

Cover Sheet: Request 13575

BMS 7XXX Introduction to Clinical and Translational Reserach

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kathy Green kathygreen@ufl.edu
Created	2/4/2019 8:56:04 AM
Updated	4/17/2019 8:39:36 AM
Description of request	The UF Clinical and Translational Science Institute within the UF Health Science Center currently offers the Introduction to Clinical and Translational Research (GMS 7093) as a graduate level course to junior faculty, fellows, Ph.D. students and others interested in patient-oriented research careers. As such, the highly interactive course which teaches basic elements of study design, database design and management, health center resources, regulatory issues and biostatistical considerations is important for the professional MD-PhD students as well. Therefore, a co-listed course is requested for the professional MD-PhD students upon entry into the program.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	MED - General Medicine 312901000	Susan Gardner		2/4/2019
MDPhD_BMSCourse_approvalGMS7093.pdf					2/4/2019
College	Approved	MED - College of Medicine	Joseph Fantone		2/8/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to March 3-26 agenda.	3/22/2019
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Please respond to UCC questions/concerns regarding; contact hours, 75% of grade being 'undefined', the description of the request (co-listing clarification and what/why this request is needed), and the issue of clinical, lecture, or combined.	3/27/2019
No document changes					
College	Approved	MED - College of Medicine	Joseph Fantone		4/17/2019
ICTR GMS 7093 2019Schedule.pdf					4/15/2019
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/17/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13575

Info

Request: BMS 7XXX Introduction to Clinical and Translational Reserach

Description of request: The UF Clinical and Translational Science Institute within the UF Health Science Center currently offers the Introduction to Clinical and Translational Research (GMS 7093) as a graduate level course to junior faculty, fellows, Ph.D. students and others interested in patient-oriented research careers. As such, the highly interactive course which teaches basic elements of study design, database design and management, health center resources, regulatory issues and biostatistical considerations is important for the professional MD-PhD students as well. Therefore, a co-listed course is requested for the professional MD-PhD students upon entry into the program.

Submitter: Kathy Green kathygreen@ufl.edu

Created: 4/15/2019 4:42:34 PM

Form version: 2

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
BMS

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
7

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Introduction to Clinical and Translational Research

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
INTRO CLIN/TRAN RSCH

Degree Type

Select the type of degree program for which this course is intended.

Response:
Professional

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
Yes

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:

Introduction to Clinical and Translational Research (GMS 7093) is currently a 2-credit course taught at the graduate level, and they would like to offer the course to medical students who have been accepted into the MD-PhD program.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Summer

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2019

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
2

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
Yes

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
15

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
This is a lecture-based course, which includes small group exercises to practice design, management, measurement, and study limitations for research in the clinical setting.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
First year medical student who has been accepted into the MD-PhD program.

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would

Day 5: Statistical Considerations
Day 6: Demystifying IRB and Regulatory Considerations
Day 7: Local Resources: The Library
Day 8: Getting Started: Supporting your research
Day 9: Ensuring your own success
Day 10: CTSI
Day 11: Group Presentations

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

POLICIES

Academic Honesty

All students should understand the Student Conduct Code and Student Honor Code and be familiar with what constitutes a violation (<https://sccr.dso.ufl.edu/students/student-conduct-code>). For all assessments and work completed by students at UF, the following pledge is tacitly implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.

Accommodations

The University of Florida is committed to providing academic accommodations for students with disabilities. Students requesting accommodations must first register with the Disability Resource Center (DRC) (352-392-856 <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students should present their accommodation letter to the College of Medicine's ADA Representative, Mr. Jim Gorske (jgorske@ufl.edu), who will distribute the accommodation letter to appropriate course and/or clerkship directors, as needed, as well as the testing center. The University encourages students to register with the DRC as soon as they begin medical school or upon the verification of a disability.

Evaluations

We expect 100% of our students to complete the online evaluation forms for courses and clerkships and to use professional judgment in written comments. Confidentiality is strictly maintained by de-identifying responses, both numerical and written. However, completion of evaluations is tracked. Students must complete at least 75% of the online evaluations for courses and clerkships. Failure to meet this goal in a timely manner will be noted as a concern for the Professionalism competency.

Electronic Communication

All electronic correspondence to students related to assessments, grades, student academic records, and FERPA-regulated matters must be sent only to or from a Gatorlink ("ufl.edu") email address. FERPA, like HIPAA, has specific legal and regulatory restrictions, with violations leading to adverse consequences (see <http://www.registrar.ufl.edu/ferpa.html>). It is against UF policy to auto-forward Gatorlink email to an outside email address (see <http://www.it.ufl.edu/policies/email/electronic-mail>).

Student Mistreatment Reporting

An essential aspect of a conducive learning environment is the cultivation of professional and respectful interactions between faculty, staff, and students that avoids mistreatment of any kind. Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Examples of mistreatment include: sexual harassment; discrimination or harassment based on race, religion, ethnicity, gender, or sexual orientation; humiliation; psychological or physical punishment; and the use of grading and other forms of assessment in a punitive manner (see Mavis B, et al. Learning about medical student mistreatment from responses to the medical school graduation questionnaire. *Acad Med.* 2014 89:705 PMID 24667505). Mistreatment should be reported, including anonymously, at the Medical Student Portal under Resources (<https://students.med.ufl.edu/about/student-mistreatment-report/>).

Student Professionalism Lapse Reporting

Development of professionalism is a key outcome of the medical school curriculum and is evaluated as a core competency, as described above. Lapses should be reported at the Medical Student Portal under Resources (<https://students.med.ufl.edu/about/student-professionalism-lapse-report/>). Reports can be submitted anonymously and are kept confidential. Professionalism lapses by a student, faculty member, house staff, patient, or other staff should be reported through this mechanism.

College of Medicine Policies and Procedures Handbook

The following topics are covered in the College of Medicine Policies and Procedures Handbook (which can be downloaded from <http://osa.med.ufl.edu/policies/>):

UF Policies (e.g., honor code) Attendance for Required Educational Activities
Classroom Behavior Unsatisfactory Performance and/or Unprofessional Behavior
Professional Behavior Graduation Requirements and Recommendations
Code of Ethics Medical Student Mistreatment Policy
Dress Code Student Evaluations of Courses, Clerkships, and Faculty
Social Networking Policy Medical Student Work/Duty Hours Policy
Clerkships and Electives Policy for Use of Mobile Technology in Patient Care Area
Grade Grievance Student Counseling and Health Care
Appeals Process Technical Standards/Disability Services
Leave of Absence Medical Student Meeting Travel Support
Probation and Dismissal United States Medical Licensing Examination

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Attendance - 25%

Participation in small groups - 50%

Class presentation - 25%

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Ron Shorr, MD, MS

GMS 7093: Introduction to Clinical/Translational Research – 2019
July 15-29, 2019

Room: UF Harrell Center (HMEB), Room 125

(Small Group Discussions: HME 331, 332, 333)

Monday, July 15, Day 1: Ideas to Hypotheses: Examples of Clinical/Translational Research

2:00-2:15 PM	<i>Ron Shorr</i>	Course overview
2:15-3:00 PM	<i>Mark Segal</i>	How and why I do bench to bedside translational research
3:00-3:45 PM	<i>Franchesca Arias</i>	How and why I do patient care research
3:45-4:00 PM	<i>Ron Shorr</i>	Small group intro and assignments (video)
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Tuesday, July 16, Day 2: Developing the Research Question

2:00-2:30 PM	<i>Terry Selfe</i>	Has it been done before?
2:30-3:00 PM	<i>Stephen Huo</i>	Are the data available? Secondary data analysis
3:00-3:30 PM	Bill Hogan	Are the data here? Shands Integrated Data Repository
3:30-4:00 PM	<i>Matt Gurka</i>	Is it feasible? Thinking about sample size
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Wednesday, July 17, Day 3: Study Design

2:00-3:00 PM	<i>Stephanie Staras</i>	Quantitative considerations in study design
3:00-4:00 PM	<i>Yulia Strelakova</i>	Qualitative approach to study design
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Thursday, July 18: Day 4: Data Management Tools

2:00-3:00 PM	<i>Philip Chase</i>	Introduction to REDCap
3:00-4:00 PM	<i>Cyndi Garvan</i>	How to make a data management plan
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Friday, July 19, Day 5: Statistical Considerations

2:00-2:30 PM	<i>Ron Shorr</i>	Why learn statistics?
2:30-3:15 PM	<i>Peihua Qiu</i>	Biostatistical, Epidemiology & Research Design (BERD)
3:15-4:00 PM	<i>Gerard Garvan</i>	Learning Statistics & getting software
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Monday, July 22 Day 6: Demystifying IRB and Regulatory Considerations

2:00-2:45 PM	<i>Ivana Simic</i>	IRB made simple
2:45-3:30 PM	<i>Lauren Solberg</i>	Ethical and patient considerations
3:30-4:00 PM	<i>Brian Sevier</i>	Office of Clinical Research (OnCore)
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Tuesday, July 23 Day 7: Local Resources: The Library

2:00-2:45 PM	<i>Terry Selfe</i>	Library and reference resources
2:45-3:30 PM	<i>Hannah Norton</i>	NCBI Tools/NIH REPORTER
3:30-4:00 PM	<i>Mary Edwards</i>	Enhancing Research Impact
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Wednesday, July 24, Day 8: Getting started: Supporting your research

2:00-2:45 PM	<i>Wayne McCormack</i>	Team Science
2:45-3:30 PM	<i>Ron Shorr</i>	The path to extramural funding
3:30-4:00 PM	<i>Glen Smith</i>	Revise and resubmit: Dealing with Rejection
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Thursday, July 25, Day 9: Ensuring your own success

2:00-2:45 PM	<i>Patrick Tighe</i>	From MD to K23 in five short years
2:45-3:30 PM	<i>Sonja Rasmussen</i>	Finding work-life balance
3:30-4:00 PM	<i>Terrie Vasilopoulos</i>	Negotiating your contract
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Friday, July 26, Day 10: CTSI and Other UF research resource

2:00-2:45 PM	<i>Holly Morris</i>	CTSI research resources
2:45-3:30 PM	<i>Faheem Guirgis</i>	Maximizing UF research resources across campuses
3:30-4:00 PM	<i>Dave Winchester</i>	Research in the VA
4:00-5:00		<i>Small Groups (Shorr/Garvan)</i>

Monday, July 29, Day 11: Small Group Presentations (mentors: Shorr/Garvan)

2:00-4:30

Reviewers:

Marian Limacher

Mark Segal

Cyndi Garvan

Faheem Guirgis

Course Administration Contacts:

Ron Shorr, Course Director

rshorr@ufl.edu

Maria Gavidia, Program Coordinator

mgavidia@ufl.edu

Course materials will be available on Canvas when class begins. There is no text purchase for this course.



Office of the Director
MD-PhD Training Program
College of Medicine

1600 SW Archer Road
PO Box 100139
Gainesville, FL 32610-0139
Tel.: 352.273.8926
Fax: 352.846.3466

July 13, 2018

Dear Dr. Shorr,

On behalf of the MD-PhD scholars who participate in GMS 7093: Introduction to Clinical Translational Research, would you be willing to request a dual professional degree course number (BMS course number) along with the current GMS course number? The reason for this request is that a dual course number will allow all MD-PhD students to take this course upon entry into medical school. We would be able to take care of all necessary paperwork so you will not need to do anything other than give your permission.

Thank you for your consideration of this matter.

Respectfully,

W. Stratford May, MD, PhD
Henry E. Innes Professor of Cancer Research
Department of Medicine
Department of Molecular Biology and Biochemistry
Department of Anatomy and Cell Biology
Department of Pharmacology and Therapeutics
University of Florida College of Medicine
Phone: 352-273-7760
email: smay@ufl.edu

I approve the use of BMS as a professional course number offered along with GMS 7093 Introduction to Clinical & Translational Research during Summer '18.
Row Shu

The Foundation for The Gator Nation

An Equal Opportunity Institution