Cover Sheet: Request 13575

BMS 7XXX Introduction to Clinical and Translational Research

Info

<table>
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<tr>
<th>Process</th>
<th>Course</th>
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<td>Status</td>
<td>Pending at PV - University Curriculum Committee (UCC)</td>
<td></td>
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<tr>
<td>Submitter</td>
<td>Kathy Green <a href="mailto:kathylgreen@ufl.edu">kathylgreen@ufl.edu</a></td>
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<tr>
<td>Created</td>
<td>2/4/2019 8:56:04 AM</td>
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<td>Updated</td>
<td>4/17/2019 8:39:36 AM</td>
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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

<table>
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<tr>
<td>Department</td>
<td>Approved</td>
<td>MED - General Medicine 312901000</td>
<td>Susan Gardner</td>
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<td>2/4/2019</td>
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<tr>
<td>College</td>
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<td>MED - College of Medicine</td>
<td>Joseph Fantone</td>
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<td>2/8/2019</td>
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<td>PV - University Curriculum Committee (UCC)</td>
<td>Lee Morrison</td>
<td>Added to March 3-26 agenda.</td>
<td>3/22/2019</td>
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<td>University Curriculum Committee</td>
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<td>PV - University Curriculum Committee (UCC)</td>
<td>Casey Griffith</td>
<td>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.</td>
<td>3/27/2019</td>
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<td>ICTR GMS 7093 2019Schedule.pdf</td>
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No document changes

Statewide Course Numbering System

No document changes

Office of the Registrar

No document changes
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Course|New for request 13575

Info

Request: BMS 7XXX Introduction to Clinical and Translational Research
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 kathylgreen@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 used 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
only require a grade of D-.

• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

**Co-requisites**
*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.*

Response:
None

**Rationale and Placement in Curriculum**
*Explain the rationale for offering the course and its place in the curriculum.*

Response:
The course is offered by the UF Clinical and Translational Science Institute to UF Health Science Center 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 MD-PhD students upon entry to the program so they have a base knowledge prior to starting research.

**Course Objectives**
*Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.*

Response:
1. Describe the basic elements of study design.
2. Prepare a database management plan.
3. Identify resources within the health center to support research.
4. Discuss ethics and regulatory considerations surrounding research.
5. Summarize biostatistical, epidemiology and research design.

**Course Textbook(s) and/or Other Assigned Reading**
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.*

Response:
There are no textbooks required for this course.

**Weekly Schedule of Topics**
*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:
Day 1: Ideas to Hypothesis: Examples of Clinical/Translational Research
Day 2: Developing the Research Question
Day 3: Study Design
Day 4: Data Management Tools
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://scsr.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  Ron Shorr  Course overview
2:15-3:00 PM  Mark Segal  How and why I do bench to bedside translational research
3:00-3:45 PM  Franchesca Arias  How and why I do patient care research
3:45-4:00 PM  Ron Shorr  Small group intro and assignments (video)
4:00-5:00

Tuesday, July 16, Day 2: Developing the Research Question
2:00-2:30 PM  Terry Selfe  Has it been done before?
2:30-3:00 PM  Stephen Huo  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  Matt Gurka  Is it feasible? Thinking about sample size
4:00-5:00

Wednesday, July 17, Day 3: Study Design
2:00-3:00 PM  Stephanie Staras  Quantitative considerations in study design
3:00-4:00 PM  Yulia Strekalova  Qualitative approach to study design
4:00-5:00  Small Groups (Shorr/Garvan)

Thursday, July 18: Day 4: Data Management Tools
2:00-3:00 PM  Philip Chase  Introduction to REDCap
3:00-4:00 PM  Cyndi Garvan  How to make a data management plan
4:00-5:00  Small Groups (Shorr/Garvan)

Friday, July 19, Day 5: Statistical Considerations
2:00-2:30 PM  Ron Shorr  Why learn statistics?
2:30-3:15 PM  Peihua Qiu  Biostatistical, Epidemiology & Research Design (BERD)
3:15-4:00 PM  Gerard Garvan  Learning Statistics & getting software
4:00-5:00  Small Groups (Shorr/Garvan)

Monday, July 22 Day 6: Demystifying IRB and Regulatory Considerations
2:00-2:45 PM  Ivana Simic  IRB made simple
2:45-3:30 PM  Lauren Solberg  Ethical and patient considerations
3:30-4:00 PM  Brian Sevier  Office of Clinical Research (OnCore)
4:00-5:00  Small Groups (Shorr/Garvan)
Tuesday, July 23 Day 7: Local Resources: The Library
2:00-2:45 PM  Terry Selfe  Library and reference resources
2:45-3:30 PM  Hannah Norton  NCBI Tools/NIH REPORTER
3:30-4:00 PM  Mary Edwards  Enhancing Research Impact
4:00-5:00  Small Groups (Shorr/Garvan)

Wednesday, July 24, Day 8: Getting started: Supporting your research
2:00-2:45 PM  Wayne McCormack  Team Science
2:45-3:30 PM  Ron Shorr  The path to extramural funding
3:30-4:00 PM  Glen Smith  Revise and resubmit: Dealing with Rejection
4:00-5:00  Small Groups (Shorr/Garvan)

Thursday, July 25, Day 9: Ensuring your own success
2:00-2:45 PM  Patrick Tighe  From MD to K23 in five short years
2:45-3:30 PM  Sonja Rasmussen  Finding work-life balance
3:30-4:00 PM  Terrie Vasilopoulos  Negotiating your contract
4:00-5:00  Small Groups (Shorr/Garvan)

Friday, July 26, Day 10: CTSI and Other UF research resource
2:00-2:45 PM  Holly Morris  CTSI research resources
2:45-3:30 PM  Faheem Guirgis  Maximizing UF research resources across campuses
3:30-4:00 PM  Dave Winchester  Research in the VA
4:00-5:00  Small Groups (Shorr/Garvan)

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.
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
e-mail: 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 B.

Row

The Foundation for The Gator Nation
An Equal Opportunity Institution