

## Scholarly Project

### General

Analytical thought and rational decision-making are the hallmarks of modern medical practice. The Scientific Reasoning in Medicine component of the proposed new medical school curriculum grows out of the conviction that the ability to read and critically evaluate medical literature and to think through a patient's medical concerns or a biomedical problem from first principles is an essential component of undergraduate medical education in the current era. This is true regardless of whether the student intends to pursue a career in academic medicine, whether research-, teaching-, or clinical service-based, or in private clinical practice. Furthermore, the design, performance, and presentation of an independent project and the critical evaluation of the projects of others represent one outstanding way to develop and crystallize analytical thinking skills and the tools for rational decision-making.

As the new curriculum is conceived, students at the University of Pittsburgh School of Medicine will be given an opportunity to read and critically evaluate scientific and medical literature, present a research proposal and get direct feedback from faculty and other students on that proposal, perform a research project under direct mentorship from an expert in that field, present the research project in both informal and formal collegial venues, and discuss, trouble-shoot, and critique the research and presentations of their colleagues in their medical school class. The aims of the Scholarly Project component of the new curriculum are therefore to:

1. Foster analytical thinking skills and the development of tools for rational decision-making in future physicians;
2. Provide role models, mentorship, and guidance for students regarding careers that integrate research, teaching, and clinical service;
3. Present research and scholarly biomedical pursuits to students as endeavors that often, but not always, involve collegial interaction;

4.  
Enhance the medical school culture of self-directed and peer group-fostered learning;

5.  
Enhance the oral and written communication skills of graduating medical students.

### **Scholarly Project Executive Committee**

- \* Amber Barnato, M.D. (clinical)
- \* Michael Boninger, M.D. (clinical/bioengineering)
- \* Steven Graham, M.D., Ph.D. (basic)
- \* Joan Harvey, M.D. (clinical, populations/outcomes)
- \* Allen Humphrey, Ph.D. (basic)
- \* Janine Janosky, Ph.D. (populations/outcomes)
- \* Wishwa Kapoor, MD (clinical, populations/outcomes)
- \* Margaret Ragni, M.D. (clinical)
- \* Nina F. Schor, M.D., Ph.D. (basic)
- \* Stephanie Studenski, M.D. (clinical)
- \* Philip Troen, M.D. (basic science, research ethics, clinical)