

**University of Florida
College of Medicine
Fall 2015 GMS 6893
Clinical and Translational Science Institute Student Seminar Course**

Time: Friday, 9:00 – 11:00 am

Room: HPNP G-111

Credits: 2

Course Director: Drs. Adam Woods & Shinichi Someya

Teaching Assistant: Karessa White

INSTRUCTOR OFFICE HOURS: By appointment

CONTACT INFORMATION: Dr. Adam J Woods Email: ajwoods@ufl.edu Tel: 352-294-5842

Dr. Shinichi Someya, Email: Someya@ufl.edu Tel: 352-294-5167

Karessa White, Email: ressakw@ufl.edu Tel: 352-253-5734

COURSE DESCRIPTION: This seminar series is designed to further the training of CTSA students and graduate students in multi-disciplinary and inter-disciplinary clinical and translational research. Content areas include leading causes of morbidity and mortality in the United States, issues relevant to rural health and diseases, and conditions such as obesity which have significant impact and research needs, and topics with extensive research expertise at the University of Florida. The series consists of weekly, two-hour sessions which typically include researchers from the bench to the community. Specifically, for each topic area, speakers will discuss the clinical, laboratory, and epidemiological and economic aspects of the particular condition along with potential intervention strategies and community outreach activities. Usually, this will include three to four speakers per topic and may take place as a roundtable discussion with input from students. Whenever possible, each topic will be covered over a two-week period. Emphasis will be placed on overlap between disciplines, inter-disciplinary and multi-disciplinary issues, areas that require further research, and potential inter- and multi-disciplinary research approaches to answering these important research questions. The seminar will include faculty researchers from a broad range of University of Florida Colleges (i.e. Medicine, Public Health, Nursing, Pharmacy, Dentistry, Veterinary Medicine, Engineering, and Agricultural and Life Sciences). This seminar will also serve as an opportunity for students to be exposed to faculty involved in multi-disciplinary, inter-disciplinary and translational research who may be available for Clinical Preceptorship assignments.

COURSE OBJECTIVES: By the end of the course, the student should be able to:

- 1) Describe the clinical, laboratory and epidemiological components of diseases associated with significant morbidity and mortality;
- 2) Develop and assess the efficacy of potential interventions, including biological, behavioral, and community-based, to reduce morbidity and mortality;
- 3) Develop the skills necessary to work with a broad range of disciplines (clinicians, laboratory scientists, and epidemiologists/outcomes researchers) to identify important biomedical research areas and develop novel, inter- and multi-disciplinary methods and approaches to translational and clinical science; and
- 4) Develop the skills necessary to obtain competitive external funding and conduct research projects as the Principal Investigator of multi-disciplinary research teams.

GRADING:

Each topic area will contain two to three subtopics. Students will select one subtopic and compose a 2-4 page double-space “reaction” paper that describes the major aspects of the research presentations and your own interpretation. Papers are due one week after each topic is concluded. There will be a total of 3 reaction papers due in this course. Topic areas are color coded on the course schedule below.

Students will also develop a 4-6 page mini-proposal (e.g. concept paper) that includes a background section, study design, analytic methods, and limitations sections. The proposal should include multiple disciplines and be in sufficient depth to allow critical evaluation. It is due one week after the final class meeting. There are no exams.

Students are expected to attend all classes and to participate in discussions with the speakers. It is extremely important that you be on time so as not to disrupt the speakers and other students.

The course letter grade will be based on your final course percentage obtained as the grade on each of reaction papers (75%) and the mini-proposal (25%).

90 or above	A	77 – 79.99%	B-
87 – 89.99%	A-	74 – 76.99%	C+
84 – 86.99%	B+	70 – 73.99%	C
80 – 83.99%	B	67 – 69.99%	C-

Academic Integrity: Each student is bound by the academic honesty guidelines of the University and the student conduct code printed in the Student Guide and on the University website. The Honor Code states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

Policy on Style for Citation and Plagiarism:

The two key purposes of citation are to 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and 2) facilitate access by your readers to the sources you use in your research.

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source – the author, title, volume, page numbers, etc. – whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person’s ideas, quotation marks are not necessary, but the source must be included. This includes, but is not confined to, personal communications from other students, faculty members, experts in the field, summarized ideas from published or unpublished resources, and primary methods derived from published or unpublished sources. Use the general concept of “when in doubt – cite.”

Plagiarism is a serious violation of the academic honesty policy of the College. If a student plagiarizes others’ material or ideas, he or she may receive an “E” in the course. The faculty member may also recommend further sanctions to the Dean, per College disciplinary action policy. Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information

provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the “access date” (i.e. when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write “personal communication” along with the person’s name and date of communication.

The format for citing journal references is: Author. Title. Journal name, volume, page numbers, year.

Policy on Make-Up Work: Students are allowed to make up work ONLY as the result of illness or other unanticipated circumstances warranting a medical excuse and resulting in the student missing a project deadline, consistent with College policy. Documentation from a health care provider is required. Work missed for any other reason will receive a grade of zero.

Accommodations for Students with Disabilities: Students requiring accommodations must first register with the Dean of Students’ Office. The Dean of Students’ Office will provide documentation to the student who must then provide this documentation to the faculty member when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework. We all learn differently; however, if you have experienced problems in university classes with writing, in-class exams, understanding or concentrating in class, please talk to me or access a learning or education testing resource at the University or in another professional setting.

GMS 6893 CTSI Student Seminar Fall 2015 Schedule

	Session Topics	Speaker
Week 1 Aug 28	Orientation Cognition and Memory Dysfunction	Woods A & Someya (orientation) Clinical study: Woods AJ (2 hours)
Week 2 Sep 4	Cognition and Memory Dysfunction	Translational study: Bizon J (1 hour) Translational study: Burke S (1 hour)
Week 3 Sep 11	Sarcopenia	Clinical study: Manini T (1 hour) Clinical study: Buford T (1 hour)
Week 4 Sep 18	Sarcopenia	Translational study: Leeuwenburgh C (1 hour) Translational study: Carter C (1 hour)
Week 5 Sep 25	Obesity/Diabetes	Clinical study: Anton S (1 hour) Clinical study: Perri M (1 hour)
Week 6 Oct 2	Interventions/Calorie Restriction	Clinical study: Anton S (1 hour) Translational study: Someya (1 hour)
Week 7 Oct 9	Sensory Disorders (Hearing, Vision, Taste, smell)	Clinical study (vision): Boye S (1 hour) Clinical study (hearing): Griffiths S (1 hour)
Week 8 Oct 16	Sensory Disorders (Hearing, Vision, Taste, smell)	Translational study (hearing): Someya S (1 hour) Clinical study (taste & smell): Bartoshuk L (1 hour)
Week 9 Oct 23	Obesity	Translational study: Bruce, E (2 hours)
Week 10 Oct 30	Motor Control	Clinical study: Clark, D (2 hours)
Week 11 Nov 6	<i>UF Holiday (NO CLASS)</i>	
Week 12 Nov 13	Addiction	Translational study: Morgan D (1 hour) Clinical study: Nixon SJ (1 hour)
Week 13 Nov 20	Addiction	Clinical study: Goldberger BA (2 hours)
Week 14 Nov 27	Thanksgiving Break (NO CLASS)	
Week 15 Dec 4	Final Paper	Woods, AJ & Someya, S