



Office of Research and Innovation

SUMMER RESEARCH INTERNSHIP (SRI)

The Summer Research Internship has been established to provide support for a vigorous research experience for SOM learners. The goal of the award is to facilitate the ability of learners to pursue research during a period when there are no curriculum demands. This enables the learner to be fully immersed in and committed to the research experience at a level of time commitment not possible during the academic year.

Learner and Mentor Support: The program will provide the learners with \$500/week for the 6 weeks of the program and \$1500 to the lab in which they are working if expenses are anticipated to be incurred.

Period of Internship: June 1, 2022 – July 15, 2022

Application Period: February 15, 2022 – March 15, 2022

Eligibility Criteria: UIWSOM osteopathic learners in good academic standing are eligible to apply for this internship in their first and second years.

Application: The application should consist of the following:

1. Full Name:
2. Email Address:
3. Detail your current medical interest. (i.e., Surgery, Radiology, Pediatrics, Primary Care, etc.)
4. Describe your prior research experience, if any. (i.e., clinical, bench, data analysis, etc.)
5. Provide relevant information regarding previous research presentations/abstracts/publications. (Title, conference name, authorship details in order of authorship)
6. Provide relevant information regarding previous research awards, including any funding you may have earned to conduct your previous research. (Title, awarding body, and your contributions).

7. Describe your goals for this research elective. Also, how do you plan to communicate and work with your research mentor, set goals, expectations, and roles and responsibilities (max 600 words).
8. Attach your CV.

Research Compliance: Upon notice of selection, the learner should contact the faculty mentor to begin the process of completing the appropriate research compliance and occupational health requirements. ORI will assist the learner in these matters. *Approvals are not needed in advance of application.* Obtaining these approvals prior to start of the award means that the learner will be able to fully engage in the lab on day one of the award and not have to observe while awaiting approvals.

Evaluation Criteria: The goal of the award is to support and encourage learner research and creative scholarship. All completed applications that are submitted will be reviewed by the potential faculty mentor indicated in the application who will make the final decision.

Reporting Requirements

- 1) **Adverse Events:** Any adverse events that are reported to regulatory bodies (e.g., IRB, IACUC) must also be reported to the ORI.
- 2) **Publication Costs:** Costs associated with publication of the results of an SRI study are likely to occur after the end of the funding period. Upon request, ORI will provide funds for publication of any work resulting from SRI funding.
- 3) **Final Report:** Within 30 days of the end of funding the learner must submit a written report of the final status of the project which includes:
 - a summary of the work performed.
 - dissemination of the results of the work performed (e.g., abstracts, publications, presentations).
- 4) Present the results of their work at a Chalk and Talk.

ORI requests that the Learner inform ORI of any presentations and/or publications resulting from the SLI that occur after the 30 day reporting period.

Please submit applications to:
Office of Research and Innovation
ORI@uiwtx.edu

Appendix A

Please indicate on the application which of these labs you would like to consider your application.

John LoCurto, JD

A project I am formulating has to do with exploring whether the law (or absence of law) is a risk factor for disease and illness. The research will build on the notion of *legal epidemiology* (see https://www.cdc.gov/dhbsp/policy_resources/legal_epi.htm#:~:text=Legal%20epidemiology%20is%20the%20study,how%20laws%20affect%20population%20health). Because I am at the outset of my research, I don't have preconceived notions of where it will take me. My initial research will likely include literature reviews with an eye toward publishing an article on the topic generally and then on specific issues (e.g., SB8 and its relationship to maternal health) later.

Dr. Andriy Batchinsky

The SOM Department of Translational medicine led by Dr. Andriy Batchinsky is oriented toward development of robust learner and faculty research activities with the ambition to increase research and academic productivity of SOM learners and Faculty.

We focus is on integration of the medical knowledge base obtained by learners in their med school curriculum into applicable real-world experiences with the aim to prepare young physicians for residency, fellowships and clinical practice as physician scientists.

The emphasis of this program is on surgical critical care but learners with other interests may apply also.

The program offers a variety of hands-on research and skill building opportunities to SOM learners. These include but are not limited to: familiarization with point of care medical diagnostic equipment, laboratory assays; experience in carrying out ELISA-based analysis of biological specimens from translational experiments; possibility to observe and learn continuous ICU monitoring techniques; familiarization with operation of vital sign monitoring using surface EKG and direct transduction blood pressure and pulmonary artery pressure waveforms; medication delivery pumps, mechanical ventilators, extracorporeal life support systems and all aspects of surgical critical care medicine including suturing and aseptic techniques skill building.

A vast amount of research data is available for creation of abstracts and presentations which will be geared toward development of independent scientific writing skills by the program participants with mentorship and guidance from Drs Mifflin, Batchinsky and colleagues.

Dr. John Seidenfeld

Our goal is to develop teaching methods in patient interviewing to best equip SOM learners to introduce gun safety to patients through motivational interviewing. Workgroup learners have produced references, PowerPoint presentations, and Qualtrics questionnaires to better understand learner familiarity with the topic.

This year we have renewed IRB permission and developed a questionnaire to gauge entry-level

knowledge and interest in gun safety and training. We have also distributed a short PowerPoint with audio and follow up questionnaire to pilot this teaching method. A poster was accepted and won recognition for work done and more posters and papers are under preparation. We have also worked on a SIGS like teaching method with two cases if interventions beyond the PowerPoint presentation are needed. Our learners have done primary work on these projects and have also added data analysis skills. The work this summer would be on developing a SIGS-like educational session to a pilot group. This has not been done yet, although we have begun work on some of the materials. The questionnaire will be given before and after the educational session.