

## **AIPNO PRESIDENT ANNOUNCES AIPNO SUMMER RESRACH PROGRAM FROM 6/15 TO 8-15-2020**



Each summer scholar in AIPNO training program is required to complete original research, education development, or community service project. The progress of each scholar is monitored by a research mentor and the Research Committee. This individualized support will help scholar stay on track throughout the duration of their project. Since many scholars will not, themselves, become independent researchers, an important emphasis of this training program is the development of critical thinking. During this program, each scholar will be challenged constructively to justify the relevance of their project, their choice of methods, data interpretation, and overall conclusions.

One of our goals is to help the scholar further the understanding of review articles via critical analysis. Other goals include helping the scholar conduct/contribute to a review article of their own supervised by a senior staff and to develop the skills necessary to develop a publishable case report. The educational goals include the advancement of the basic knowledge base to perform the above projects in an organized and timely manner.

The development of online research training modules will introduce scholars to clinical research. Opportunities such as online access to the 'The Clinical Research Scholars Program to train excel and learn about 'Introduction to Clinical Research,' a non-credit hour course with an educational, informative, and relevant research curriculum, will be available to the scholar. We will aid scholars engage in specific areas of scholarly activity to allow acquisition of skills in the critical analysis of the work of others; to assimilate new knowledge, concepts, and techniques related to the field of one's practice; to formulate clear and testable questions from a body of information/data so as to be prepared to become effective subspecialists and to advance research in internal medicine; to translate ideas into written and oral forms as teachers; to serve as consultants for colleagues in other medical or scientific specialties; and to develop as leaders in their fields.

Each scholar will be expected to develop a hypotheses in projects of substantive scholarly exploration and analysis that require critical thinking. Areas in which scholarly activity may be pursued include, but are not limited to basic, clinical, or translational biomedicine; health services; quality improvement; bioethics; education; and public policy. Scholars must gather and analyze data, derive and defend conclusions, place conclusions in the context of what is known or not known, and present their work in oral and written form.

We will establish A Scholarship Oversight Committee (SOC) which in conjunction with the trainee, the mentor, Dr. Raina, and the program director will determine whether a specific activity is appropriate to meet the guidelines for scholarly activities. In addition to biomedical research, examples of acceptable activities might include a critical meta-analysis of the literature, a systematic review of clinical practice with the scope and rigor of a Cochrane review, a critical analysis of public policy relevant to the subspecialty, or a curriculum development project with an assessment component. These activities will require active participation by trainee. The mentor(s) will be responsible for providing the ongoing feedback essential to the trainee's development.

**Program Director: Rupesh Raina MD**  
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