



Office of Student Scholarly Activities (OSSA)

FACULTY HANDBOOK

Updated Fall 2023



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WHAT IS THE OFFICE OF STUDENT SCHOLARLY ACTIVITIES?

Within the Office of Student Scholarly Activities (OSSA) are several programs collaborating to support various programs and activities that medical students engage in. Some are curricular and graduation requirements while others are enrichment. The OSSA is housed within the Office of Curriculum in Academic Affairs and is led by the Assistant Dean for Scholarly Activities.

The Assistant Dean for Scholarly Activities oversees the Scholarly Pathways program, the Scholarly Project requirement, Honors designations, and collaboration with SAMS and dual-degree programs.

MCW GRADUATION REQUIREMENTS FROM OSSA

The OSSA houses two graduation requirements, all elements of which are tracked by the OSSA team. In order to graduate, an MCW medical student must:

1. Receive a Satisfactory grade in any Scholarly Pathway each year enrolled, for a minimum of 2 years and up to 3.
2. Complete a scholarly project prior to beginning M4 year, including: 1) an abstract; 2) oral presentation; AND 3) submission of a final paper/report.

SCHOLARLY PATHWAYS HISTORY

MCW's Scholarly Pathways allow medical students to individualize their training while exploring a career path of interest. Scholarly Pathways are year-long courses which 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 and near-peers, building on the foundation of their medical school experiences, to pursue an area of common interest in greater depth while engaging in interprofessional educational opportunities. Each Scholarly Pathway 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).

The Scholarly Pathways were first implemented in Fall of 2009 in the School of Medicine, requiring M1, M2 and M3 student participation. With the implementation of the Discovery Curriculum in Fall 2012, participation was modified for M3 students and no longer required. Instead, M3s had to apply for enrollment privileges and participate fully for the year.

In July 2023, MCWFusion™ Curriculum was put into operation and the Scholarly Pathways program again updated their requirements. Students are still required to participate for 2 years in the Scholarly Pathways program, during the second and third semesters of Phase 1 as well as both semesters of Phase 2. Students are required to participate in the Introduction to Scholarly Activities course during the fall of Phase 1 during M1 year. Beginning in January of Phase 1, students are enrolled in their chosen Scholarly Pathway for 1 full calendar year. At the beginning of Phase 2, students are enrolled again in their chosen Scholarly Pathway for a final full calendar year, alongside Phase 2 requirements.

THE FOUR “I”S OF THE CARNEGIE FOUNDATION

The Scholarly 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.

SCHOLARLY PATHWAYS AVAILABLE AT MCW-MILWAUKEE

BASIC TO TRANSLATIONAL RESEARCH (BTR)

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

BIOETHICS & MEDICAL HUMANITIES (BEMH)

¹ Cooke M, Irby D et al. Educating Physicians: A call for reform of medical school and residency. Carnegie Foundation for the Advancement of Teaching, 2010.

The Bioethics & Medical Humanities Pathway will enable students to integrate the knowledge and tools of bioethics and medical humanities into their healthcare careers. This will be achieved through a variety of activities that encompass knowledge of the bioethics scholarly literature through discussion and application of analytic frameworks to clinical ethics, research ethics and ethics teaching. Additionally, the knowledge and skills of bioethics and medical humanities will enable students to strengthen their professionalism, improve communication, preserve empathy and support reflective practice.

The pathway activities will provide medical students the opportunity to develop their ethics skills in a variety of areas, including but not limited to clinical ethics consultation, research ethics, and participation and leadership in institutional ethics committees. 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 the virtues of medicine
- 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
- 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 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)

As of the Class of 2027, MCR has been renamed to Basic to Translational Research.

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 which 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.

SCHOLARLY PATHWAYS CURRICULUM AND STUDENT EXPECTATIONS

The Scholarly Pathway and Scholarly Project courses are an integral part of the medical school curriculum for MCW students. As such, every Thursday afternoon is protected for students to participate in the Scholarly Pathway and Scholarly project coursework, from the time students matriculate through the end of M2 year in the Discovery Curriculum. With the implementation of the MCWFusion™ curriculum, Thursday afternoons are protected for all of Phase 1 and Phase 2. No other curricular activities may be scheduled on Thursday afternoons between 1pm and 5pm.

LEARNING OBJECTIVES

Each Scholarly Pathway is a medical school course and mapped to MCW’s global competencies for medical student learners. Each will have a set of course objectives and learner competencies.

Across all Scholarly Pathways, the following course objectives can be found:

Knowledge for Practice

- Access sources of relevant, valid information (e.g. literature, experts, data, best practices) to inform learning activities.

Practice-Based Learning and Improvement

- Demonstrate self – directed learning skills through the development and implementation of an Individualized Learning Plan (ILP).

Interprofessional Collaboration

- Engage in effective advisor/advisee relationships to foster professional identity formation
- Critically reflect on the processes and outcomes of pathway experiences and how these contribute to developing professional roles.
- 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

SCHOLARLY PATHWAYS COURSE REQUIREMENTS:

All Scholarly Pathways have several main components:

Core Sessions

These are required, themed educational sessions held approximately monthly on a Thursday afternoon. Each Scholarly Pathway has developed an innovative curriculum based on its core competencies, learning goals and objectives. Pathway core session schedules are posted in OASIS, Brightspace, and in course syllabi.

<i>Required core sessions per academic year</i>	M2	M3	<i>Required core hours per calendar year</i>	Phase 1, July - Dec	Phase 1, Jan - Nov	Phase 2, Jan - Dec
Discovery Curriculum (Sunsets with Class of 2026)	7	10	MCWFusion™ Curriculum (effective Class of 2027)	ITSA, varies	28 hours	40 hours

Individual Learning Plan (ILP)

Each Scholarly Pathway leadership team has developed a set of competencies or goals in which students are expected to develop greater Knowledge, Skills, and Behaviors as part of their Scholarly Pathway course. The ILP is a self-directed learning tool for students to identify their gaps and goals related to those competencies, built under the guidance of the Scholarly Pathway Advisor.

Students will develop an ILP for each academic year in the Scholarly Pathway course, identifying learning goals for the academic period and activities to help them reach those goals. Though the student will build their ILP at the beginning of each course, the document may change as the student discovers activities or new/different goals. The student is expected to check in with the Scholarly Pathway Advisor multiple times through the year around these goals and the student's progress. The student will also track their activities and progress on the ILP worksheet.

Noncore Activities

Noncore Activities are the individualized enrichment, application, and scholarship that meet each student's ILP goals. These activities will be linked to the core competencies of their pathway. Students will log their progress towards ILP goals along with the activity that supported their growth, and reflect on the experience. Students will track their hours spent in each activity purely for self-reflection though it is estimated that students spend around 6 hours per month (on average) engaged in noncore activities. Many of these activities will take place on Thursday afternoons when students are not in a Scholarly Pathway core session.

General Guidelines for Noncore Activities (All Scholarly Pathways)

The intention is that through non-core enrichment activities, students gain a variety of skills, and benefit from a longitudinal experience. Therefore it is expected that students log activity through the entire year, not limited to one semester.

All time spent on a longitudinal, faculty-mentored scholarly project *of relevance to the student's chosen Scholarly 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 their Scholarly 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 preceptor 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 unless specified as activity for a core session.
- General reading, unless specifically tied to ILP or scholarly project and resulting in a product (such as a reflection, literature review, or presentation).

Allowable noncore credit may be limited for some activities:

- Students can utilize academic enrichment or elective courses as part of their noncore activities to meet learning goals, but should ensure appropriate reflection in their noncore logs. An elective course should not be the only source of noncore activity in a semester.
- If attending or presenting at a professional meeting, only time spent in relevant sessions (tied to ILP), presenting or preparing for presentations is eligible.
- Reading and providing written reflection should not be the only noncore activity documented within a single semester. Students need to engage in a variety of activities and learning methodology.

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. Service Learning opportunities may be an experience that does not culminate in a project outcome. A student engaged in service learning will need their Pathway Advisor’s approval of the appropriateness of the opportunity in related to the student’s ILP goals. For more information about Service Learning guidelines and to submit a an activity proposal, please [visit the Student Community Service webpage](#).

DEADLINES FOR KEY PATHWAY BENCHMARKS*

Class	Advisor-approved Individual Learning Plan (ILP) due	ADVISOR: Mid-term Evaluation Deadline	STUDENT: assignments/ noncore logs due	ADVISOR: Final Evaluation Deadline
M1	February 1	May 1-15	May 1	April 15-May 1
M2	October 15	Dec 1-15	April 15	April 15-30
M3	August 7	Dec 1-15	June 1 & 15	June 15-30

**please note that this chart shows the M1 due dates related to MCWFusion™ Phase 1 students, and due dates for M2 and M3 Discovery Curriculum students during the AY 2023-2024.*

GRADING OF SCHOLARLY PATHWAYS

Scholarly 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 and Professionalism Committee (ASPC).

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
- Documentation of 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 Scholarly Pathway Director and Assistant Dean for Scholarly Activities in context of overall academic record. As needed, the Associate Deans for Curriculum and Student Affairs will be consulted for input to support student success.

SCHOLARLY PROJECT

The Scholarly Project is a graduation requirement that many students complete as a part of their Scholarly Pathway and/or in conjunction with participation in SAMS during the summer between first and second year. Students may complete multiple projects in their time as medical students, but only one must be submitted as the Scholarly Project.

The Scholarly Project is an opportunity for students to demonstrate scholarship and further individualize their identity in medicine. The breadth and depth of projects widely varies, but all meet Glassick’s Criteria for Scholarship. To see examples of past projects, please visit the [Scholarship Gallery of our webpage](#).

ASSESSMENT OF THE SCHOLARLY PROJECT

The scholarly project is a non-graded graduation requirement. The student’s M2 Scholarly 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 (see next page).

The title of the Scholarly Project is included in students’ Medical Student Performance Evaluation (MSPE), otherwise known as the Dean’s Letter, early in M4 year, provided the project is completed on time.

Medical students who fail to complete the scholarly project prior to beginning M4 year will meet with the Dean of Student Affairs and Assistant Dean for Scholarly Activities to develop a remediation plan and determine if a referral to the Academic Standing and Professionalism Committee is necessary. Late submission of Scholarly Projects is noted in MSPE/Dean’s letters.

Students are required to submit benchmarks at certain points in M2 and M3 year to demonstrate their progress on a Scholarly Project.

In Fall of M2 year, students:

- Identify a faculty member to serve as project mentor for the scholarly project requirement
- Demonstrate responsible conduct of research, including measures to ensure protection of human subjects
- Develop a scholarly project proposal consistent with Glassick’s Criteria for Scholarship, including:
 - Clear Goals
 - Adequate Background

- Appropriate Methods, and that addresses regulatory requirements (e.g. IRB approval) and a reasonable timeline for completion

During M3 year, students will submit quarterly progress reports until the final paper is completed/submitted.

The final paper and oral presentation are both assessed utilizing Glassick's Criteria for Scholarship in the form of a rubric:

Scholarly Product Evaluation Rubric

GOALS	Project goals were unclear and/or the product did not meet them in a meaningful way	Project goals were somewhat clear and/or the product met them to some extent	Project goals were clear and the product met them in a meaningful way	Project goals were very clear and the product met or exceeded them in a very meaningful way
PREPARATION	The product reflects inadequate preparation, lack of varied or valid sources, and a limited understanding of the content	The product reflects adequate preparation, some varied or valid sources, and a basic understanding of the content	The product reflects appropriate preparation, varied and valid sources, and an understanding of the content	The product reflects excellent preparation and a deep, complex understanding of the content
METHODOLOGY	The project methodology is unclear and/or inadequate; The final product reflects a non-systematic approach	The project methodology is somewhat clear and/or adequate; The final product reflects a somewhat systematic approach	The project methodology is clear and/or appropriate; The final product reflects a systematic approach	The project methodology is very clear and/or very appropriate; The final product reflects a systematic and rigorous approach
RESULTS	The final product does not reflect achievement or understanding	The final product reflects a limited degree of achievement or understanding	The final product reflects achievement or understanding	The final product reflects substantial achievement or understanding
PRESENTATION	The student was not effective in communicating the information to his/her audience	The student was somewhat effective in communicating the information to his/her audience	The student was effective in communicating the information to his/her audience	The student was very effective in communicating the information to his/her audience
REFLECTIVE CRITIQUE	The product does not reflect a thoughtful understanding of the project's strengths and weaknesses, of further areas of study, and of future applications of the work	The product reflects, to a limited degree, a thoughtful understanding of the project's strengths and weaknesses, of further areas of study, and of future applications of the work	The product reflects a thoughtful understanding of the project's strengths and weaknesses, of further areas of study, and of future applications of the work	The product reflects a very thoughtful understanding of the project's strengths and weaknesses, of further areas of study, and of future applications of the work
CREATIVE AND ORIGINAL THOUGHT	The final product does not reflect creative and/or original thought	The final product reflects a limited degree of creative and/or original thought	The final product reflects creative and/or original thought	The final product reflects a significant amount of creative and/or original thought

FUNDING FOR PROJECTS

No funding is available for project materials from the Office of Student Scholarly Activities (OSSA) at this time. 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

Medical students presenting their scholarly project to meet the oral component of their scholarly project requirement may be able to access poster printing at no charge through the MCW Library if event participation requires a printed poster. 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 but the OSSA cannot cover the cost. For more information about the [MCW Library Poster Printing Service, please see their webpage.](#)

TRAVEL TO PRESENT

Funds are available for medical students to travel to a meeting to present the results of their scholarly project. 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 Office of Student Scholarly Activities website.](#) Funding is limited, and subject to availability.

There is sometimes funding from SAMS to support travel expenses. Students submit the same application for both the Scholarly Project Travel Reimbursement Fund and SAMS funds; the OSSA team collaborates to identify which source of funding is the best fit for the student.

Students can only be funded by one source, either SAMS or the Scholarly Project Travel Reimbursement Fund, one time during medical school.

FACULTY ROLES AND RESPONSIBILITIES

Because they are individualized, longitudinal and required for over 400 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 ossa@mew.edu. We put out a call for project ideas and faculty advisors every fall, 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 Scholarly 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 the Scholarly Pathways program and compliance with institutional and accreditation standards.

FACULTY PLANNING COUNCIL

Each Scholarly Pathway has its own interdisciplinary planning council to support the directors, 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

Scholarly Pathway staff, faculty, students from all years and sometimes community partners. Being part of the council offers an inside look at the Scholarly 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 Scholarly Pathway 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 an informal learning community

NOTE: Students complete a Curriculum 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.

SCHOLARLY 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 Medical Student Performance Evaluation (aka Dean's Letter) that is exported early in M4 year. 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.

PATHWAY ADVISORS

- Accept the invitation to serve as an advisor in OASIS
- Outline expectations, goals of relationship, meeting frequency with student
- Guide and approve ILP and link to resources, noncore opportunities
- Assess progress toward meeting ILP goals at Midterm and End-of-Year (via OASIS)

Many advisors help direct the student to relevant learning opportunities, provide readings, assignments or site placements. Some serve as the Scholarly Project mentor 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.

SCHOLARLY PROJECT MENTORS

For 75% of students, the project mentor is also the Scholarly Pathway 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.

PROJECT MENTORS

- Accept the invitation to serve as a mentor in OASIS
- Outline expectations, goals of relationship, meeting frequency with student
- Assess progress on scholarly project goals and achievements
- Sign Scholarly Project benchmark forms: Approval, Attestation

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

The mentor/mentee relationship is confirmed several times:

- In OASIS, in fall of M2 year
- Mentor Approval Form (due early M2 year)
- Mentor Attestation Form and Rubric (due with the final project write-up paper)

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/SAMS PRECEPTOR

Summer Academic programs for Medical Students provides opportunities for medical students between their first and second year to engage in full-time, short-term activities such as research, education, service learning, and quality improvement. What started as the Medical Student Summer Research Program funding a small number of students to do laboratory research for 12-weeks funded through a federal source has become a program that supports students to travel abroad, develop curriculum for peer medical students, transform patient safety in hospitals nearby, and more. In 2023, 75% of the medical school class of 2026 participated in SAMS.

SAMS work may be used to jump-start or complete the scholarly project requirement. Students doing summer work related to their Scholarly Pathway 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 LIAISON

Many students, particularly those in the GH and UCH Scholarly 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

TECHNOLOGY

This is a brief summary of the systems used by the OSSA.

Brightspace

Brightspace is a Learning Management System that MCW utilizes to host course information. Each pathway course has a Brightspace course for each Academic Year. The Brightspace 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. Brightspace also provides access to any webcasts or lecture-capture of the pathway course for that academic year.

Not all faculty members have a Brightspace account. Members who would like to obtain an account should send an email to Curriculum_management_support@mcw.edu to confirm your account is activated. Then email pathways@mcw.edu for additional information specific to the pathway you are interested in working with.

Faculty who serve as Scholarly Pathway Advisors and Scholarly Project Mentors are not able to access student submissions in Brightspace. Students should share materials with their Advisors and Mentors outside of Brightspace, prior to submission.

OASIS

<https://oasis.acad.mcw.edu>

OASIS is a web-based application that houses medical school course calendars, some student information records, course calendaring, and medical school curriculum tracking. OASIS is also an evaluation system that the Scholarly Pathways use for:

- 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

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.