APPLICATION FOR A DEPARTMENT-SPONSORED "150" BLOCK RESEARCH ELECTIVE

STUDENT INSTRUCTIONS

1. If you are currently working on a Deep Explore project, do not complete this 150 form. Instead, please add "ADMIN Deep Explore tracking" time to MedHub. Contact the Inquiry Team with questions or refer to LabSpot Deep Explore checkpoints for more information.
2. This form must be submitted via DocuSign at least 4 weeks prior to the start of research. If the form is not submitted by this deadline, you will likely be required to enroll in a 4th year elective or use vacation for this time, instead of doing research for credit.
3. Please note: Any project involving human subject research will need to have IRB approval (http://www.research.ucsf.edu/chr/NewInv/chrNewInv.asp) and you must be registered as a Key Personnel (http://www.research.ucsf.edu/chr/Train/CITI_FAQ.asp#key) before your start date.

SECTION I: Background Information

FORM SUBMISSION DATE (must be 4 weeks in advance of the start date): _____

STUDENT NAME: _____ GRADUATION YEAR: _____

RESEARCH DEPARTMENT AT UCSF: _____ COURSE #: 150.01

RESEARCH SITE: _____

FACULTY SUPERVISOR NAME: _____
(Note that the Faculty Supervisor must have an appointment in the above UCSF department.)

FACULTY SUPERVISOR EMAIL: _____ PHONE: _____

FIRST RESEARCH DATES (The first interval must be firm and at least 4 weeks before the start date.)

Interval	Quarter (Fall, Winter, Spring, Summer)/Year	Dates	# of Weeks
1			

PROPOSED ADDITIONAL RESEARCH DATES (If the following dates are not yet firm, that is okay. Submit your research proposal as soon as possible and you may work with Cha to adjust the dates – but not the total number of weeks – of the research.)

Interval	Quarter (Fall, Winter, Spring, Summer)/Year	Dates	# of Weeks
2			
3			
4			
5			
6			

TOTAL NUMBER OF WEEKS (4 weeks minimum; 14 weeks maximum elective credit): _____

SECTION II: Research Plans

A. ***Research Description***: In the space below, describe **in detail** your project's (1) **Research question**; (2) **Hypothesis**; (3) **Study Design** (including basic approaches for statistical analysis)

B. If your project involves human subject research, you will need to have active IRB approval and be listed as a Key Personnel (http://www.research.ucsf.edu/chr/NewInv/chrNewInv.asp) in the project.

Please provide the IRB approval number: _____

I certify that I will be a registered Key Personnel by the start date of my project. Initial: _____

C. Time-Line, Deliverables and Competencies:

- Organize your <u>specific</u> goals and "deliverables" into a time-line that corresponds to the intervals of time that you will receive research elective credit as indicated in the table on page 1. (eg, Interval 1 Research phase - research and compile the reference list, read background literature, complete interviews of study subjects)
- For example, if you propose 10 weeks of elective work broken into two four-week blocks and one two-week block, list specific goals and expected deliverables for each of these three time intervals.
- For any research block intervals that occur during the heavy residency interview season (November-January), be sure to indicate how you will accomplish full-time research while interviewing.
- The purpose of this time-line with specific goals and deliverables is to help you and your research supervisor clarify expectations; to help other reviewers with their approval process, and – most importantly – to help your research supervisor and the department representative provide performance-based assessment. Please refer to the "Standard Research Block Student Evaluation Form" at the end of this application form.

SECTION III: Responsible Research Supervisor Attestation

My signature verifies that I: (1) support all of the plans in the student's proposal; (2) have reviewed and agreed with the student's goals/deliverables and timeline described in **section IIC** above; (3) will provide constructive feedback to the student at the midpoint of their research elective work; and (4) will submit an evaluation of the student's performance on a quarterly basis through the E*Value system. (Please see the "Standard Research Block Student Evaluation Form" at the end of this application form.)

Faculty Supervisor Name	Faculty Supervisor Signature	Date

SECTION IV: Approval Signatures

Department Course Director Name	Department Course Director Signature	Date

Director, Physician-Scientist Ed. & Training Program Signature	Date

UME Academic Advisor Signature	Date

Associate Dean for Curriculum	Date

Student Summary (Research Elective)

⊖ Insufficient contact to evaluate (delete evaluation)

Your feedback is highly valued by the School of Medicine and is taken seriously in evaluating faculty members, curricula, and students.

	N/A	1	2	3	4
1. Data collection and data management*	Not observed/applicable	Able to collect data, but needs significant guidance	Collects data independently, but requires assistance with management and critical thinking	Carefully collects and manages data in a reliable and reproducible way	Thoughtful approach toward data collection and management that demonstrates advanced problem-solving, ability to plan ahead, and in-depth grasp of subtleties of data collection and management
2. Analytic approach and interpretation*	Not observed/applicable	Minimal analytic skills, requires significant assistance with interpretation	Independent with simple analyses and beginning to demonstrate thoughtful interpretation	Solid analysis skills, able to perform and interpret more complex analyses	Demonstrates broad understanding of complex analysis plans and the ability to perform complex analyses as well as draw relevant conclusions
3. Evidence-based approach*	Not observed/applicable	Very little use of scientific evidence or practices	Performs searches of scientific literature, but requires assistance in putting prior work in context and understanding critiques of prior work	Independent in ability to thoroughly search, interpret and critique prior literature. Often applies findings from prior evidence to current projects	Demonstrates a broad understanding of prior work and provides thoughtful appraisals of the state of the field. Appropriately utilizes prior evidence in planning and executing research projects.
4. Initiative and intellectual curiosity*	Not observed/applicable	Does not display initiative and intellectual curiosity	Beginning to ask reasonable scientific questions and demonstrate initiative and independent thinking	Asks multiple appropriate questions and shows initiative in developing ways to answer them	Demonstrates exceptional initiative, consistently asks thoughtful questions, and describes novel and interesting ways to approach scientific problems
5. Presentation skills*					

	Not observed/applicable	Poor presentation skills	Able to formulate and execute an organized scientific presentation, but requires assistance	Independent in scientific presentation skills and able to clearly communicate research methods and results	Excellent and skillful at presenting all aspects of research project in an organized and logical way, including the ability to answer questions about a presentation
6. Writing skills*	◯ Not observed/applicable	◯ Poor writing skills, unable to communicate clearly with writing	◯ Beginning to demonstrate organized scientific writing, but requires assistance with some aspects of this	◯ Independent in ability to clearly communicate research methods and results in writing, requires assistance with discussion, interpretation, and impact	◯ Excellent and skillful at all aspects of research-related writing. Independent and appropriate in writing discussion and impact of scientific work
7. Interpersonal communication and teamwork*	◯ Not observed/applicable	◯ Fails to construct relationship with mentor or research team	◯ Beginning to form appropriate relationships with mentor and research team	◯ Establishes a collaborative and constructive relationship with mentor and research team	◯ Excels in interpersonal skills and approach to teamwork
8. Professionalism*	◯ Not observed/applicable	◯ Lacking many professional skills. Questionable integrity and/or dependability	◯ Beginning to demonstrate scientific reliability and integrity. Often is accountable and dependable	◯ Demonstrates appropriate respect, accountability, dependability, and integrity, and conducts research in an ethical manner	◯ Demonstrates a high level of respect, accountability, dependability, and integrity, and conducts research in an ethical manner
9. Independence*	◯ Not observed/applicable	◯ Requires significant assistance with all aspects of scientific project	◯ Sets appropriate goals and demonstrates follow-through, but requires supervision	◯ Sets priorities and develops effective plans and requires little supervision	◯ Displays leadership in planning and implementing scientific projects
10. Resilience and perseverance*	◯ Not observed/applicable	◯ Has limited problem-solving skills and lacks in resourcefulness in overcoming challenges	◯ Shows initiative and beginning to incorporate constructive feedback into learning plan	◯ Shows initiative and is able to overcome challenges as they arise	◯ Excels in problem solving and consistently demonstrates resourcefulness in overcoming challenges

11. Summary Comments

Specific comments on Patient Care, Medical Knowledge, Practice Based Learning and Improvement, Professionalism, Interpersonal and Communication Skills, and Systems Based Practice competence. Summary comments will be included in the student's Medical Student Performance

Evaluation (MSPE) and are important for the student's residency application. *

12. Constructive Comments

Next steps for student's development. Not for direct quotation in MSPE. For student and advisor's use in planning future study. *

13. Reason for Grade

If E, F, or I grade is given, indicate reason for non-passing grade.

* Required fields Option description (place mouse over field to view)

Reset Form Submit completed evaluation Submit