

Cover Sheet: Request 13911

VEM 5XXXC Review of Current Literature and Research Trends in Emergency & Critical Care

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Amanda Larson smithal@ufl.edu
Created	5/13/2019 1:45:32 PM
Updated	12/10/2019 8:59:54 AM
Description of request	This course is being requested to serve as a requisite for the Certificate in Veterinary Emergency Medicine that is offered to veterinary students interested in Emergency and Critical Care

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	VM - Small Animal Clinical Sciences 312809000	Christopher Adin	Approved at Department level vote several months ago	5/13/2019
Review of Current Literature and Research Trends in Emergency Critical Care Syllabus.pdf					5/13/2019
College	Approved	VM - College of Veterinary Medicine	Juan Samper		5/13/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to the September agenda.	9/13/2019
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Please address comments from UCC review subcommittee.	9/17/2019
No document changes					
College	Approved	VM - College of Veterinary Medicine	Melissa Pett		10/28/2019
ECC Research course (revised 10-10-19).docx					10/18/2019
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

Course|New for request 13911

Info

Request: VEM 5XXXC Review of Current Literature and Research Trends in Emergency & Critical Care

Description of request: This course is being requested to serve as a requisite for the Certificate in Veterinary Emergency Medicine that is offered to veterinary students interested in Emergency and Critical Care

Submitter: Amanda Larson smithal@ufl.edu

Created: 10/18/2019 9:04:47 AM

Form version: 2

Responses

Recommended Prefix VEM

Course Level 5

Number XXX

Category of Instruction Introductory

Lab Code None

Course Title Review of Current Literature and Research Trends in Emergency & Critical Care

Transcript Title Lit & Res Trends ECC

Degree Type Professional

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation N/A

Effective Term Summer

Effective Year 2020

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 1

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 1

Course Description An introductory course into the basics of critically assessing clinical research as well as a review of the basics of designing a research study.

Prerequisites None

Co-requisites None

Rationale and Placement in Curriculum This course will serve as a requisite for the Certificate in Veterinary Emergency Medicine

Course Objectives 1. Efficiently navigate at least one major scientific search engine (PubMed, CAB Abstracts, etc.) to find relevant manuscripts for a specific research question.

2. Formulate a logical research question using the PICO (patient, intervention, comparison, outcome) format.

3. Collect and organize data with the aim of answering a research question.

4. Demonstrate the use of basic, commonly used statistical analyses.

5. Critique a research manuscript and describe strengths and weakness of the study design, analyses, and writing style in a professional setting.

Course Textbook(s) and/or Other Assigned Reading Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine, 5th ed. 2014, BMJ books.

Weekly Schedule of Topics Week 1 – Introduction: basic information gathering (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days or 50 minutes/day for 4 days)

- Formulating a clinical question
- Introduction into reading a paper

Week 2 – Research question proposal: submit initial proposal for research question for faculty approval (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days)

- Small group discussion/review of individual research question proposals

- Finalization of proposals

Weeks 3 & 4 – Introduction to basic statistical analyses (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days)

Weeks 5-8 – Journal club/quiz (1 hour/week)

Week 9 – Writing an introduction (1 hour/week)

Week 10 – Writing materials & methods (1 hour/week)

Week 11 – Approach to the discussion (1 hour/week)

Week 12 – Writing an abstract (1 hour/week)

Week 13 – Final discussion/wrap-up (2 hours/week)

Links and Policies <http://www.dso.ufl.edu/drc/>

<http://www.vetmed.ufl.edu/education/documents/studentHandbook.pdf>

<http://www.dso.ufl.edu/judicial/honorcodes/honorcode.php>

<https://evaluations.ufl.edu/evals/>

Grading Scheme Throughout the course, students will be evaluated on their engagement in the material, preparation for classwork, and there will be several quizzes on various reading assignments throughout the course. A large portion of the course will also include work on a research proposal and the start of data collection. At the end of the course, students will present their coursework in an abstract, poster presentation, which will also be graded. All presentations will be graded using a standard rubric, provided to the students in advance. The standard university grading scale will be used:

94-99 % = A

90-93 = A-

88-89 = B+

84-87 = B

80-83 = B-

78-79 = C+

74-77 = C

70-73 = C-

68-69 = D+

64-67 = D

< 64 will result in a failing grade

Instructor(s) Dr. Bobbi Conner

VEM ---- Review of Current Literature and Research Trends in Emergency & Critical Care (Special Elective)

The ECC current literature course is an introductory course into the basics of critically assessing clinical research as well as a review of the basics of designing a research study. Students will gain practical experience in the collection and organization of data, basic manuscript writing, and the critical assessment of published research. The syllabus design is based on the premise that in order to critically appraise the research literature, clinicians must have a rudimentary understanding of how research is designed and carried out. Using journal-club style small group discussions, selected scientific articles related to the field of small animal emergency & critical care medicine will be reviewed in-depth. Students who are interested in pursuing formal research of their own will be directed to the Individualized Investigation course (VEM 5991) which will satisfy the certificate program requirement and this course would not be needed. The course is intended to be taken by students in the ECC Certificate Program during the 13-week summer session between 1st and 2nd year of the curriculum.

Learning Objectives

Upon successful completion of this course, students will be able to:

1. Efficiently navigate at least one major scientific search engine (PubMed, CAB Abstracts, etc.) to find relevant manuscripts for a specific research question.
2. Formulate a logical research question using the PICO (patient, intervention, comparison, outcome) format.
3. Collect and organize data with the aim of answering a research question.
4. Demonstrate the use of basic, commonly used statistical analyses.
5. Critique a research manuscript and describe strengths and weakness of the study design, analyses, and writing style in a professional setting.

Schedule

Week 1 – Introduction: basic information gathering (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days or 50 minutes/day for 4 days)

- Data collection
- Formulating a clinical question
- Introduction into reading a paper

Week 2 – Research proposals: submit initial proposal for research question for faculty approval (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days)

- Small group discussion/review of individual research proposals
- Finalization of proposals

Weeks 3 & 4 – Introduction to basic statistical analyses (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days)

- Types of data
- Measures of central tendencies & standard deviations
- Correlation
- Types of distribution
- Standard error of the mean and confidence intervals
- Type I and Type II errors
- Significance
- One- and two-tailed tests
- Determining sample size (power analysis)
- Different tests
 - T-test
 - ANOVA (one-way vs. two-way)
 - Chi-square
 - Mann-Whitney
 - Friedman
 - Kruskal-Wallis

Weeks 5-8 – Journal club/quiz (1 hour/week)

Week 9 – Writing an introduction (1 hour/week)

Week 10 – Writing materials & methods and results (1 hour/week)

Week 11 – Writing the discussion (1 hour/week)

Week 12 – Writing the abstract (1 hour/week)

Week 13 – Final discussion/wrap-up (2 hours/week)

Total contact time: 18 hours

Recommended Reading

Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine, 5th ed. 2014, BMJ books.

Grading

Throughout the course, students will be evaluated on their engagement in the material, preparation for classwork, and there will be several quizzes on various reading assignments throughout the course. A large portion of the course will also include work on a research proposal and the start of data collection. At the end of the course, students will present their coursework in an abstract, poster presentation, which will also be graded. All presentations will be graded using a standard rubric, provided to the students in advance.

Quizzes – 48% of grade (8% per quiz): 6 quizzes total/course

→

at the end of weeks 2 and 4, a brief quiz reviewing the previously covered material will be given to ensure all students are progressing satisfactorily in the course. Prior to each journal club, a brief quiz will be given to ensure all students are well-prepared for an in-depth discussion of the material.

Engagement/participation – 25% of grade: students are expected to participate in small group discussions and journal clubs. While the instructors recognize that students' comfort with public speaking is variable, a demonstration of preparation for and involvement in the small group discussions is expected. A daily participation score will be assumed for each student, however in the case of an unexcused absence or clear lack of preparation or participation is observed by the instructor, this will be discussed with the student and the daily participation score may be reduced at the discretion of the instructor.

Poster presentation – 27% of grade: students' posters will be graded as follows: 5% introduction, 5% materials & methods, 5% results, 5% discussion, and 7% overall presentation. For each section, the student will be graded on the clarity of the information provided, the organization/logic of the material presented, references (where appropriate); for the overall presentation, the grade will focus on visual presentation/organization, appropriate use of images, and adherence to poster guidelines.

The following grading scale will be used:

94-99 % = A

90-93 = A-

88-89 = B+

84-87 = B

80-83 = B-

78-79 = C+

74-77 = C

70-73 = C-

68-69 = D+

64-67 = D

< 64 will result in a failing grade

Accommodations for Students with Disabilities

Students requesting accommodations must first register with the Dean of Students Office, Disability Resource Center at 352-392-8565. Students may also apply on-line for accommodations. For more information, see the Disability Resource Center website at: <http://www.dso.ufl.edu/drc/>

The Disability Resource Center will provide a letter to the student who must then meet with the course instructor to discuss the required accommodations. Once notification is complete, the instructor can work with the Disability Resource Center to provide the requested accommodations. To ensure that necessary accommodations are provided in a timely manner, it would expedite this process if any student who might need an accommodation would notify the course coordinator during registration.

Administrative Policies: see Student Handbook @

<http://www.vetmed.ufl.edu/education/documents/studentHandbook.pdf>

Original file: ECC Research course (revised 10-10-19).docx

Honesty Policy - All students registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” In addition, on all work submitted for credit the following pledge is either required or implied: “On my honor I have neither given nor received unauthorized aid in doing this assignment.” To review the student honor code please visit: <http://www.dso.ufl.edu/judicial/honorcodes/honorcode.php>

Plagiarism includes any attempt to take credit for another person’s work. This includes quoting directly from a paper, book, or website, without crediting the source. Sources should be noted, a link to the website added, or quotation marks placed around the material and attributed, even during online discussions. However, the instructor expects more than simply cutting and pasting in this graduate-level course. Students are expected to review, evaluate and comment on material they research, rather than simply copying relevant material. Work will be graded accordingly.

Student Evaluation of Instruction - Evaluations are performed electronically at the end of the course. To evaluate the instructors, visit the UF Evaluation site at: <https://evaluations.ufl.edu/evals/> .

-

UF College of Veterinary Medicine

VEM ---- Review of Current Literature and Research Trends in Emergency & Critical Care (Special Elective)

The ECC current literature course is an introductory course into the basics of critically assessing clinical research as well as a review of the basics of designing a research study. Students will gain practical experience in developing a basic research question, principles of basic manuscript writing, and the critical assessment of published research. The syllabus design is based on the premise that in order to critically appraise the research literature, clinicians must have a rudimentary understanding of how research is designed and carried out. Using journal-club style small group discussions, selected scientific articles related to the field of small animal emergency & critical care medicine will be reviewed in-depth. Students who are interested in pursuing formal research of their own will be directed to the Individualized Investigation course (VEM 5991) which will satisfy the certificate program requirement and this course would not be needed. The course is intended to be taken by students in the ECC Certificate Program during the 13-week summer session of the freshman or junior year of the curriculum.

Learning Objectives

Upon successful completion of this course, students will be able to:

1. Efficiently navigate at least one major scientific search engine (PubMed, CAB Abstracts, etc.) to find relevant manuscripts for a specific research question.
2. Formulate a logical research question using the PICO (patient, intervention, comparison, outcome) format.
3. Collect and organize data with the aim of answering a research question.
4. Demonstrate the use of basic, commonly used statistical analyses.
5. Critique a research manuscript and describe strengths and weakness of the study design, analyses, and writing style in a professional setting.

Schedule

Week 1 – Introduction: basic information gathering (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days or 50 minutes/day for 4 days)

- Formulating a clinical question
- Introduction into reading a paper

Week 2 – Research question proposal: submit initial proposal for research question for faculty approval (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days)

- Small group discussion/review of individual research question proposals
- Finalization of proposals

Weeks 3 & 4 – Introduction to basic statistical analyses (2 hours/week spread over up to 5 days; i.e. 40 minutes/day for 5 days)

Updated:10/2018

- Types of data
- Measures of central tendencies & standard deviations
- Correlation
- Types of distribution
- Standard error of the mean and confidence intervals
- Type I and Type II errors
- Significance
- One- and two-tailed tests
- Determining sample size (power analysis)
- Different tests
 - T-test
 - ANOVA (one-way vs. two-way)
 - Chi-square
 - Mann-Whitney
 - Friedman
 - Kruskal-Wallis

Weeks 5-8 – Journal club/quiz (1 hour/week)

Week 9 – Writing an introduction (1 hour/week)

Week 10 – Writing materials & methods (1 hour/week)

Week 11 – Approach to the discussion (1 hour/week)

Week 12 – Writing an abstract (1 hour/week)

Week 13 – Final discussion/wrap-up (2 hours/week)

Total contact time: 18 hours

Recommended Reading

Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine, 5th ed. 2014, BMJ books.

Grading

Throughout the course, students will be evaluated on their engagement in the material, preparation for classwork, and there will be several quizzes on various reading assignments throughout the course. A large portion of the course will also include work on a research proposal and the start of data collection. At the end of the course, students will present their coursework in an abstract, poster presentation, which will also be graded. All presentations will be graded using a standard rubric, provided to the students in advance. The standard university grading scale will be used:

94-99 % = A
 90-93 = A-
 88-89 = B+
 84-87 = B
 80-83 = B-
 78-79 = C+
 74-77 = C
 70-73 = C-

Updated:10/2018

68-69 = D+

64-67 = D

< 64 will result in a failing grade

Accommodations for Students with Disabilities

Students requesting accommodations must first register with the Dean of Students Office, Disability Resource Center at 352-392-8565. Students may also apply on-line for accommodations. For more information, see the Disability Resource Center website at: <http://www.dso.ufl.edu/drc/>

The Disability Resource Center will provide a letter to the student who must then meet with the course instructor to discuss the required accommodations. Once notification is complete, the instructor can work with the Disability Resource Center to provide the requested accommodations. To ensure that necessary accommodations are provided in a timely manner, it would expedite this process if any student who might need an accommodation would notify the course coordinator during registration.

Administrative Policies: see Student Handbook @

<http://www.vetmed.ufl.edu/education/documents/studentHandbook.pdf>

Honesty Policy - All students registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." In addition, on all work submitted for credit the following pledge is either required or implied: "On my honor I have neither given nor received unauthorized aid in doing this assignment." To review the student honor code please visit:

<http://www.dso.ufl.edu/judicial/honorcodes/honorcode.php>

Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a paper, book, or website, without crediting the source. Sources should be noted, a link to the website added, or quotation marks placed around the material and attributed, even during online discussions. However, the instructor expects more than simply cutting and pasting in this graduate-level course. Students are expected to review, evaluate and comment on material they research, rather than simply copying relevant material. Work will be graded accordingly.

Student Evaluation of Instruction - Evaluations are performed electronically at the end of the course. To evaluate the instructors, visit the UF Evaluation site at: <https://evaluations.ufl.edu/evals/> .

Updated:10/2018