

GUIDELINES FOR SCHOLARLY CONCENTRATIONS

Purpose:

To provide interested students an opportunity to receive an expanded and enriched learning and scholarly experience in a broad area of emphasis while completing their 4-year medical curriculum. It is expected that the Scholarly Concentration will be interdepartmental and interdisciplinary.

Program content and duration:

Scholarly Concentrations will entail a defined combination of required, elective and selective student experiences during years 1-4 (e.g., coursework, Blue-Book credit, seminars, journal clubs, shadowing, etc), in addition to the scholarly project requirement (see below). The total time commitment will generally approximate the equivalent of 5 months (including time for required and elective course work, shadowing, conduct of the scholarly project, etc.). A variety of configurations with regard to timing is possible.

Scholarly project requirement:

Scholarly Concentrations must require a scholarly project and product for successful completion. The product should be able to be peer reviewed and disseminated and should represent the culmination of the student's four year immersion in the field. It is highly recommended that the initial work on the project begin no later than the summer between years 1 and 2. It is expected that Scholarly Concentration Directors will hold these projects to a high standard of excellence.

Student recognition:

Successful completion of all Scholarly Concentration requirements will result in special recognition in the commencement program; a program-specific certificate of completion; and a program-specific scholarly designation on the student's academic transcript. Participation will also be reflected in the student's "Medical Student Performance Evaluation."

Student support:

Limited program administrative and student support may be provided through the Office of the Dean. However, Scholarly Concentrations should be prepared to provide significant resources to support their program and their students' scholarly projects.

Approval:

Proposals for Scholarly Concentrations should first be submitted for review to the Scholarly Concentration Advisory Committee (using the standard "Scholarly Concentration Proposal Form") prior to submission to the Curriculum Committee for its approval.

SCHOLARLY CONCENTRATION APPROVAL FORM

Name: Behavioral Health and Substance Use Disorders

Director/Co-director: J. Chase Findley, M.D. & Consuelo “Chelo” Walls-Bass, Ph.D.

Administrative coordinator: Amanda Reddick

Mission: To provide highly-motivated students interested in behavioral health and substance use disorders with an enriching longitudinal educational curriculum and the opportunity to explore a specific area of interest through a mentored scholarly project. Students will obtain an increased awareness of the individual and societal impact of these disorders and be prepared to make clinical, academic, and research contributions to these fields of study.

Maximum number of students/year: 4

Student selection process: Student applications, including an essay, will be reviewed by the course-directors. Students will be selected based on their prior experiences, stated interests in behavioral health and substance use disorders, and the availability of faculty mentors to provide mentorship aligned with student interests.

Concentration requirements (didactic and experiential):

Students will be required to complete a well-rounded curriculum to include Blue Book Sessions, reading of peer-reviewed journal articles, participation in student interest groups, and attendance Grand Rounds. Students will also be required to shadow faculty members and take electives/selectives in relevant fields. Student will be encouraged to attend conferences, complete online modules, participate in lecture series, and join advocacy groups & volunteer organizations.

Timeline (year by year) for student completion of concentration requirements:

MS1

- Required:
 - Application and acceptance into program, including essay
 - Identify a project mentor
 - Submit project proposal
 - Complete 8 hours of clinical shadowing
 - Attend 2 Grand Rounds in Psychiatry or other behavioral health topic
 - Join and participate in Student Interest Group for Neurology & Psychiatry (SIGN\P)
 - Join APA and/or AACAP as a student member
 - Read required articles
- Optional:
 - Participate in Gun Violence & Physicians, Health Professions Against Interpersonal Violence, Deconstruction Dementia, The Healer’s Art, or Suffering: Pathographies of Mental Illness Blue Book Series

- Apply for Summer Research Program/Saltzberg Fellowship

MS2

- Required:
 - Continue project with mentor
 - Complete SIGN/P Blue Book Series
 - Complete Nervous System & Behavior Module
 - Complete 16 hours of clinical shadowing
 - Attend 4 Grand Rounds in Psychiatry or other behavioral health topic
 - Read required articles
- Optional:
 - Participate in Gun Violence & Physicians, Health Professionals Against Interpersonal Violence, Deconstruction Dementia, The Healer's Art, or Suffering: Pathographies of Mental Illness Blue Book Series

MS3

- Required:
 - Continue project with mentor
 - Complete Psychiatry Clerkship
 - Participate in SIGN/P
 - Complete reflective essay on clinical experiences
- Optional
 - Attend Psychiatry Grand Rounds

MS4

- Required:
 - Complete project and compose written description
 - Participate in SIGN/P
 - Complete at least two elective/selective courses in Psychiatry or related discipline
- Optional
 - Attend Psychiatry Grand Rounds
 - Present project at Psychiatry Resident Research Day

Scholarly projects

- a) indicate the types of faculty-mentored student scholarly projects available to students (e.g., basic research, clinical research, public health analysis, curriculum development, literature review, etc.):
 - Basic science research
 - Clinical research
 - Public health research
 - Curriculum development
 - Literature review and data analysis
- b) indicate the procedure used to review and evaluate the students scholarly projects and outcomes (scholarly product):

Students will have annual meetings with their mentor, members of their advisory committee, and concentration co-directors to review progress on their projects. Students will be provided with individualized guidance on completion of their project on the required timeline and ensuring work is of a publishable nature and quality.

c) indicate strategies for dissemination of the scholarly product:

Students will be required to present their final project orally during a monthly departmental research meeting, and as a poster in the annual Psychiatry Resident Research Day.

Scholarly Concentration Faculty Mentor

Faculty Name	Contribution to Concentration	Department
Consuelo “Chelo” Walls-Bass, PhD	Co-director, project mentor	Psychiatry
J. Chase Findley, MD	Co-director, project mentor	Psychiatry
Gabriel Fries, PhD	Project mentor	Psychiatry
Hanjing “Emily” Wu, MD, PhD	Project Mentor	Psychiatry
Alan Prossin, MD	Project Mentor	Psychiatry
Angela Heads, PhD	Project Mentor	Psychiatry
Jane Hamilton, PhD, MPH, LCSW	Project Mentor	Psychiatry
Ron Acierno, PhD	Project Mentor	Psychiatry
Thomas Meyer, PhD	Project Mentor	Psychiatry
Lokesh Shahani, MD, MPH	Project Mentor	Psychiatry
James Langabeer, PhD, MBA	Project Mentor	Emergency Medicine