



Outlook

Research Weekly Newsletter : May/7/2026

From Medical Student Research <Medical.Student.Research@dartmouth.edu>**Date** Thu 5/7/2026 10:00 AM**To** GEISEL_2026@LISTSERV.DARTMOUTH.EDU <geisel_2026@listserv.dartmouth.edu>;
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GEISEL SCHOOL OF
MEDICINE**Office of
MEDICAL STUDENT
RESEARCH**

Weekly Newsletter

May 7, 2026

The Student Research Office is actively supporting medical students throughout their research journey, serving as a central resource to help navigate onboarding requirements and connect with opportunities across departments. The office regularly shares active research projects and offers guidance on how to get involved.

Students are strongly encouraged to visit the office at **Remsen 230** for any research-related information and to begin their research journey.

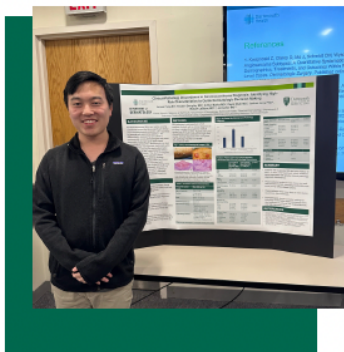
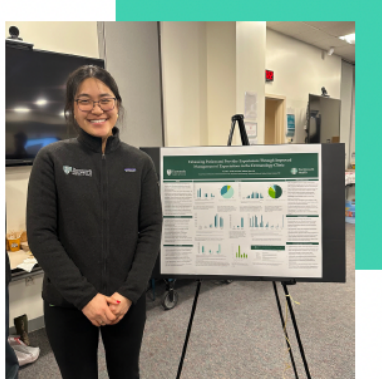
Contact: Medical.Student.Research@dartmouth.edu



The Geisel Medical Student Summer Research Scholarship in Dermatology



THE GEISEL MEDICAL STUDENT SUMMER RESEARCH SCHOLARSHIP IN DERMATOLOGY



SCHOLARSHIP DESCRIPTION

The Geisel Medical Student Summer Research Scholarship in Dermatology will offer \$2000 or \$4000 to a Geisel medical student to support their time performing research with the Dartmouth Health Department of Dermatology. The student will be mentored by a dermatology faculty member during their summer break between Year 1 and 2.

A number of clinical and translational research opportunities are available. Examples of faculty areas of interest can be found here:

- [Department Research Website](#)

Students are encouraged to reach out directly to faculty members whose research interests align with their own career goals and areas of interest to discuss potential sponsorship opportunities.

Students who already have an established summer research project and faculty mentor are also encouraged to apply. In addition, other dermatology faculty may be available as research mentors, and new student project ideas are welcome to be submitted for consideration. Please note that all applicants must identify a faculty sponsor and obtain faculty sign-off/approval for their proposed project prior to submission.

If you need assistance identifying a faculty mentor or choosing a project or have any other questions about the scholarship please reach out to Brittany.R.Stark@Hitchcock.Org

Students will be required to present their research at the Geisel Poster Night (fall 2026) and the Dermatology Research Night (winter 2027) in addition to any other conferences or manuscript submissions.

To apply, you must submit the following:

- A one-page statement explaining your interest in the specific research project, your overall career plans and background, and a description of how the funds will be used (which can be for personal support)
- A copy of your Curriculum Vitae
- Whether or not you are eligible for or receiving any other financial support (awards, scholarships, or stipends) for your summer research

Deadlines:

- Applications due by midnight, May 25, 2026
- Selected students will be notified by May 29, 2026

Submit Applications [HERE](#)

Learn More: <https://geiselmed.dartmouth.edu/student-research/the-geisel-medical-student-summer-research-scholarship-in-dermatology/>

Apply here :

<https://app.smartsheet.com/b/form/019df85341387a6498f7803030ca69c6>

Still looking for summer research opportunities ?

Section of Occupational and Environmental Medicine

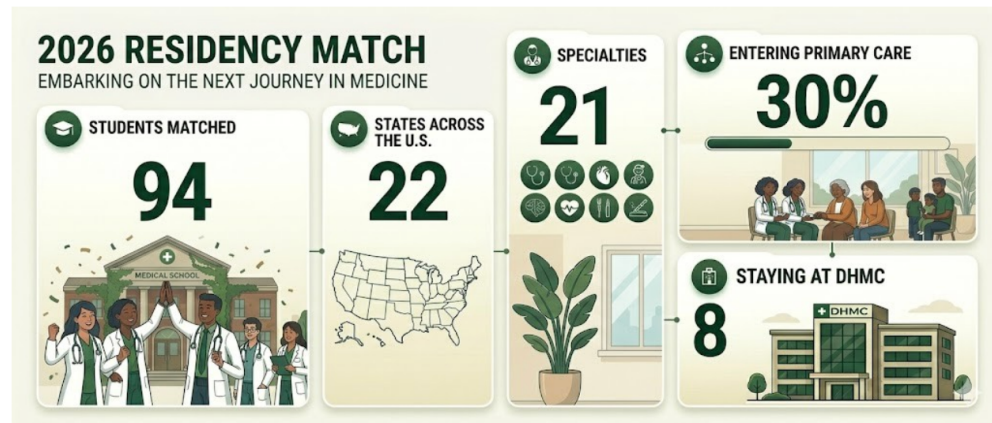
Admin : Bailey Starr , Bailey.D.Starr@hitchcock.org

Pls : Drs. David Cockrum, Karen Huyck, and Ian Porter

Research Opportunities Highlights

- **Cutaneous TB Needle Stick Exposure:** Multi-part project to update occupational TB exposure protocols, conduct a systematic review of treatment approaches, and develop a diagnostic algorithm for TB-related sharps injuries and atypical lesions. Opportunities for posters and publications.
- **Return-to-Work Coordination Competencies:** Re-evaluates “soft vs hard skills” in return-to-work coordination using literature review and analysis, with implications for Medicaid work requirements and workforce health policy.
- **Work-Related SIRVA (Vaccine Injury):** Retrospective literature review and possible case series examining injection-related factors associated with Shoulder Injury Related to Vaccine Administration, with relevance to infectious disease and public health.
- **Eidetic Memory Reprocessing (EMR) Case Series:** Retrospective analysis of trauma cases treated with EMR, evaluating pre/post work status and contributing to development of a training program for mental health providers.
- **Return-to-Work App Development:** Collaboration with the DALI Lab to build a patient-centered app supporting work ability and care coordination after injury or illness.
- **Chinese Medicine & Long-COVID Training:** Analysis of survey data from a training program assessing practitioner knowledge, confidence, and clinical application of a Classical Chinese Medicine protocol for Long COVID.
- **Language Access in Employment Resources (New England):** Policy project comparing languages used in employment vs health resources, identifying gaps in accessibility and alignment with population needs, with manuscript potential.

<https://geiselmed.dartmouth.edu/student-research/2026-geisel-dhmc-summer-research-project-opportunities/>



Resources for Students and Incoming Residents Interested in Hematology

For students interested in hematology and incoming residents exploring career options, the American Society of Hematology (ASH) offers a range of helpful resources. These include career guidance, educational materials, and opportunities to support your training and professional development in hematology.

Learn more :

<https://www.hematology.org/education/trainees/medical-student-resident-resources>



NIH Clinical Electives Program: Pediatric Oncology by National Cancer Institute (NCI)

Offered by the NIH Office of Clinical Research Training and Medical Education, this program provides valuable clinical and research experience in pediatric oncology.

Select 4th-year medical students may participate in a 4-week elective rotation at the Pediatric Oncology Branch. This experience highlights the connection between research and patient care in pediatric oncology.

<https://ccr.cancer.gov/Pediatric-Oncology-Branch/training-medical-student-rotation>

If you are interested in preparing for this opportunity, learn more here.

https://www.cc.nih.gov/training/students/clinical_electives/pediatric_oncology

Advancing Your Career as a Medical Education Researcher and Scholar

The AAMC is committed to developing a community of leaders in medical education research and scholarship, to drive innovation across the continuum of medical education, from medical school and residency training to continuing professional development.

AAMC's Scholar Development Pathway guides you through each stage of your scholarly journey, from building essential skills to leading at the national level.

This flexible framework allows you to progress step by step or to focus on specific areas that match your career goals. Explore each stage below and discover resources to support your growth.

Learn More : <https://www.aamc.org/about-us/mission-areas/medical-education/scholar-development#innovation>



Quality Improvement Project Opportunities

Project Name: Enhancement of Career Advising and Professional Development Resources

Project Team: Office of Student Life

Brief Overview: This summer project focuses on strengthening career advising and professional development support across the MD curriculum. The student will assess and organize existing advising resources and incorporate student feedback to improve clarity and accessibility of resources. The project will also support the development of student-facing materials to better support students' professional exploration and decision-making.

Project Name: Program Evaluation & Reaccreditation Preparation

Project Team: Office of Evaluation, Accreditation, and Assessment

Brief Overview: This summer project supports ongoing program evaluation and

preparation for upcoming reaccreditation efforts. For program evaluation, the student will support an ongoing evaluation project by helping to identify defining experiences within the medical school curriculum, reflecting on their own experiences and in feedback from their peers. For LCME reaccreditation, they will help build a launch plan for the Independent Student Analysis, helping to identify a timeline of work, tools, and vision.

Project Name: Self-Designed

Project Leads: TBD

Brief Overview: What area of continuous quality improvement at Geisel are you passionate about that is not represented here? Outline your proposal here!

Apply here :

https://dartmouth.co1.qualtrics.com/jfe/form/SV_41jBlm41lvs6zLU

More info : <https://geiselmed.dartmouth.edu/md-program/geisel-education-offices/program-evaluation-at-geisel/contact/summer-quality-improvement-projects/>

Research Opportunity in Otolaryngology (Head & Neck Cancer) – M1/M2 Student

Submit your research, industry insight, or patient perspective *to Journal of Patient Experience*



It's your turn! We invite you to submit a research article, research brief, industry insight, or patient perspective to [**The Intersection of Humanism in Healthcare and Patient Experience**](#), a special collection in the *Journal of Patient Experience* that is a collaboration with the Gold Foundation.

Articles are published on a rolling basis. Learn about the [submission guidelines](#).

The Journal of Patient Experience, in collaboration with The Arnold P. Gold Foundation, invites submissions for a special collection focused on humanism and patient experience in healthcare, exploring the intersections and divergences between these two important realms.

<https://journals.sagepub.com/topic/collections-jpx/jpx-001474/jpx>

Looking for something else?

To learn about additional ongoing research projects, **visit our website** or **reach out to our office**.

We're here to help you find opportunities that match your interests and goals.

Upcoming Events

- **M4 Geisel Medical Student Research Paper Competition & Award Event** (2026) ,May 7th, 2026 | 5:00–7:00 PM at DHMC
- **Class of 2026 Medical Student and Faculty Awards Ceremony**, Friday, May 8, 2026, 1:00 - 2:30 PM, DHMC I Auditorium H

The Geisel School of Medicine Events Calendar

Students are encouraged to check the Events Calendar to stay updated on upcoming research talks and Grand Rounds sessions.

<https://geiselmed.dartmouth.edu/calendar/index.php?m=5&y=2026&v=m>



Submit Your Proposal to Present at the 2026 STFM Conference on Medical Student Education

Submissions are OPEN to present at the 2027 STFM Conference on Medical Student Education! Submit your proposals to show your work to hundreds of medical student educators February 5–7 in Anaheim, CA. The deadline to submit your proposal is **June 17, 2026**.

Submissions should focus on topics related to undergraduate medical education. We strongly encourage collaborative submissions reflecting the perspectives of all involved in medical student education: department chairs, faculty, coordinators, preceptors, residents, and students. We also welcome engaging and interactive submissions, with an emphasis on encouraging audience participation.

<https://stfm.org/conferences/mse/overview/>

Student Spotlight

**Yash Deshmukh, MD (Class of 2026)**

Yash is a rising PGY1 who will be starting general surgery residency at Northwestern this July. He spent his time in medical school as the advocacy director for Physicians for Human Rights, an asylum evaluator for the Upper Valley Human Rights Clinic, and director of the Oncology Interest Group. He worked with Dr. Richard Barth to design and evaluate an EMR-based intervention to nudge providers to discuss disposal of excess opioids at post-op visits. Along with patient education and reminders, these interventions increased disposal rates from 30% to 92% and have been implemented across the departments of general surgery, orthopedics, and OBGYN. He also worked with Dr. Nirav Kapadia to assess levels of financial toxicity among rural cancer patients, with the goal of informing future interventions.

Scholarly Manuscripts by Geisel Students

Geisel students continue to drive innovation through research, contributing to peer-reviewed publications across clinical medicine, global health, and more. Their scholarly work reflects a deep commitment to scientific inquiry and advancing patient care. Each year, our students co-author numerous manuscripts, showcasing their passion for discovery and academic excellence.

Students are requested to submit their published manuscripts to be archived in the Student Manuscript section of the website.

ORIGINAL ARTICLE

Cutting Through Stereotypes: A Scoping Review of Preclinical Medical Student Perceptions of Surgery



Justin B. Fong, BA,[†] Helen A. Thomason, MS,[†] and Meredith J. Sorensen, MD, MS^{†,§}

[†]Geisel School of Medicine at Dartmouth, Hanover, NH; and [§]Department of Surgery, Dartmouth Hitchcock Medical Center, Lebanon, NH

INTRODUCTION: Medical students enter clerkships with preconceived notions of the culture, attitudes, and behavior of surgeons and the field of surgery. These preconceived notions may contribute to student anxiety regarding surgery clerkship and ultimately influence career exploration. With the pervasive changes in the surgical workplace over the past 2 decades, we seek to understand the current state of the literature regarding medical students' perceptions of the surgical clerkship, surgeons, and the field of surgery.

METHODS: A comprehensive literature review was performed using the electronic databases Medline, Scopus, and Web of Science. We included studies involving US allopathic preclinical medical student perceptions of surgical education, surgery as a field of medicine, and surgeons as physicians. Following the PRISMA guidelines for scoping reviews, 2316 abstracts were identified, and 25 studies were included.

RESULTS: We included 25 studies and collected 3 broad student perspectives: student perceptions of surgeons, the surgical clerkship, and surgery as a career. The review identified relevant themes within each perspective. Themes included work life balance, student mistreatment, student education, racial and sexual minority acceptance, competitiveness, and anxiety regarding the surgery clerkship.

CONCLUSION: The results of this review suggest that preclinical medical students have overall negative perceptions of surgery, surgeons, and the surgical clerkship, but the origins of these perceptions remain unclear. Understanding the preconceived notions of preclinical students may lead to earlier interventions that could prevent

negative stereotypes directed toward surgeons and surgery as a field. (J Surg Ed 82:103438. © 2025 Association of Program Directors in Surgery. Published by Elsevier Inc. All rights are reserved, including those for text and data mining, AI training, and similar technologies.)

KEYWORDS: preclinical, medical student, work-life balance, burnout, surgical education, clerkship

INTRODUCTION

Medical students transitioning from preclinical to clinical curriculum enter clerkships with preconceived notions of the culture, attitudes, and behaviors stereotypically associated with various medical specialties, including surgery.^{1,2} These preconceived notions of surgeons and the field of surgery may contribute to student anxiety regarding surgery clerkship and influence career exploration. A history of negative perceptions of surgeons and anxiety surrounding surgical training is well documented in academic and popular literature.³⁻⁹ The surgery clerkship is subject to pervasive rumors and elicits anxiety among medical students.^{10,11} Understanding the perceptions that form the core of this anxiety is imperative to improving surgical education.

Additionally, over the last several decades, as the field of surgery has advanced and diversified, the culture has changed.^{12,13} Work hour regulations and attention to physician wellness has begun to address and rectify many malignant features of surgical training still portrayed in popular culture today.^{14,15} While these changes are felt among currently practicing surgeons and residents, preclinical medical students have limited exposure to surgeons as clinicians and the field of surgery, and therefore may continue to fear outdated stereotypes.^{10,11}

Given the juxtaposition between the pervasive changes in surgical culture over the past 2 decades and

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GMSJ

GMSJ is a student-led publication dedicated to showcasing the research, insights, and perspectives of medical students. It offers a hands-on opportunity to gain experience in academic publishing, including research dissemination, peer review, and scholarly writing—valuable skills for future careers in academic medicine.

We look forward to reviewing your work and celebrating your contributions to scholarship at Dartmouth!

Just published: Vol. 2 No. 1 (2026) of Graduate Medical Scholars Journal

<https://gmscholars.com/index.php/gmsj/article/view/11>



Dartmouth Medical and Health Sciences Libraries Research Support

A variety of research support services provided by the Dartmouth Medical and Health Sciences Libraries including information on data searching and management, systematic reviews and analysis, and data sharing and visualization.

For more information :

<https://geiselmed.dartmouth.edu/student-research/dartmouth-biomedical-research-support-pages/>



Interested in an Academic Scholar Year (ASY)?

The Academic Scholar Year (ASY) offers Geisel medical students the opportunity to engage in a structured, rigorous program of academic, scholarly, or research activity. Students remain in good academic standing while pursuing full-time, non-resident scholarly work.

All ASY proposals undergo a formal approval process to ensure high academic quality and educational value.

Want to learn more?

<https://geiselmed.dartmouth.edu/student-research/hospital-specialty-specific-research-opportunities/>





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