**Practice and Community Based Health Research**

14 week semester course  
3 – 6 credit hours (flexible)

Nancy C. Elder, MD, MSPH  
Professor of Family and Community Medicine, course director

Approval of course director required at least 6 weeks prior to the start of the semester

**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. Recent research projects include effectiveness of integrative medicine techniques in various diseases, improving chronic pain care, assessing social anxiety and alcohol use and studying clinical outcomes of patients with diabetes. Students will also participate in weekly research meetings (Wednesdays, 9 - 10 am), 2 - 3 clinical shadowing sessions observing family physicians, and monthly meetings with the course director to discuss assigned readings. In lieu of a final exam, at the end of the semester, each student will give a structured 10 minute presentation about their research during the semester and complete a 2 page written reflection.

**Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tr>
<td>By 6 weeks prior to the semester</td>
<td>Meet with the course director</td>
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| By 4 weeks prior to the semester | Complete online human subjects protection training through CITI  
 Assigned to research mentor |
| Week 1 | Wed., 9 – 10 am: DFCM Research Review Group Meeting  
 Meet with the course director  
 Meet with research mentor |
 Tues, 7:30 – 8:30 am DFCM Grand Rounds (monthly, 2nd week of month, at The Christ Hospital)  
 Other UC and CCTST research meetings as appropriate  
 Meet with the course director (monthly) to discuss assigned readings  
 Meet with research mentor (as determined by research mentor) |
Independent and assigned research tasks

Clinical shadowing (monthly, time and date TBD)

Week 13 or 14

Give 10 min. presentation to DFCM Research Review Group

Submit written reflection to course director

Course grading:

<table>
<thead>
<tr>
<th>Grade component</th>
<th>Percentage of overall Grade</th>
<th>Faculty responsible</th>
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<tbody>
<tr>
<td>Research with mentor</td>
<td>70%</td>
<td>Mentor</td>
</tr>
<tr>
<td>Attendance and participation in Research Review Meetings</td>
<td>10%</td>
<td>Mentor and course director</td>
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<tr>
<td>Meetings with course director, discussion of readings</td>
<td>5%</td>
<td>Course director</td>
</tr>
<tr>
<td>Presentation to DFCM RRG</td>
<td>10%</td>
<td>Course director, mentor, attendees</td>
</tr>
<tr>
<td>Clinical shadowing and DFCM grand rounds</td>
<td>No grade</td>
<td>Attendance is expected, and unexcused absences may result in a lower course grade</td>
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<tr>
<td>Reflection paper</td>
<td>5%</td>
<td>Course director</td>
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Research with mentor: 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:

- 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

In Family Medicine, our research is diverse and covers many areas. You are encouraged to go to our website, [http://familymedicine.uc.edu/research/overview.aspx](http://familymedicine.uc.edu/research/overview.aspx), and review recent copies of our Research News and our Research Division Faculty profiles to see our current and recent research areas.

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 Review Group (RRG) Meetings: 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 of these
meetings, and to participate by asking questions, making comments and offering suggestions as appropriate. Students are graded on both attendance and participation.

**Meetings with course director and discussion of readings**: Each month, the student will be provided 2 – 3 scientific articles to read. 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. Each month, the student will meet with the course director at a time TBD for discussion of these topics, how they relate to the research students are doing and how they relate to clinical medicine.

**Presentation to DFCM RRG**: During the last week of the semester, each student will give a 10 minute oral presentation highlighting the work they have done with their research mentor to the DFCM research staff and faculty. Students will discuss the overall research question being addressed by their mentor, 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. Three to four 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 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.