Introduction to Clinical and Translational Research - From Bench to Bedside

Time: 9:00-9:50 am

Course director: Mark de Caestecker  Mark.de.caestecker@vanderbilt.edu
Co-director: Abigail Brown Abigail.brown@vanderbilt.edu

Course website: https://sites.google.com/site/vandyigp/bioregulation-ii/minimester-3/introduction-to-translational-research

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<td>Priorities and obstacles for a pharmaceutical company taking a new therapeutic from bench to bedside</td>
<td>Jamie Dwyer &amp; Julia Lewis</td>
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<td>Translational Research at Vanderbilt: VICTR -- who we are and how we can help you</td>
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<td>Discussion: Ethics of Human Subjects Research</td>
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Journal and Discussion Articles:

- **March 31st:**
  - Presenters: no presenters for these articles

- **April 7:**  
  - Background papers:
  - Presenters:
    - 1a: Gabrielle Rushing, Diane Saunders, Annabelle Williams
    - 1b: Casey Nielsen, Elijah Trefts, Danielle Walheim

- **April 14:**  
  - Presenters:
    - 2a: Juan Gnecco, Angela Howard, Allyson Mallya, Miles Bryan
    - 2b: Nolan Hartley, Lorena Infante Lara, Karissa Miller, Tyler Perfitt

- **April 21:**  
  - Presenters:
    - 3a: Bailey Airoldi, Stephanie Moore, Joel Everett
    - 3b: Amita Banerjee, Merrida Childress, Audra Foshage
Discussion groups and reports

Five of the classes will be dedicated to the student-led journal article discussions. Students presenting the paper should be prepared to ask questions of and answer questions from the audience. All students will receive a grade for their journal article presentation. All students not presenting a paper will be expected to ask thoughtful, insightful questions and hand in a report on the journal article at the end of that class which will be graded according to the criteria outlined below. For the discussion groups without formal journal presentations, you will also be given some preparatory literature to read and will need to write a brief report, as outlined below.

1. Journal article presentations (April 7, 14, and 21)

The class will be divided into three groups, each of which will work together to prepare one of the papers for presentation to the rest of the class (see group presentation assignments under each paper citation). Each student will participate in preparing and presenting the paper. The group presentation should last no more than 30 minutes. Each student will be given a grade and personal feedback by the organizers at the end of their presentation. Grades for the journal presentations will comprise 20% of your total grade for the module.

- **Group 1**
  - 1a: Gabrielle Rushing, Diane Saunders, Annabelle Williams
  - 1b: Casey Nielsen, Elijah Trefts, Danielle Walheim
- **Group 2**
  - 2a: Juan Gnecco, Angela Howard, Allyson Mallya, Miles Bryan
  - 2b: Nolan Hartley, Lorena Infante Lara, Karissa Miller
- **Group 3**
  - 3a: Bailey Airoldi, Stephanie Moore, Joel Everett
  - 3b: Amita Banerjee, Merrida Childress, Audra Foshage

Mark and Abby will help moderate each of the groups and make sure there is even discussion involving all of the students. Each of you will be graded for your participation during discussion of the paper. Along with the other discussion groups (see below), this will represent 40% of your grade based on your involvement in the discussion, understanding of and insights into the paper.

2. Other discussion groups (March 31 and April 28)

These sessions will not have presenters, but will be moderated discussions covering general issues (March 31st with Mark and Abby), and ethical issues with examples (April 28th with Larry Churchill). It is important that you prepare for these by reading the literature we will give you in advance and by
writing your reports. You will be expected to participate in the discussions with thoughtful questions / comments, and Abby and Mark will try to encourage everyone to participate as best we can. As per above, each of you will be graded for your participation during discussion of the paper. Along with the other journal discussion groups (see above), this will represent 40% of your grade based on your involvement in the discussion, understanding of and insights into the paper.

3. Journal article and discussion group reports: Two different kinds of reports have to be generated at five of the classes:
   a. **Journal article reports** (April 7, 14, and 21). Students will write a brief report on the journal article to be handed in at the end of the class (~1 page report). The student speakers for the week will be excused from writing a report. Each paper summary should contain: a) a brief summary; b) comments about the single most important piece of data (figure or table); c) major criticisms; d) ideas generated by reading the paper and how the findings impact human health and disease. **Make sure that you put your name on the paper, use 11 point font and use spell check and grammar check.** Reports will be graded by Mark and Abby and written feedback will be given on these reports each week.

   b. **Discussion group reports** (March 31 and April 28). For both sessions you will be expected to read some relevant literature that we will give you and which will be used as part of the discussion. You will need to write a one page report about this which is different from the journal reports and hand it in at the end of class. For this report, you should outline key elements of these reviews/commentaries and present some ideas that these reviews/commentaries provoke with you for discussion (this part is the most important).

   *Journal and discussion reports represent 40% of your grade. However, if you do not hand either the journal club or discussion group reports at the end of class and have not emailed or spoken to Abby or Mark in advance, you will be given zero for these assignments.*

**Grading**

1) Weekly journal or discussion group report (40%)
2) Journal Presentation (20%)
3) Class Participation (40%)