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What is the Advanced Competency (AC) in Research

The Purpose

The purpose of the LSI Advanced Competency (AC) options is to offer specialized learning opportunities in which students gain in-depth knowledge and experience which establishes a level of “competence” in a focused area. Typically these options will be available in LSI Part III (Year 4 of medical school).
What is the Advanced Competency (AC) in Research

**Key Body of Knowledge:** Each student will have identified a specific biomedical research topic and focused area of research. At the completion of the Advanced Competency in Clinical and Translational Research, the student will have gained an advanced comprehension of the foundational and clinical science underlying a particular topic relevant to human health and disease as well as the research skills necessary to directly engage in discovery.

**Curriculum (includes reading assignments, self-directed learning, one on one and small group learning)**

**Preparation in advance of AC:** Students will meet with the course director, research mentor (and research education staff) and course coordinator to identify the biomedical research topic, curricular expectations based on prior research relevant to the project and the amount of time dedicated to the research project in the AC elective, develop a timeline, and review mentor/mentee agreement.

**At the completion of the Research AC:** the student will earn points towards the Advanced Competency in Clinical and Translational Research. (see AC rubric)
Who is Eligible for the AC in Research?

- Medical Students entering their 4th year of medical school, who have previously completed a mentored research project at the OSUWMC supervised by a COM or other OSU faculty member.
Who is Eligible for the AC in Research

Potential Timing of Research Experiences for an AC in research

- **Med VI** Advanced Competency in Research
  - Leave of Absence for year long research experience or
  - Year Long part time research project (LOA)

- **Med III**
  - Leave of Absence for year long research experience or
  - Year Long part time research project (LOA)

- **Med II**
  - Summer Research Project 8-10 weeks

- **Med I**
AC in Research Requirements

Weekly schedule:
- One on one meeting with research advisor (1 hour)
- Daily supervised laboratory/clinical research (minimum 30 hours/week)
- Attendance at research advisor weekly lab meeting (1-2 hours)
- Attendance of a journal club (once a month)
- Attendance at a multi- or inter-disciplinary clinical or research conference relevant to the biomedical research topic
- Attendance at a multi-lab meeting if relevant (once a month)

Monitoring Student Progress:
- Student prepares progress report every 2 weeks
- Final report
- Log of journal articles or other resources reviewed or used during the course
AC Requirements

Feedback:
The student receives weekly feedback from the research advisor, research staff, laboratory members attending the laboratory meeting.

The student receives course instructor feedback based on the monthly electronic progress report prepared by the student.

References
Journal articles, research reference materials as directed by the research advisor.

Journal articles, research reference resources self-directed by the student.

Authorship guidelines accessed on-line under the tab for “Uniform Requirements for Manuscripts Submitted to Biomedical Journals” “Uniform Guidelines for Biomedical Journals” (Vancouver Group Guidelines)
http://www.icmje.org/
AC Requirements

Primary and Secondary Learning Objective Examples:

At least two explicit educational goals and learning objectives must be established by the student and research mentor prior to beginning the research project. Examples provided below

1. Analyze, interpret and prepare graphic representation of experimental data
   a. Use graphic software/applications to graph experimental data (5)
   b. Determine the reliability/reproducibility and validity of experimental results (5)
   c. Apply appropriate statistical methods as part of data analysis (10)

Possible points = 20
AC Requirements

Primary and Secondary Learning Objective
Examples continued:

2. Demonstrate advanced scientific communication skills
   a. Prepare a research abstract and poster presentation to disseminate research results (5)
   b. Prepare an oral research presentation to disseminate research results (10)
   c. Prepare a manuscript for publication in a peer-reviewed journal to disseminate research results (20)

Possible points = 35

OR

a. Prepare a proposal for research funding to an extramural sponsor (25)

Possible points = 25
Levels of Mastery

- Expert: (450-650 points)
- Proficient: (251-449 points)
- Competent: (101-250 points)
- Intermediate: (51-100 points)
- Introductory: (40-50 points)
Research Advisor Requirements

- Currency of research compliance required for student to conduct research study
- Agreement to provide research mentorship to the student by (documented in signature of the mentor/mentee compact)
- Availability of funds to support conduct of the student’s research
- NIH Biosketch: Demonstrable success in conducting research as reflected in extramural research funding, publication in peer reviewed publications, national presentations at scientific meetings and other scholarly endeavors. (submitted online)
As a mentor:

- I will provide a written performance evaluation (using the AC in research rubric) with narrative comments to the Associate Dean for the student’s final grade. Proper credit can only be granted to the student for this rotation when all requirements, evaluations, and grading are completed.

- As a mentor I agree to weekly meetings with the approved student and that I will be present during the AC programing period.

- I will be committed to the mentoring of the medical student. I will be committed to the education and training of the medical student as a future member of the scientific community. Throughout the student’s time in my laboratory, I will be supportive, equitable, accessible, encouraging, and respectful. I will foster the student’s professional confidence and encourage critical thinking, and creativity.

- I will help plan and direct the student’s project, set reasonable and attainable goals, and establish a timeline for completion of the project.

- I will provide an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment.

- I will be committed to providing laboratory resources for the student as appropriate or according to my institution’s guidelines, in order for him/her to conduct the specific research project.
As a mentor:

• I will expect the student to share common laboratory responsibilities, utilize resources carefully, frugally.

• I will not require the student to perform tasks that are unrelated to his/her training program and professional development.

• I will discuss authorship guidelines for publications with the student. I will acknowledge the student’s scientific contributions to the work in my laboratory, and I will work with the student to publish his/her work in a timely manner.

• I will discuss intellectual policy issues with the student as needed with regard to disclosure, patent rights and publishing research discoveries.

• I will encourage the student to attend scientific/professional meetings and make an effort to secure and facilitate funding for such activities.

• I will provide career advice. I will provide honest letters of recommendation for his/her next phase of professional development. I will also be accessible to give advice and feedback on career goals.

• I expect the medical student research trainee to exhibit professional behavior and conduct research in keeping with the principles and guidelines of professionalism as described in the OSU College of Medicine's Policy on Professional Behavior.
AC in Research Assessment

Assessment of performance in the advanced competency in research will be performed by the student's research advisor:

- The EBIR rubric (modeled after the nationally established CTSA core competencies)
- Narrative prepared by the research advisor
- Research mentor will complete the electronic “COM Medical Student Research Mentor Survey”
- A record of student research accomplishments will be prepared by the student, signed by the research advisor and reviewed by the COM Research Education Committee.
- The student will prepare and present an oral presentation to the COM Medical Student Research Education Committee (at least 3 members of the following faculty leaders or their representatives: Vice Dean of Education, Associate Dean for Research Education, Associate Dean for Medical Education, Chair or Vice Chair of Research of Research Advisor’s Department)
AC Research Assessment

Upon completion of the AC each student should be able to:

- Determine the reliability/reproducibility and validity of experimental results
- Apply appropriate statistical methods as part of data analysis
- Demonstrate advanced scientific communication skills
- Prepare a research abstract
- Prepare a poster presentation to disseminate research results
- Prepare an oral research presentation to disseminate research results
- Ability to respond to questions about the research presented
- Prepare a manuscript for publication in a peer-reviewed journal to disseminate research results
- Prepare a proposal for research funding to an extramural sponsor
Applying for the AC in Research

- Research AC Rubric
- Outline of specific competencies that can be met during the AC
- Additional objectives are subject to preapproval
Applying for the AC in Research

- Prior Approval is required by AC Program Manager and Direct
- Research AC application including signatures
  - Submitted online via the MDSR website
Available Credits

- **Block Options:**
  - 1 credit (150 hours) over a 4 week period
  - 1 credit (150 hours) longitudinally (May - March)
  - 2 credits (250 hours) longitudinally (May – March)
Important Dates
(see website for exact dates)

- AC in Research Preparatory Materials:
  - Application Deadline early March

- Commitment of Faculty Research Advisor available to supervise research project during the time period May – March

- A 1-3 page final report on the research project and summary of research accomplishments due First week of March

- Faculty Evaluation and Grades due Early March