on their interests, strengths and learning needs.
- **Identity Formation**: A faculty advisor serves as a guide and role model as students explore and balance multiple professional roles as healthcare providers.
- **Inquiry and Innovation**: Developing a formal scholarly project ensures students learn skills in scholarship and program innovation.

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AVAILABLE SCHOLARLY PATHWAYS AT MCW

BIOETHICS (BE)
The BE Pathway provides students with necessary theory and skills for critical analysis of difficult healthcare decisions in clinical and research arenas. Students will apply these skills across a spectrum of contemporary biomedical ethical dilemmas, and learn to incorporate bioethics into their careers. Some session topics include:

- Clinical ethics consultation and ethics in patient care
- Research ethics and regulations, including participation in institutional ethics committees
- Culture, profession and virtues
- Emerging areas: ethics in disasters/pandemics, genomics/personalized medicine

CLINICAL & TRANSLATIONAL RESEARCH (CTR)
The CTR Pathway is for students interested in complementing their clinical development with the skills required to become clinician-scientists. Through core sessions and a mentored research project, students gain an understanding of the way clinical and translational research improves patient care. This pathway uses a hypothesis driven research project to provide the student an individualized research experience allowing for the development of research skills. Core components include:

- Basic epidemiologic and study design principles
- Scientific writing and presentations
- Ethics of research
- An individualized, mentored research project

CLINICIAN EDUCATOR (CE)
The CE Pathway is designed for students interested in teaching and learning in clinical education. Students will gain skills in teaching and curriculum development, learn how to apply educational principles, and develop a scholarly educational product. Core sessions include hands on activities complemented by readings/projects. Specific topics include:

- Developing skills to teach in various settings
- Learning about how adults learn and different styles of learning
- Developing instruction for the community, students, residents, and other health care practitioners
- Advising/mentoring peers and others
- Designing evaluation tools
- Leading groups involved in education
GLOBAL HEALTH (GH)
The GH Pathway is designed for students interested in understanding the unique healthcare needs of patients, families, and communities both locally and globally. From neighborhoods to nations perspective, the pathway addresses the challenges and opportunities of working in areas of the world with diverse health care resources. Core curriculum topics are consistent with those proposed by the Consortium of Universities for Global Health and other medical schools that have long been on the forefront of global health education and research. Pathway activities are coordinated with the office of the Associate Dean for Global Health. Core topics include:

- Disaster management and preparedness
- Health care delivery systems
- Infectious diseases and parasitology
- Injury prevention and control
- Global burden of disease
- Medical anthropology, cultural sensitivity and cross-communication
- Non communicable diseases and global disease epidemiology

HEALTH SYSTEMS MANAGEMENT AND POLICY (HSMP)
The HSMP Pathway will help students understand health policy and the business and economics of medicine, and provide students with leadership skills to participate in the changes needed for the U.S. health care system to improve and thrive. HSMP will provide a working knowledge of the health care systems for students who wish to pursue administrative and leadership roles, effectively advocate for the development and implementation of health policies, and who desire a deeper understanding of how health care is structured and delivered so that they will be a more valuable member or a leader in their health care organization in the future. Core components include:

- Health systems in the U.S. and in developed countries
- The health systems workforce in the U.S
- How health care is financed and how medical professionals get paid
- Population health and the triple aim
- Health disparities/ health care advocacy
- Leadership/ disruptive innovation
- Legal medicine/ malpractice

MOLECULAR & CELLULAR RESEARCH (MCR)
The MCR Pathway provides core research skills in the area of basic science research. This pathway is focused on competencies that can be gained from scientific research that are transferable to clinical practice, including communication (oral and written), time management, information gathering, critical thinking/critical assessment (i.e. data analysis, critical reading of scientific literature), and problem solving. Students learn to work in teams and/or independently. Core components include:

- First-hand experience in the acquisition and synthesis of new knowledge
- In-depth understanding of a health-related issue through research
- A mentoring relationship with a faculty mentor outside the usual course structure
- Summary of experience or findings in a written document
- Critical thinking skills and independent learning
QUALITY IMPROVEMENT AND PATIENT SAFETY (QUIPS)

The QuIPS Pathway provides students with the core principles and skills necessary to understand and analyze the systems-based aspects of patient care, to actively engage in quality improvement work, and to enhance patient safety with the goal of achieving the best possible health outcomes for patients. QuIPS offers three themes:

- Learning to optimize systems of care and functions as a member on a healthcare team
- Principles of safety and medical error
- Development of quality improvement skills

URBAN & COMMUNITY HEALTH (UCH)

The UCH Pathway links education with community needs and assets to prepare students to effectively care for patients in urban settings, promote community health, and reduce health disparities. UCH emphasizes population and patient-centered perspectives to analyze influences of lifestyle, socio-economic factors, community resources and environmental hazards on health. Activities address:

- The balance between biologic and non-biologic determinants of health
- Medical conditions that disproportionately affect urban, underserved populations
- Disparities in health, healthcare access and quality in urban settings
- Community-based educational strategies to promote healthy behaviors
- Partnership with public health and community agencies to meet health/healthcare needs
- Civic-engagement and leadership skills, including the ability to advocate for patients, communities and systems changes to improve health

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FACULTY ROLES AND RESPONSIBILITIES

Because they are individualized, longitudinal and required for over 500 students each year, the Scholarly Pathways require an extraordinary commitment from faculty at many levels. Yet the same features make it a rewarding experience as faculty build relationships with students over time, and work on projects they care about. If you are interested in getting involved, email pathways@mcw.edu. We put out a call for project ideas and faculty advisors every September, but we are always open to hearing from you!

Faculty members involved in the Scholarly Pathways have found that it:

- Expands what they are able to achieve alone
- Brings student investment to a favorite project
- Gains evidence of their success in scholarly project advising/mentoring
- Allows them to share their passion
- Develops them as educators, facilitators and presenters

The following provides a summary of the various faculty roles involved.

PATHWAY DIRECTORS
Pathway Directors (PWDs), with the assistance of Program Coordinators, are responsible for the planning, implementation, and evaluation of the curriculum for the pathways, including core sessions, noncore enrichment opportunities, and support for scholarly projects. PWDs are also responsible for student assessment and grading, and as a group, ensuring consistency of expectations across pathways and compliance with institutional and LCME accreditation standards.

SCHOOL OF PHARMACY REPRESENTATIVES
To be added…

FACULTY PLANNING COUNCIL
Each Scholarly Pathway has its own interdisciplinary planning council to support the director, assist with curriculum development and planning of core sessions, create and disseminate noncore enrichment opportunities, review student products and evaluations, and provide feedback and advice. The make-up of the council includes pathway staff, faculty, students from all years and sometimes community partners. Being part of the council offers an inside look at the pathway and the ability to influence its direction.

CORE SESSION INSTRUCTORS/FACILITATORS
Many faculty share their expertise and experience, and interact with students as a formal presenter or facilitator for core sessions on Thursday afternoons. This offers faculty the opportunity to:

- Share their passion and information about a topic that is important, but not covered elsewhere in the curriculum
- Spend time with their advisees or mentees and other students
- Gain recognition as a leader or expert
- Become part of a learning community
NOTE: Students complete a Discovery Faculty Evaluation form in OASIS about core session instructors after each session. Data can be made available to faculty for their Educators Portfolios if more than 3 evaluations are submitted; contact OASIS_support@mcw.edu for more details about these reports.

PATHWAY ADVISORS
The advisor serves a critical role as the student’s advocate, guide and role model as the student progresses through the Scholarly Pathways program. Pathway advisors meet with the student at least 3 times per year:

- Early in the year to assist with the development of the Individual Learning Plan (ILP),
- At midterm, to review progress toward goals and provide feedback, and
- At the end of the year to assess overall performance and plan for the following year.

The advisor’s midterm report and end-of-year assessments (submitted through OASIS) contribute to the student’s grade. Advisors also serve key roles in ensuring that the student’s noncore activities are relevant to their education and comply with institutional guidelines and good practice.

Many advisors help direct the student to relevant learning opportunities, provide readings, assignments or site placements. Some serve as the scholarly project mentor (see below), or direct the student to a colleague to serve in this role. Others have limited student contact beyond the required assessment periods. This type of relationship is fine for students who are independent and self-sufficient. It is the students’ responsibility to ensure advisors have adequate information about their progress to make assessments and provide feedback.

NOTE: Students complete a Mentor Evaluation form in OASIS about their Pathway Advisors at the end of each academic year. Data can be made available to faculty for their Educator Portfolios if more than 3 evaluations are submitted; contact OASIS_support@mcw.edu for more details about these reports.

SCHOLARLY PROJECT MENTORS
For 75% of students, the project mentor is also the advisor. The project mentor provides guidance and feedback to the student specific to the scholarly project. Each scholarly project mentor/mentee relationship is unique, depending on the nature of the project and the student's need for supervision and guidance. The mentor/mentee pair determine how often to meet, when to share draft reports, etc., as long as it is often enough to ensure reasonable progress toward completion.

If IRB is needed, the mentor also serves as the PI of record.

The mentor/mentee relationship is confirmed three times:

1. Fall of M2 year, upon selection of a mentor and preliminary project idea (Statement of Intent and Mentor Agreement Form)
2. Fall of M2 year, with submission of the Scholarly Project Proposal and Mentor Approval Form
3. Prior to June 1 of the student’s M3 year, with submission of the final project report is a Mentor
   Attestation Form and Rubric.

Since most students will use their pathway time to work on and complete their scholarly project, many will ask
their project mentor to be their pathway advisor as well. However, this is not required.

If you have a project idea, no matter how detailed or broad, please share it with the Scholarly Pathways program
staff here. We will disseminate it to students at the appropriate timing and assist in connecting students and
mentors.

NOTE: Students complete a Mentor Evaluation form in OASIS about their Project Mentors at the end of each
academic year. Data can be made available to faculty for their Educators Portfolios if more than 3 evaluations are
submitted; contact OASIS_support@mcw.edu for more details about these reports.

SUMMER RESEARCH PRECEPTOR
Pertains to School of Medicine students only

The summer research program is distinct from the pathways, but may be used to jump-start or complete the
scholarly project requirement. Students doing summer research related to their pathways may use their noncore
time to prepare for (M1) or follow up on (M2/3) their summer project. In this case, the Summer Research
Preceptor may also serve as the Pathway Advisor and Project Mentor. More information about the Medical
Student Summer Research Program can be found on their website.

COMMUNITY PARTNER LIASON

Many students, particularly those in the GH and UCH Pathways, will seek a community partner to work with to
fulfill noncore activity hours and/or a scholarly project. These opportunities follow guidelines for Service
Learning and need an MCW faculty member to liaise between the student and community partner/organization.
You may already have community partners, or you may have an interest in connecting with a community partner
after being solicited by a student. These relationships are formalized for the protection of faculty, students, and
community partner. Scholarly Pathways Program Staff will assist in this process; please contact
pathways@mcw.edu for more information.

**If you are working with a community partner that has a project opportunity, please invite them to use this form
to submit their proposal. Service Learning opportunities
CURRICULUM AND STUDENT EXPECTATIONS

LEARNING OBJECTIVES

Introduction to Scholarly Pathways course:

- Describe the purpose of and expected activities within each of the scholarly pathways
- Select a pathway for participation in the current year

M1 & PY1 Scholarly Pathways:

- Identify a pathway advisor to serve as a guide, role model and possible project mentor
- Develop an Individual Learning Plan (ILP) with clear goals and appropriate enrichment activities to meet those goals by the end of the M1 or PY1 year
- Explore areas of interest that might form the basis of a scholarly project
- Access sources of relevant information (e.g. literature, experts, data, best practices) to inform the background of scholarly project proposal
- Demonstrate progress toward achieving pathway-specific learning goals through completion of the requirements of one’s chosen pathway, with attention to Integration, Individualization, Identity Formation and Inquiry

M2 & PY2 Scholarly Pathways

- Develop an Individual Learning Plan (ILP) with clear goals and appropriate enrichment activities to meet those goals by the end of the M2 or PY2 year
- Identify a faculty member to serve as mentor for the scholarly project requirement (Optional for Pharmacy Students)
- Demonstrate responsible conduct of research, including measures to ensure protection of human subjects (Optional for Pharmacy Students)
- Develop a scholarly project proposal consistent with Glassick’s Criteria for Scholarship, including: 1) Clear Goals; 2) Adequate Background; and 3) Appropriate Methods, and that addresses regulatory requirements (e.g. IRB approval) and a reasonable timeline for completion (Optional for Pharmacy Students)
- Demonstrate progress toward achieving pathway-specific learning goals through completion of the requirements of one’s chosen pathway, with attention to Integration, Individualization, Identity Formation and Inquiry

M3 Scholarly Pathways

(SOM students only)

- Develop an Individual Learning Plan (ILP) with clear goals and appropriate enrichment activities to meet those goals by the end of the M3 year
- Integrate pathway content and methods into one’s clerkship years through effective time management, and application of principles into care of patients in a variety of settings
- Apply appropriate methods to collecting and analyzing data for one’s scholarly project
- Demonstrate effective presentation of scholarship through oral (e.g. podium or poster) and written formats
- Critically reflect on the process and outcomes of one’s scholarly project and pathway experiences, and how they contribute to the field of medicine and to one’s professional role as a physician
- Demonstrate progress toward achieving pathway-specific learning goals through completion of the requirements of one’s chosen pathway, with attention to Integration, Individualization, Identity Formation and Inquiry

**INTRODUCTION TO PATHWAYS (ITP) COURSE**
The first student experience in the MCW Scholarly Pathways program is during Fall semester of their 1st year with the *Introduction To Pathways (ITP)*. ITP begins the week after Orientation Week. Students are given an overview of pathway expectations, meet the Pathway staff, have a short experience of each pathway, and connect to resources and possible projects.

Students then:
- Select and register for their chosen pathway, usually by early October though dates change annually
- Attend an Orientation session and complete orientation activities specific to their chosen pathway (e.g. community site visits, CITI training)
- Identify a Pathway Advisor
- With input from their Pathway Advisor, draft an Individual Learning Plan (ILP) to guide activities for the remainder of the academic year
- Submit their Advisor-approved ILP by December 7

**Note about Summer Research (Medical Students Only):** The ITP and Pathway Advisor selection coincide with students’ decisions regarding summer research, and their search for a project and preceptor. Students may request that an identified Summer Research Preceptor also serve as their Pathway Advisor, especially if the project is relevant to their pathway goals. Students may also elect to do summer research that is unrelated to their pathway, and identify a different advisor to help them meet their pathway goals.

**ACROSS-PATHWAY COURSE REQUIREMENTS:**
All pathways have two main components:

**Core Sessions**
These are required, themed educational sessions held once a month on a Thursday afternoon. Each pathway has developed an innovative curriculum based on its core competencies, learning goals and objectives. Pathway core session schedules are posted in OASIS and in course syllabi.

**Noncore Activities**
Students engage in noncore activities which are individualized enrichment, application and scholarship that meet their ILP goals and link these activities to the core competencies of their pathway. A **minimum of 6 hours per month** of relevant noncore activities must be documented in D2L to qualify for a passing grade, though many students exceed this number.

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**General Guidelines for Noncore Activities (All Pathways)**
The intention is that through non-core enrichment activities, students gain a variety of skills, and benefit from a longitudinal experience. Therefore, for M2, PY2 and M3 students, no less than 1/3 of required non-core hours may be accumulated within a single semester.
All time spent on a longitudinal, faculty-mentored scholarly project of relevance to the student’s chosen pathway may be applied toward the noncore requirement. As soon as is practical, a project proposal should be submitted for approval.

Noncore activities must be tied to the student’s personal learning objectives (e.g., per ILP) and include opportunity for reflection. When in doubt, the student should consult with his or her pathway advisor to determine if the activity provides an appropriate, relevant learning opportunity.

Noncore hours are meant to be experiential, application opportunities of core competencies, and are meant to enrich the traditional curriculum. Examples include (varies by pathway):

- Self-directed research and scholarship
- Relevant educational enrichment electives or seminars
- Community-based service-learning experiences
- Clinical experiences with deliberate practice and relevance to pathway core concepts
- Written reflection or synthesis paper assignments

They may NOT include:

- Activities that are a required component of the curriculum (e.g., required mentor visits, required seminars or grand rounds while on the corresponding clerkship).
- Travel time to activities.
- Studying for exams or boards.
- Developing CV and residency application materials.
- General reading, unless specifically tied to ILP or scholarly project and resulting in a product.

Allowable non-core credit may be limited for some activities:

- No more than 6 hours can be claimed for the advisor search and developing your ILP.
- When part of an approved academic enrichment elective – noncore hours capped at 6 per month.
- If attending or presenting at a professional meeting, only time spent in relevant sessions (tied to ILP), actually presenting or preparing for presentations is eligible.
- If participating in an away elective for credit, non-core time limited to 4 hours per week.

Within these limits, students should report only the number of hours spent in the activity.

**Service Learning**

Within the Global Health and Urban & Community Health Pathways, students are expected to engage in Service Learning opportunities to support their noncore activity hours. Service Learning opportunities may not culminate in a project outcome, and do not require a faculty partner. A student engaged in a service learning opportunity will need their Pathway Advisor’s approval of the appropriateness of the activity in relation to the student’s ILP goals. For more information about Service Learning guidelines and to submit an activity proposal, please visit the [Student Community Service webpage](#).


**DEADLINES FOR KEY PATHWAY BENCHMARKS**

<table>
<thead>
<tr>
<th>Class</th>
<th>Advisor-approved Individual Learning Plan (ILP) due</th>
<th>Advisor: Mid-term Evaluation Deadline</th>
<th>Minimum noncore hours at midterm (1/3 of total)</th>
<th>Student: assignments/noncore hours due</th>
<th>Advisor: Final Evaluation Deadline</th>
<th>Minimum noncore hours per AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 &amp; PY1</td>
<td>December 7</td>
<td>Feb 15-28</td>
<td>15</td>
<td>May 1 &amp; 15</td>
<td>May 1-15</td>
<td>39</td>
</tr>
<tr>
<td>M2 &amp; PY2</td>
<td>October 15</td>
<td>Dec 1-15</td>
<td>15</td>
<td>April 15</td>
<td>April 15-May 1</td>
<td>45</td>
</tr>
<tr>
<td>M3</td>
<td>August 15</td>
<td>Dec 1-15</td>
<td>22</td>
<td>June 1 &amp; 15</td>
<td>June 15-30</td>
<td>66</td>
</tr>
</tbody>
</table>

**GRADING OF SCHOLARLY PATHWAYS**

Pathways are graded Satisfactory/Unsatisfactory each year by the Pathway Director, with input from the Pathway Advisor, among other factors. As with any MCW course, failure results in referral to the Academic Standing Committee (ASC). Performance details may be noted in the comments section of the grade. These will not appear on the transcript, but will be shared with Continuous Professional Development (CPD) Directors and may be used in writing Dean’s Letter.

**Satisfactory** grade indicates satisfactory completion of all pathway course requirements:

- Attendance at all core sessions, or appropriate make-up assignment
- Submission of an advisor-approved ILP
- Log of the minimum hours of required relevant noncore activities
- Satisfactory midterm and end-of-year evaluations by the advisor (includes review of ILP, noncore activities and progress toward goals)
- Timely submission of all required assignments (per pathway)

**Unsatisfactory** grade indicates student has not met the minimum requirements to pass.

- Remediation to be determined based on deficiency – individualized plan developed in collaboration with advisor/ PWD/ASC in context of overall academic record.

**SCHOLARLY PROJECT ASSESSMENT**  
*(SOM students only)*

The scholarly project is a non-graded graduation requirement. The Pathway Director, with input from the student’s mentor and/or the faculty planning council, will determine whether the project satisfactorily meets the graduation requirement, using an assessment rubric based on [Glassick’s Criteria for Scholarship](#). Details of the scholarly project may be included in the Dean’s letter (also known as the MSPE). Medical students who fail to complete the scholarly project by the end of year 3 will receive a referral to the Academic Standing Committee.

**NOTE:** While the scholarly pathways are designed to support and track progress toward completion of a scholarly project, annual pathway grading is not dependent on this. To meet the graduation requirement, a student may complete a scholarly project unrelated to the chosen pathway (e.g. through summer research), but may not use their pathway noncore time to do so. It is the student’s responsibility to ensure he/she is on track to meet this requirement.

**MCW GRADUATION REQUIREMENTS**

In order to graduate, an MCW medical and pharmacy students must:
1. Receive a Satisfactory grade in any pathway each year enrolled. Grades are submitted on an annual basis in a timely fashion for consideration by the Academic Standing Committee.

   *Medical students can choose to enroll in a Pathway during their M3 year, enrollment is optional and by approved application.

Medical Students must also:

2. Complete a scholarly project, including: 1) an abstract; 2) oral poster or podium presentation; AND 3) submission of a final paper/report. (Optional for Pharmacy Students)
TECHNOLOGY

This is a brief summary of the systems used by the Scholarly Pathways.

DESIRE2LEARN (D2L)
https://mcw.desire2learn.com/d2l/home
D2L is a Learning Management System that MCW utilizes to host course information. Each pathway course has a D2L course for each Academic Year. The D2L course is the primary mode of communication to students, as well as a repository for course information, and where all assignments (e.g. ILP, noncore activity tracking, scholarly project components) are submitted and assessed. D2L also provides access to any webcasts or lecture-capture of the pathway course for that academic year.

All faculty members have a D2L account through their MCW username and password; to be added to your mentee’s D2L course, please send a request to pathways@mcw.edu. You will not be able to access your individual student’s submissions in D2L, but you can see course materials and resources as the students do.

OASIS
https://oasis.acad.mcw.edu
The MCW Registrar uses OASIS for several key features. OASIS is a web-based application that houses medical school course calendars, some student information records, final grade submissions, and medical school curriculum tracking. OASIS is also an evaluation system that the Scholarly Pathways use for:

- Student selection/registration in their pathway
- Advisor and Mentor identification and faculty acceptance/confirmation
- Midterm and End-of-Year Student Performance Evaluations by Pathway Advisors and Project Mentors
- Mentor and Instructor evaluations by students
- Submission of final grades by the Pathway Director

OASIS accounts have to be created for new faculty, or faculty without prior student interactions. New accounts can be requested here or by contacting OASIS_Support@mcw.edu.

When a student indicates their link to a faculty, OASIS generates a single email notice to the faculty who must respond by clicking a link in the email. This link prevents the need for a password, though requesting a new password is simple from the OASIS home screen.
FUNDING FOR PROJECTS

No funding is available from the Scholarly Pathways program at this time to support projects. Project Mentors may assist students in identify funding resources within MCW or externally, but faculty are expected to serve as the lead for these project resources.

Poster printing
Students presenting their scholarly project internally specifically to meet the oral component of their scholarly project requirement will be able to access poster printing at no charge through the MCW Library. These opportunities are communicated to students in advance of presentation dates, and with time and cost guidelines. Printing posters for external events or for projects not being utilized as the scholarly project can also be printed by the MCW Library though the Scholarly Pathways program will not cover the cost. For more information about the MCW Library Poster Printing Service, please see their webpage.

TRAVEL TO PRESENT

Medical Students
Funds are available for medical students to travel to a regional or national meeting to present the results of their scholarly projects. Students can apply for up to $500 travel reimbursement with proof of acceptance and a letter of support from their Project Mentor. The application and details are on the Pathways website. Funding is limited, and subject to availability.

Pharmacy Students
Contact the School of Pharmacy Scholarly Pathways Coordinator for information regarding travel funds.

APPENDICES
<table>
<thead>
<tr>
<th>PW</th>
<th>Integration</th>
<th>Individualization</th>
<th>Identity Formation</th>
<th>Innovation/ Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>Utilize ethical knowledge and skills in clinical healthcare, ethics committees, IRBs, and ethics consultation. Demonstrate proficiency in the use of bioethics principles to analyze clinical, research, or policy issues and cases.</td>
<td>Develop and follow an Individual Learning Plan that includes scholarship and enrichment activities that apply principles of bioethics to the student’s new professional role</td>
<td>Articulate how the knowledge and skills learned in the pathway will impact his/her career as a healthcare provider. Understand the role of bioethics and bioethicists in healthcare for individual cases and institutionally, as well as at a societal level.</td>
<td>Construct a scholarly project in healthcare with a bioethics emphasis or focus. Identify and analyze the salient ethical issues in a case or policy, and provide recommendations informed by both empirical and normative ethical approaches.</td>
</tr>
<tr>
<td>CTR</td>
<td>Describe how the research skills learned in the pathway will impact his/her career as a healthcare provider and describe how research aids the understanding of medical knowledge and the application of that medical knowledge to patient care.</td>
<td>Create and follow an individualized learning plan to aid in the completion of a project identified by the student as being in an area of individual interest.</td>
<td>Articulate how the research skills and knowledge gained through the pathway impacted how he/she perceived the role of a healthcare provider, and demonstrate the acquisition of the knowledge, skills, and attitudes necessary for continued research development through the participation in a project that matches the student’s area of interest.</td>
<td>Formulate a question of interest, develop a testable hypothesis, and contribute to the development of new knowledge using appropriate methods to provide generalizable results.</td>
</tr>
<tr>
<td>CE</td>
<td>Articulate, using specific examples, how the knowledge, skills and attitudes as a clinician teacher &amp;/or as a clinician educator compliments and enhances competence as a healthcare provider.</td>
<td>Develop an educator’s portfolio documenting at least one innovative strategy, method, program or curriculum in one of the six educator categories used by the program.</td>
<td>Demonstrate, as a teacher and as a student, the shared roles and responsibilities for learning consistent with the ACGME’s Practice-Based Learning and Improvement competency.</td>
<td>Apply evidence-based principles of education as clinical teachers and/or clinical educators and make changes to improve future efforts based on data from self and others’ assessments/feedback.</td>
</tr>
<tr>
<td>GH</td>
<td>Articulate similarities and differences in public health topics geographically unique or common in the world (geographic epidemiology) including disaster preparedness and management.</td>
<td>Develop an individualized learning plan that incorporates the special skills, knowledge and attitudes needed to be an effective global health provider.</td>
<td>Delineate the spectrum of opportunities and challenges unique to various aspects of global health and the skills and abilities required for a global health career.</td>
<td>Examine global health related issues and/or conduct scholarship responsive to the needs of global health communities or countries.</td>
</tr>
<tr>
<td>HSMP</td>
<td>Describe how the structure of a health care system and, specifically, how the US health care system influences health care delivery models and decisions in both a system-wide and on an individual patient care basis.</td>
<td>Incorporate an understanding of health system delivery, financing, and compensation models to improve the care provided to their patients and populations to provide future healthcare providers with greater professional satisfaction.</td>
<td>Articulate how the knowledge, skills and attitudes learned in the pathway will impact his/her career as a healthcare provider.</td>
<td>Advocate for healthcare change by participating in the education of the public, legislators, and healthcare professionals about strengths and limitations in the US healthcare system. Ability to engage in active participation in professional organizations to become involved in the process of improving healthcare delivery and population health in the U.S.</td>
</tr>
</tbody>
</table>
### Pathway-Specific Goals - Carnegie Foundation’s Four “I’s”

<table>
<thead>
<tr>
<th>PW</th>
<th>Integration</th>
<th>Individualization</th>
<th>Identity Formation</th>
<th>Innovation/ Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCR</td>
<td>Describe how the research skills learned in the pathway will impact his/her career as a healthcare provider and describe how research aids the understanding of medical knowledge and the application of that medical knowledge to patient care.</td>
<td>Create and follow an individualized learning plan to aid in the completion of a project identified by the student as being in an area of individual interest.</td>
<td>Articulate how the research skills and knowledge gained through the pathway impacted how he/she perceived the role of a healthcare provider, and demonstrate the acquisition of the knowledge, skills, and attitudes necessary for continued research development through the participation in a project that matches the student’s area of interest.</td>
<td>Formulate a question of interest, develop a testable hypothesis, and contribute to the development of new knowledge using appropriate methods to provide generalizable results.</td>
</tr>
<tr>
<td>QuIPS</td>
<td>Use the principles of quality improvement and patient safety to bring together knowledge of the scientific basis of healthcare, the strongest clinical evidence available, an understanding of systems of care and patient preferences to achieve the best possible health outcomes for patients regardless of specialty.</td>
<td>Create and follow an individualized learning plan to aid in the development of the knowledge, skills and attitudes necessary to incorporate patient safety and quality improvement into the student’s chosen career path.</td>
<td>Articulate how the knowledge, skills and attitudes learned in the pathway will impact his/her career as a healthcare provider, and the role as a leader on a health care team that is dedicated to improving patient safety and care quality.</td>
<td>Identify a process or system in need of improvement, plan an intervention with a specific aim, assess the effectiveness of the intervention in an ongoing manner, and contribute to the development of improvement science and the evidence base for improvement in healthcare.</td>
</tr>
<tr>
<td>UCH</td>
<td>Balance and connect knowledge of biologic and non-biologic health determinants into the understanding of the pathophysiology of disease, and into the delivery of effective, culturally competent clinical and/or health promotion interventions.</td>
<td>Create and follow an individualized learning plan to develop knowledge, skills and attitudes needed by an effective healthcare provider in an urban and/or under-served community.</td>
<td>Articulate and adopt the professional roles of socially responsible healthcare providers to ensure health equity, reduce health disparities and advocate for patients, communities and systems changes to improve health.</td>
<td>Conduct scholarship responsive to the needs of the community served, using participatory methods.</td>
</tr>
</tbody>
</table>
Dear Faculty Member:

A Scholarly Pathway student would like you to serve as his or her Pathway Advisor. This letter is to offer some guidance on what the role entails. If you have questions or need more information please contact pathways@mcw.edu or visit our webpage.

Each Scholarly Pathway has two components:
- **Core Sessions**: Didactic sessions once a month on Thursday afternoons. Schedules are posted on OASIS for the entire academic year.
- **Noncore Activities**: In order to frame their self-directed, noncore activities with purpose and structure, the students develop an Individual Learning Plan (ILP). This plan identifies their pathway goals for the year, describes the activities they plan to engage in during pathway protected time (Thursday afternoons), and links these activities to the pathway’s core competencies. Students revisit their ILP each academic year, and log their noncore activities monthly.

The role of a Scholarly Pathway Advisor:
- **Approve the student’s ILP**: Facilitate the creation of the ILP by helping the student identify specific goals. Assist them in refining the ILP so that the goals are achievable.
- **Guide the student to achieve their ILP goals**: While you are not asked to create activities for them, you can direct them to resources and make sure they know what is available.
- **Assess the student’s progress on achieving their ILP goals**: This happens at midterm and end of year via 5-question Student Performance Evaluation sent directly to you from OASIS. You can, of course, meet with the student more frequently or mentor the student on a service learning project or their Scholarly Project. Related to their ILP goals, students should be completing a minimum of 6 hours a month, averaged across the academic year:

<table>
<thead>
<tr>
<th>Minimum noncore hours required to pass each academic year</th>
<th>M1 P1</th>
<th>M2 P2</th>
<th>M3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39</td>
<td>45</td>
<td>66</td>
</tr>
</tbody>
</table>

Other benchmarks worth noting:

<table>
<thead>
<tr>
<th>Class</th>
<th>Advisor-approved ILP due</th>
<th>ADVISOR: Mid-term Evaluations Watch for an email from OASIS, link to the form</th>
<th>Minimum noncore hours at midterm (1/3 of total)</th>
<th>Students assignments/noncore hours due</th>
<th>ADVISOR: Final Evaluation Watch for an email from OASIS, link to the form</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 &amp; PY1</td>
<td>Dec 7</td>
<td>Feb 15-28</td>
<td>15</td>
<td>May 1</td>
<td>May 1-15</td>
</tr>
<tr>
<td>M2 &amp; PY2</td>
<td>Oct 15</td>
<td>Dec 1-15</td>
<td>15</td>
<td>April 15</td>
<td>April 15-May 1</td>
</tr>
<tr>
<td>M3</td>
<td>Aug 15</td>
<td>Dec 1-15</td>
<td>22</td>
<td>June 1</td>
<td>June 15-30</td>
</tr>
</tbody>
</table>

We hope that you will agree to serve as the student’s Pathway Advisor – we believe it will be a very rewarding experience. Thank you in advance for your support of our students.

Sincerely,

The Scholarly Pathways Program Faculty & Staff
pathways@mcw.edu
Clinician Educator – Individual Learning Plan (ILP) for [Insert Student’s name & Year by double clicking header]

<table>
<thead>
<tr>
<th>Educator Categories*</th>
<th>Specific Skill</th>
<th>What activity will you do to accomplish this? <em>Provide a brief description of the activity.</em></th>
<th>How much time do you expect to spend on this activity?</th>
<th>What will be the deliverable or end product of this activity?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

*Clinician Educator Categories:

<table>
<thead>
<tr>
<th>Teaching &amp; Learning</th>
<th>Curriculum Development</th>
<th>Advising &amp; Mentoring</th>
<th>Learner Assessment</th>
<th>Leadership/Administration</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
Assessments are done by completing a form in OASIS. You will receive an email titled “OASIS NOTIFY: Student Performance Evaluations to complete” with the direct link to your pending assessments.

Advisors have an opportunity to offer feedback and comments in the assessment forms. These comments could later be used in the Dean’s letter.

All students are advised by pathway staff to contact/meet with their advisors prior to the evaluation period. You may complete the evaluation without their input, however. It is important to note that if your student is raising concerns, we need to know through this form or by direct communication from you to the program.

An M2 Midterm Progress Report:
Evaluation completed by students about their Pathway Advisor and Project Mentor

Faculty can view their evaluations in OASIS after at least 3 evaluations are received. Contact OASIS_support@mcw.edu for assistance retrieving these reports.

<table>
<thead>
<tr>
<th>My Advisor/ Mentor: (drop down list of names)</th>
<th>Major Strength</th>
<th>Strength</th>
<th>Neither strength nor weakness</th>
<th>Weakness</th>
<th>Major Weakness</th>
<th>N/A</th>
</tr>
</thead>
</table>

1. Works with me to set mutual expectations of the advising/mentoring relationship
2. Helps me set specific, achievable learning goals
3. Directs me to resources relevant to my goals
4. Meets with me to monitor progress toward achievement of my goals
5. Is accessible when I request assistance
6. Provides constructive criticism in a manner that is helpful to me
7. Reviews materials I submit to him/her in a timely manner
8. Provides adequate guidance on scholarly project development
9. Motivates me to take responsibility for my project(s)
10. Teaches me about his/her field, (e.g. scope, theory, methods)
11. Helps me network effectively with key persons or groups in my field of interest
12. Knowledgeable about Scholarly Pathways program requirements and expectations
13. Overall teaching effectiveness

Approximately how often did you meet with your advisor/mentor regarding your Pathway or project-related activities?

<table>
<thead>
<tr>
<th>Approximately how often did you meet with your advisor/mentor regarding your Pathway or project-related activities?</th>
<th>≤3 times/year</th>
<th>4-6 times/year</th>
<th>Monthly</th>
<th>2-3 times per month</th>
<th>Weekly or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Language for questions adapted from: 1Mentor Competency Assessment (Acad Med 2014); 2MCW CTSI Mentor Evaluation form; 3MCW Clinical Teaching Evaluations; 4Pathways expectations/other