Medical Scholars Seminar Course 2014-2015

Dr. Jenni Punt and Dr. Patrice Spitalnik

**Who?** P&S students with diverse scholarly interests at both early and late stages of their medical training.

**What?** Join classmates interested in developing skills that distinguish medical scholars: building hypotheses, critiquing and interpreting text and data, and, most importantly, communicating ideas and conclusions to medical communities.

Faculty also join us once a month to discuss their perspectives and experiences in integrating scholarship and medicine.

**When and Where?** Merritt Conference Room P&S 5pm, Monday (bi-monthly) Afternoon ‘tea’ served.

- **Fall Sessions:** *Exchanging ideas, results and proposals*
- **Spring Sessions:** *Presenting ideas and results*

For more information contact Jenni Punt (jap2218@columbia.edu) and/or Patrice Spitalnik (psf2101@columbia.edu)
| **Course** | Medical Scholars Seminar RSRH 7201  
Dr. Jenni Punt, Dr. Patrice Spitalnik |
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| **Description** | This is a small group seminar course designed to develop the analytical and communication skills of medical students engaged in long-term scholarly endeavors. Specifically, this year long course will foster development of sophisticated questions and (hypo)theses, rigorous approaches to addressing these hypotheses, and critical thinking skills required to interpret findings and discoveries. Most importantly, it will hone students' oral and written communication of intent and findings. By supporting students with distinct scholarly interests the course will also cultivate their abilities to communicate across disciplines, a skill that is especially important in the medical profession. The course will serve two different groups of students who have matriculated into Columbia University’s College for Physicians and Surgeons: 1) medical students who in the Differentiation and Integration (D&I) phase who have committed to and/or are already involved in a scholarly pursuit and 2) medical students in the first phase of their education (the Fundamentals curriculum), who are in the process of developing their ideas for their scholarly pursuit. Students will progress through three broad phases of presentation that will allow those who are just beginning to develop scholarly ideas and intentions to learn from those who are actively engaged in a scholarly pursuit (and vice versa).  

**Fall: Presentations by those engaged in scholarly endeavors:** Each student actively engaged in a scholarly pursuit will be asked to share their scholarly focus and question, along with any preliminary findings in a 20 minute “brainstorming” session. They will prepare their audience at least three days ahead of time with a page long summary and will describe their interests and progress verbally (5-7 minutes) in a forum that invites and expects feedback (13-15 minutes). A student that is just at the beginning of their scholarly career will be assigned to each presentation as the primary discussant and will be responsible for initiating the question session. However, all students will be encouraged and expected to participate.  

**Presentations by those developing scholarly ideas and proposals:** Each student that is beginning to develop a scholarly intentions will be asked to share their ideas about a scholarly question that interests them in a 20 minute “brainstorming” session. They will prepare their audience at least three days ahead of time with a page long description of one possible interest (that may be inspired by readings, courses and/or a research seminar) that they are developing and will summarize this interest verbally (5-7 minutes) in a forum that invites and expects feedback (13-15 minutes). Students experienced in scholarly pursuits will be assigned to each presentation as the scribe and will be responsible for initiating the question session and summarizing the discussion for the presenter. However, all students will be encouraged and expected to participate.  

**Spring: Final formal presentations:** Each student will formally present their scholarly findings or a developed scholarly proposal in assigned, ten-minute periods. They will prepare their audience at least three days ahead of time with a page long summary of findings or focus and will present these as they would at a scholarly...
The ten-minute presentation will also include a question/answer period. Again, another student in the group will be assigned as primary discussant to initiate the questions. However, all students will be encouraged and expected to participate.

**Seminars by faculty and student researchers.** Each month, we will invite a CUMC student or faculty member to give informal seminars on aspects of/perspectives on medical scholarship that should be both useful and inspiring for students. Some relevant topics include 1) the responsible conduct of research, 2) the anatomy of a scholarly article (in several disciplines), 3) reviewing articles and grants, 4) writing articles and grants, 5) delivering engaging seminars and lectures, 6) leading engaging discussions. We anticipate our final seminar to be given by a distinguished scholar who would join students afterward for a capstone dinner and discussion.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Opportunities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Broad objectives:</strong> Upon completing this elective, students will have enhanced their ability to develop, refine and communicate their scholarly ideas, progress, and results to an audience that represent diverse interests in medically relevant scholarship and diverse stages in medical education.</td>
<td>Students will be engaged in lively student-led and organizer-guided discussion of their original scholarly ideas, progress and results in every session. They will be required to submit written summaries of the work they will present and they will be involved in constructive critique, of the work and presentations of their peers (see below for details).</td>
<td>Student progress and performance will be assessed continually by the two course directors, Dr. Jaime Rubin and Dr. Jennifer Punt, who will be actively engaged in all seminars (see below for details).</td>
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<td><strong>Specific Objective 1:</strong> Students will develop their abilities to clearly articulate their ideas and results – orally and by text - to a multi-disciplinary, professional audience in both formal and informal settings.</td>
<td>Each student is required to attend an orientation that will explain the course format and provide resources for developing hypotheses and strategies for giving clear and engaging oral presentations. We will also discuss how to ask good questions. Specifically: Students are required to attend ten of sixteen scheduled 1.5 hour-long seminar sessions over the course of the academic year. Students are required to give two oral presentations over the course of the year – one (informal) to invite an exchange of ideas and feedback from peers; and one (formal) that mimics a conference or grant presentation to present their developed scholarly proposal or</td>
<td>At least one and typically both of the course organizers, Dr. Jennifer Punt and Dr. Jaime Rubin, will attend every seminar and presentation (see Learning Opportunities for specifics). Both organizers will share impressions and offer suggestions at the end and the beginning of each session. They will provide formal feedback for each presenter via a written and/or oral summary/critique within 1-2 days of the presentation. They will also be available to informally discuss progress and strategy with any student who would like direct feedback.</td>
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<td>Specific Objective 2: Students will also develop their skills in constructive critique of the ideas and presentations of their colleagues.</td>
<td>Students are also required to chair two individual oral presentations over the course of the year – and be responsible for asking questions and guiding discussion.</td>
<td>The organizers will also assign students as discussants for each presentation and will help this individual guide discussion throughout. Discussants will receive a written summary from the presenter 3-7 days prior to the presentation so that they can prepare. The organizers will provide resources and share ideas about what constitutes a ‘good’ question and useful critique – and will share impressions of questions exchanged during and after the seminar period.</td>
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<td>Specific Objective 3: Students will also become more fully engaged in the broader scholarly community at Columbia University.</td>
<td>This course will serve students at two broadly different stages of their medical school education: students in the 1) Fundamentals and the 2) Differentiation and Integration stages of the curriculum. Students in the first year of medical school will be required to attend each Research at P&amp;S Seminar and will also be asked to attend at least two additional seminars in their field of interest. They will post summaries of these seminars on Courseworks and share points and ideas raised by these seminars during class discussion. They will also be required to attend the Dean’s Research Day and engage in discussion and support of their colleagues’ scholarly work. Students in their final year(s) at medical school are required to be actively engaged in a scholarly project and/or research project and are required to present their work at the Dean’s Research Day.</td>
<td>At least one organizer will attend the Research at P&amp;S Seminars and have an opportunity to evaluate student attendance and engagement. Both will review the Courseworks site for entries and both will attend the Dean’s Research Day and engage in the discussions among peers.</td>
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**Feedback**
See above for more detail. Presenters will receive oral and/or written feedback within 1-2 days of presentation and all students will be invited to meet individually with the course organizers. Organizers will also provide on-site guidance and impressions throughout the seminar series.

**Grading**
The course will be graded on a Pass/Fail basis. Students who fulfill all the requirements described under Learning Activities will be given a “Pass”. Those who do not fulfill attendance, presentation, or discussant requirements will not pass.

The organizers will meet weekly with each other to informally discuss student progress and impressions of course effectiveness. They will formally evaluate student progress at the end of each semester and notify/schedule a meeting with those students who are in any danger of not passing the course.

All students will be asked to provide formative feedback about the structure and effectiveness of the course at two intervals (in the form of responses to 3-4 written questions) – at the close of their last meeting of the first ‘semester’ and at the close of their last meeting in the second ‘semester’.