**Practice and Community Based Health Research**

14 week semester course

3 – 6 credit hours (flexible)

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Associate Professor of Family and Community Medicine, Course Director

**Overview**: This course will introduce students to practice and community based research that addresses issues related to health and the delivery of healthcare by primary care. Students will work primarily with a research mentor; the exact tasks for each student will vary. Students will also participate in scheduled research skills sessions, occasional research meetings (Wednesdays, 9 - 10 am), clinical shadowing sessions observing family physicians, weekly meetings with the course director to discuss assigned readings and with research staff and faculty to learn and practice research skills. In lieu of a final exam, at the end of the semester, each student will give a structured 15-minute presentation about their research during the semester and complete a two page written reflection.

**Schedule:**

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| Date | Description |
| Week 1 | Wednesdays 10-11 am Meet with the course directorWatch clinical research basic YouTube videos (see below) |
| Weeks 2 - 14 | Wednesdays 10-11 am Meet with the course directorWatch clinical research basic YouTube videos (see below)Attend scheduled research skills sessions (see calendar)Read assigned articles (see below)Discussion of articles (will be Wednesday 10-11 am, dates TBD)Independent and assigned research tasksClinical shadowing (times and location will vary based on availability, plan for 3-4 hours, starting at either 8 am or 1 pm weekdays)\*Occasional Wednesdays 9-10 am: DFCM Research Review Group Meetings (will receive email notification about required meetings) |
| Week 15 or 16 | Give 15 min. presentation to DFCM Research Review Group (Wed, December 5th 9-10 am)Submit written reflection to course director |

**Course grading:**

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| --- | --- | --- |
| Grade component | Percentage of overall Grade | Faculty responsible |
| Research with mentor(s) | 60% | Mentor(s) |
| Attendance and participation in research skills sessions | 10% | Mentor(s) and course director |
| Meetings with course director and discussion of readings  | 10% | Course director. Faculty and staff |
| Presentation to DFCM RRG | 10% | Course director, mentor(s), attendees |
| Clinical shadowing and DFCM grand rounds | No grade | If scheduled, attendance is expected, and unexcused absences may result in a lower course grade |
| Reflection paper | 10% | Course director |

**Research with mentor(s):** This component will be different for each student. At the meeting with the course director prior to the start of the semester, students will learn which specific mentors and projects are available, and they will be assigned based on their interest and skills. Tasks performed by students may include, but is not limited to:

* Designing surveys, chart audit documents or other data collection forms.
* Assisting with literature reviews
* Coordinating and attending research meetings
* Administering surveys to research participants (usually patients, community members or health care providers)
* Administering interventions (tests, education, etc.) to participants
* Performing chart reviews of electronic medical records
* Interviewing research participants
* Assisting with data analysis, both quantitative (statistics, run charts, etc.) and qualitative (interview analyses, etc.)
* Assisting with preparing abstracts, posters and manuscripts

Each mentor will grade the student on punctuality and attendance, attitude, task completion efficiency and timeliness, and task performance quality and accuracy.

**Attendance and participation in research skills training:** Research faculty and staff meet weekly to discuss new research ideas, present research results, gain research skills and assist with grant preparation. Students are expected to attend all required meetings, and to participate by asking questions, making comments and offering suggestions as appropriate. In addition, several sessions will be arranged with research staff and faculty in which research skills will be taught/reviewed and practiced. Students are graded on both attendance and participation.

**Meetings with course director and discussion of readings**: At the beginning of the semester, and possibly throughout the semester, students will be given several articles related to primary care practice and community based research. These articles will be in addition to any readings given by the mentor and will focus on practice and community based research, research methodologies and the use of research findings in primary care practice.

**Presentation to DFCM RRG**: During the last week of the semester, each student will give a 15-minute oral presentation highlighting the work they have done with their research mentor(s) to the DFCM research staff and faculty. Students will discuss the overall research question being addressed by their mentor(s), and how the work they did during the semester adds to this research. Type of results presented will depend on the specific research project. Students may be included on subsequent national presentations, abstracts and publications on a case by case basis.

**Reflection paper**: During the last week of the semester, each student will hand in a 2 page paper reflecting on the role of research in primary care and community medicine. Students will be expected to use the readings, their research experiences, discussions at RRG, clinical shadowing and life experiences in the paper.

**Clinical shadowing and DFCM grand rounds**: These experiences are ungraded, but are generally enjoyed by students. Half-day clinical shadowing experiences with family physicians in practice will be arranged for each student, depending on student and physician time availability. In addition, students are invited to DFCM grand rounds, which occur at The Christ Hospital (TCH) monthly. While not all students will be able to attend based on other course commitments, students who commit to clinical shadowing and/or grand rounds are expected to attend, and any unexcused absences from a scheduled shadowing experience can result in a lowered course grade.

**YouTube videos**

Below are links to some short YouTube videos that meet my standards (short, entertaining, accurate and useful!) These can also be accessed via Blackboard under Learning Tools. Please look at them during the first two weeks of the semester.

Develop a research question that works (4:55)

<https://www.youtube.com/watch?v=8aYA1ooRce8>

Research methods – Introduction (4:01)

<https://www.youtube.com/watch?v=PDjS20kic54>

Qualitative vs. Quantitative (9:02)

<https://www.youtube.com/watch?v=2X-QSU6-hPU>

Cohort and Case Control Studies (4:22)

<https://www.youtube.com/watch?v=J3GHTYa-gZg>

Overview of qualitative Research methods (12:09)

<https://www.youtube.com/watch?v=IsAUNs-IoSQ>

Primary care research

<https://www.youtube.com/watch?v=pbfYwW8Hlqs>

**Assigned Articles**

There are 12 articles\* that are required reading for the course. Students may access these articles via Blackboard under Course Documents. \*Additional articles may be added to the required reading at the course director’s discretion.