Being Impactful

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Student #1

A 1\textsuperscript{st} year student, potentially interested in Otolaryngology, seeks you out. She has no background in research or any exposure to Otolaryngology. She comes to you for advice and potentially to be her research mentor.

Questions:

• Where do you start?
• How much time do you invest?
• Does your department have a process to handle such students?
Student #2
A 3rd year student is rotating with your department as part of surgery clerkship. She conveys no real interest in the field.

Questions:
• Do you have a required rotation in the curriculum?
• What is our obligation in this circumstance?
• Does your program have a structured experience for such a student?
• Does your program communicate expectations to the student before the rotation?
• Do the students get any feedback during the rotation?
• Who evaluates them for the purpose of grading?
• Are there different curriculums or experiences depending on the interest of the student?
• Halfway through the rotation, she comes forward to express interest in OTO, and is a great student. Do you then change their experience?
Student #3

Early 3rd year student who comes to you interested in otolaryngology but just got back their USMLE score of 215.

He is wondering whether to take a year out to do research.

Questions:
• Do you recommend a year out of medical school to do research?
• Do you encourage or discourage their candidacy and what is our obligation in this regard?
• Is there other good advice you provide such students?
Student #4

A 4th year student is rotating on the otolaryngology service as an elective.

He is not going into otolaryngology.

Question:
• Is the elective experience in otolaryngology the same for all the students or would you customize for a student doing an elective and going into another field (such as pediatrics)?
Student #5

A 4th year student who is doing a sub-internship in Otolaryngology in the summer or early fall.

They are rotating from another medical school and is applying for the OTO match.

Question:

• In your institution, how are rotating students treated or perceived differently than students from the home institution?
• Is there any guidance for these students about seeking letters of recommendation?
• Is there any difference if the student comes from a medical school without an Otolaryngology department?
• How do you handle the “failing” rotator? Ignore them or try to help?
Student #6

A late 1st or early 2nd year student is in the room when you are interacting (lecturing or demonstrating) with the class.

This is a student you may not interact with one-on-one.

Questions:

• How does your department interact with students in the basic science curriculum at your school?
• What is your goal in these interactions: are you thinking recruiting, conveying knowledge, conveying enthusiasm, other?
Medicine of the Highest Order