

Standard 8 – Element 8.4-1

Evidence Submission

Research/Scholarship Policies and Procedures

Student Research and Scholarship Policies and Procedures

The Student Research and Scholarship Policies and Procedures described within this document are designed to provide guidelines and protocols that support and regulate student engagement in research and scholarship at DYU-COM. By establishing these policies and procedures, we aim to foster a structured and supportive environment that encourages student participation in research, enhances their academic experience, and contributes to the advancement of osteopathic medicine.

1. Research Philosophy

DYU-COM is committed to cultivating a culture of scholarly inquiry that supports the mission and principles of osteopathic medical education. This approach emphasizes structured faculty mentorship, active student engagement in scholarly activities, and integration of research principles throughout the biomedical science and clinical curricula.

The primary goal is not only to generate scholarly output, but to develop physicians who are proficient in critically evaluating medical literature, applying evidence-based reasoning, and contributing meaningfully to scientific and clinical advancement. Research training is designed as a longitudinal, scaffolded experience that begins in the pre-clinical years and continues throughout the clinical clerkship phase, allowing students to progressively build research literacy, methodological competence, and scholarly productivity.

Participation in scholarly activity is embedded within the curriculum while maintaining flexibility for students to pursue projects aligned with their academic interests, professional goals, and emerging areas of healthcare need.

Participation in the longitudinal research curriculum, including completion of a scholarly project and presentation at the DYU-COM Annual Research Day, is a required component of the Doctor of Osteopathic Medicine program.

Definition of Scholarly Activity

DYU-COM uses a broad definition of scholarly activity consistent with Boyer's Model of Scholarship. Scholarly activity may include:

- **Scholarship of Discovery** - generation of new knowledge through biomedical, clinical, translational, or other research.
- **Scholarship of Integration** - synthesis and interpretation of knowledge across disciplines, including interdisciplinary and comparative anatomical research.
- **Scholarship of Application** - application of research to patient care, healthcare systems, community health outcomes, and quality improvement/quality assurance initiatives.
- **Scholarship of Teaching and Education** - scholarship focused on medical education, curriculum innovation, assessment, and instructional methodologies.

Examples of student scholarly activity include biomedical laboratory research, cadaveric anatomical variation studies, osteopathic manipulative medicine/osteopathic principles and practice research, clinical and translational research, medical education research, community health projects, healthcare systems research, and quality improvement initiatives.

2. Longitudinal Research Curriculum

Research development is integrated into the curriculum as a structured longitudinal pathway. The pre-clinical phase establishes research literacy, project planning, implementation, and dissemination skills. The clinical phase extends these competencies into clinically oriented scholarly activity.

Phase One: Pre-Clinical Curriculum (Research I–IV)

Semester 1: Research I - Foundations of Scientific Inquiry

Focus: Development of research literacy and early exposure to scholarly activity.

- Principles of the scientific method
- Fundamentals of research design
- Introduction to medical literature databases
- Critical appraisal of scientific literature
- Research ethics and Institutional Review Board (IRB) processes
- Foundations of evidence-based medicine
- Research seminars, journal clubs, literature-review activities, and faculty research presentations

Semester 2: Research II - Research Planning and Project Development

Focus: Development of a research question, scholarly objective, and appropriate project design under faculty mentorship.

- Formulation of a research hypothesis, research question, or scholarly project objective
- Introduction to clinical, translational, educational, community-based, laboratory, and QI/QA study designs
- Basic biostatistics and interpretation of medical data
- Development of a structured research proposal or scholarly project outline
- Identification of a faculty mentor and appropriate research pathway
- Project classification and determination of applicable training, committee, regulatory, or safety requirements

Semester 3: Research III - Project Implementation and Scholarly Development

Focus: Supervised implementation of scholarly projects.

- Data collection and management, when applicable
- Laboratory-based or anatomy-focused research
- Clinical and translational research participation
- Quality improvement and healthcare systems research
- Medical education and community health initiatives
- Data analysis and statistical interpretation
- Scientific writing and abstract preparation

Semester 4: Research IV - Scholarly Communication and Dissemination

Focus: Presentation and dissemination of scholarly work.

- Preparation of abstracts and scientific posters
- Participation in the DYU-COM Annual Research Day
- Submission of abstracts to regional or national conferences when appropriate
- Manuscript development and submission for publication when appropriate

The DYU-COM Annual Research Day serves as the primary institutional platform for showcasing student and faculty scholarly activity.

Phase Two - Clinical Curriculum (Research V–VIII)

During the clinical phase, students build upon foundational research skills and transition toward clinically oriented scholarly activity. Students may collaborate with clinical faculty and other qualified mentors to identify opportunities in:

- Community health and outreach
- OMM/OPP outcomes and implementation
- Medical imaging and diagnostic innovation
- Rural and underserved community medicine
- Health systems improvement and patient care outcomes
- Clinical outcomes, case-based scholarship, medical education, and specialty-specific scholarly activity

Clinical-phase scholarly activity is intended to remain academically meaningful while allowing students to align developing research interests with future residency and specialty goals.

3. Pathways for Student Participation

Student-Driven Research and Scholarly Activity

Students may develop an original research question or scholarly project in collaboration with a qualified faculty mentor. The mentor assists the student in refining the question, selecting an appropriate methodology, determining feasibility, identifying resources, and navigating applicable institutional requirements.

Participation in Faculty Research and Scholarly Activity

Students may also join existing faculty-led research or scholarly projects. Faculty investigators may introduce available projects through research seminars, faculty presentations, mentoring relationships, or other institutional mechanisms. Student participation must occur under the supervision of the responsible faculty investigator and in accordance with the approvals, training, and project-specific requirements already applicable to the faculty project.

Interdisciplinary and External Collaboration

When appropriate and available, students may participate in interdisciplinary or collaborative projects involving other university programs, affiliated institutions, clinical partners, research centers, or laboratories. External participation remains subject to applicable DYU-COM requirements and the policies and approvals of the collaborating institution.

4. Faculty Mentorship and Accountability

Students engaged in research or scholarly projects are supported by appropriately qualified faculty mentors. Faculty mentors provide scientific and scholarly guidance, help establish an appropriate scope and timeline, monitor student progress, promote research integrity, and ensure that required institutional approvals and training are addressed before regulated activities begin.

For faculty-led projects, the faculty investigator retains responsibility for the approved protocol and for ensuring that student participation remains within the scope of the applicable approval. For student-driven projects, the faculty mentor supports the student through project development, review, implementation, dissemination, and closure as applicable.

5. Research Governance and Compliance Infrastructure

DYU-COM maintains a structured research governance and compliance framework to support student participation in research and scholarly activity while ensuring adherence to institutional, ethical, regulatory, and safety requirements. Oversight is coordinated through the DYU-COM Research Committee in collaboration with faculty mentors and applicable university research, regulatory, and compliance offices.

The level of oversight and regulatory review is determined by the nature and scope of each scholarly activity. Educational activities involving literature review, evidence appraisal, research planning, or other activities that do not constitute regulated research may proceed within the curricular framework under faculty supervision. Activities involving human participants, identifiable human data, animals, laboratory hazards, or other regulated research must receive all applicable determinations, approvals, and training before the regulated activity begins.

Project Classification and Regulatory Triage

Before implementation, projects are evaluated to determine the appropriate pathway for oversight. Classification may include student scholarly activity not requiring regulatory review, human-subject research, quality improvement/quality assurance, educational scholarship, laboratory research, animal research, use of existing data or specimens, or other categories requiring institutional determination.

Students and faculty must not independently determine that a project is exempt from required institutional review when an institutional determination is required. Questions regarding classification are referred to the appropriate DYU-COM or university oversight body.

Required Research Training

Students must complete training applicable to their role and project before beginning regulated research activities. Depending on the project, required training may include:

- CITI Responsible Conduct of Research (RCR)
- Human-subject research training
- HIPAA/privacy training
- Biomedical or social/behavioral research training
- Biosafety and bloodborne pathogen training
- Laboratory chemical and radiation safety
- NIH recombinant DNA guidance, when applicable
- Animal research/IACUC training, when applicable
- Other project-specific institutional safety or compliance training

Training must remain current for the duration of activities for which it is required.

Research Committee Review

Student-initiated research requiring institutional oversight is submitted through the established DYU-COM research review process. A proposal or project submission, as applicable, identifies the student investigator, faculty mentor, other project participants, project title, rationale, research question or objective, methodology, project location, timeline, resources or funding, ethical considerations, and anticipated dissemination.

The Research Committee may approve a project, request modification, refer the project for additional institutional review, or determine that the project is not feasible in its proposed form. Committee review does not replace IRB, IACUC, biosafety, laboratory, privacy, or other regulatory approval when such approval is required.

Human-Subject Protections and IRB

Research involving human participants or identifiable private information must receive the appropriate institutional determination or IRB approval before research activities begin. Students may not recruit participants, access identifiable research data, obtain informed consent, or conduct other human-subject research procedures until all required approvals and training are complete.

Students participating in an existing faculty-approved human-subject protocol must be added to the study team or otherwise authorized as required before engaging in regulated study activities.

Animal Research

Student participation in research involving animals requires applicable institutional approval and project-specific training before participation begins. Students must conduct activities only within the scope of the approved protocol and under appropriate supervision.

Laboratory and Research Safety

Students requesting access to controlled research laboratories or participating in projects involving biological, chemical, radiation, recombinant DNA, bloodborne pathogen, or other laboratory hazards must complete applicable safety training and receive authorization before access or regulated activity begins.

Students are expected to follow institutional laboratory safety policies, use required personal protective equipment, report incidents promptly, and maintain required training throughout the period of laboratory participation.

Research Integrity, Confidentiality, and Authorship

Students must comply with standards of responsible conduct of research and academic integrity. Fabrication, falsification, plagiarism, inappropriate manipulation or concealment of data, unauthorized disclosure of confidential information, or other research misconduct is prohibited and may result in disciplinary action under applicable institutional policies.

Students and mentors are expected to discuss authorship, attribution, data stewardship, confidentiality, conflicts of interest, and dissemination expectations early in the project and revisit these issues as the work develops. Authorship and acknowledgment should reflect meaningful scholarly contribution and accepted disciplinary practices.

6. Project Monitoring, Completion, and Closure

Research and scholarly projects are monitored through faculty mentorship and applicable institutional oversight. Student progress is reviewed within the longitudinal curriculum and through project-specific mechanisms as appropriate.

Projects extending beyond one year are subject to continuing or annual review when required by the applicable oversight body. Formally reviewed projects must complete required closure or final reporting procedures regardless of whether the results are positive, negative, or inconclusive.

Students are responsible for complying with approved project timelines, reporting significant changes or problems to their faculty mentor, and obtaining required approval before implementing changes to regulated research.

7. Scholarly Communication and Dissemination

Students receive structured guidance in scientific writing, abstract development, poster preparation, oral presentation, and manuscript development. Faculty mentors provide oversight regarding appropriate authorship, attribution, confidentiality, research integrity, and responsible dissemination.

Students completing the longitudinal scholarly curriculum prepare and present their work at the DYU-COM Annual Research Day. Additional dissemination through regional or national conferences and peer-reviewed publication is encouraged when appropriate.

No student may publicly disseminate confidential, identifiable, proprietary, or otherwise restricted research information in violation of institutional policy, sponsor requirements, or an approved research protocol.

8. Research Resources and Institutional Support

DYU-COM supports student scholarly development through faculty mentorship, research education, access to appropriate academic and library resources, and institutional research infrastructure. Students may have access, as available and applicable to the project, to research laboratories, specialized equipment, literature databases, statistical or manuscript-development tools, research seminars, and collaborative opportunities.

Availability of funding, travel support, laboratory space, equipment, and other project-specific resources is determined by institutional availability, project needs, and applicable approval processes. Students should not assume financial or institutional support until it has been formally authorized.

9. Student Responsibilities

- Participate actively in required longitudinal research and scholarly activities.
- Identify and maintain communication with an appropriate faculty mentor.
- Complete all required research, ethics, privacy, and safety training before regulated activities begin.
- Obtain applicable committee, IRB, IACUC, safety, or other institutional approvals before beginning regulated research.
- Conduct scholarly work with professionalism, scientific integrity, respect for confidentiality, and accurate documentation.
- Remain within the scope of approved protocols and obtain approval for required changes before implementation.
- Participate in required project monitoring, reporting, and closure activities.
- Prepare and present scholarly work as required by the curriculum and follow appropriate standards for authorship and attribution.

10. Oversight Process

The following process provides the general pathway for student research and scholarly activity. Individual projects may require additional steps depending on their classification:

- Student identifies a scholarly interest, faculty-led opportunity, or original project idea.
- Student is paired with or identifies an appropriately qualified faculty mentor.
- Student and mentor define the project scope and scholarly pathway.
- The project is classified to determine applicable curricular, committee, regulatory, privacy, safety, or laboratory requirements.
- The student completes required training.
- Applicable Research Committee, IRB, IACUC, safety, laboratory, or other institutional review is completed.
- The student receives required authorization before beginning regulated activities.
- The project is implemented under faculty supervision.
- Progress is monitored and required continuing review or reporting is completed.
- The student analyzes and communicates the scholarly work through Research Day and other appropriate dissemination.
- Applicable project closure and final reporting requirements are completed.

11. Public Availability and Evidence

DYU-COM publishes student research and scholarly activity policies and procedures through its public policies and procedures webpage. The current public webpage and supporting evidence should be verified immediately before submission to COCA to ensure that the published policy matches the approved institutional policy.

Evidence maintained in support of Element 8.4 may include the published policy, longitudinal research curriculum materials, Research Committee procedures, training requirements, mentor and project records, regulatory determinations or approvals as applicable, Research Day materials, and documentation of student participation in scholarly activity.

<p>Responsible Unit: DYU-COM Admin; Research Committee</p> <p>Last Review Date: October 2024</p> <p>Next Review Date: June 2028</p>
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<https://www.dyu.edu/academics/schools-and-departments/proposed-college-osteopathic-medicine/dyu-com-policies-procedures>


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