MASyERS PROGRAMS IN CLINICAL INVESTIGATION

FAQs

How are the post-doctoral and MD/MSc dual degree programs different?

Overall, the post-doctoral and MD/MSc dual degree programs are similar in the course requirements students are expected to complete. However, post-doctoral students complete the program in two years and they are expected to spend at least 50% of their time on coursework and research. In contrast, dual degree students are required to commit 100% of their time to coursework and research in year 1—essentially a year away from medical school. Year 2 for the students also differs, as described below. The milestone expectations for the post-doctoral and dual degree students also differ slightly. In particular, while post-doctoral students are expected to write a model grant as their senior thesis, the dual degree students are expected to write an extended report of all the research they conducted during their Master’s Program. Finally, the dual-degree students are expected to attend one additional group meeting monthly, dedicated to student-level discussion.

What do MD/MSc students do in their second year?

In year 2, dual degree students return to their final year of medical school. However, they are expected to continue to do their research. In particular, they are required to commit at least 12 weeks of elective time to work with their PI on their project. During that time, students must also attend a weekly integrative seminar in the program. It is assumed that the student will also spend significant “off hours” time during their clinical rotations to continue to work on their projects, including data analysis, and manuscript development. Additionally, students are expected to bring their projects to fruition, write and submit an abstract and manuscript, complete their thesis and present their research as a thesis defense.

What have previous graduates accomplished (both Medical Students and Post-Docs) during and after the program?

Students of all levels during the program have met their milestones, including publishing at least two abstracts; a review paper and at least one original manuscript; and writing a grant or a thesis. Some students have published more than this, and some students have managed to get their grants funded. Many students have presented their work at national meetings.

What is meta-mentoring?

Through meta-mentoring, we provide students with additional research and career development advice and assistance. As supplement to the role of the student’s mentor, we will hear about student’s work regularly at the integrative seminars, make suggestions, help students with contacts and funding opportunities. At least twice a year we will meet with mentors and students to review individual learning goals, plan choice of elective courses, review research progress, and troubleshoot programmatic issues.
What are my obligations about meeting with program leadership?

Our expectation is that you will meet Executive Committee members and ad-hoc advisors at least twice annually. Additional meetings may be requested.

How can I further refine my mentoring skills?

We encourage you to consider participating in our annual Mentor Development Program, which over a series of once-weekly sessions helps to develop both your mentoring skills and mentoring toolkit. Please contact Adina Kalet for details.

What are my mentee’s obligations in the program?

Students have an attendance requirement of 85%, excluding family and medical emergencies and scientific meetings. They are expected to have protected time from clinical duties on class days; no exceptions to this rule are permitted. They must remain in good standing in their classes and meet their milestones in order to graduate. Not completing the milestones has on a few occasions led a student to delay graduation.

Where can my mentee find information about research and funding resources within the CTSI?

Please see the CTSI website.

What happens in the Integrated Seminar?

The Integrative Seminar provides a forum for students to come together in small groups, share their work in progress, and receive feedback and guidance on their ongoing research from their peers and their faculty seminar leaders. Scheduled activities include weekly research presentations complemented by journal clubs interspersed with relevant career development activities, such as how to prepare and present research, and learn of funding opportunities. Emphasis is on group discussion, including collaborative and team-based approaches to problem solving, and a focus on methodological and scientific study design and execution.

How can I learn more about the courses my mentee is taking?

Please see the TREC website for the MSc in Clinical Investigation programs.