



Clinical and Translational Research (CTR) Platform for Undergraduate Health Sciences Programs (UHSP) at University of Puerto Rico-Medical Sciences Campus (UPR-MS) and Universidad Central del Caribe (UCC): Pipeline for Students and Faculty

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ABSTRACT

The UPR-MS and UCC, through the Title V Cooperative Project, devised a clinical and translational (CTR) platform to pipeline students/faculty of undergraduate health sciences programs (UHSP) into CTR. Educational interventions in CTR –introductory intervention (II) and Annual Symposium (AS)– were designed to promote awareness, stimulate interest of students and faculty in CTR. In the II the participants (N=159) were surveyed prior to and after a presentation and panel discussion about CTR. In addition, after the sessions- plenary, panel and workshop- about CTR, the participants of AS (N=42) were surveyed for satisfaction and learning experience in CTR. Most participants of the II, 134 (84.3%) were students. Fifty-eight (58, 36.5%) completed the post II survey. Of these, 53.4% satisfactorily defined the CTR concept vs only 31.0 % that could define CTR in the pre survey, 47 (81.7%) were unable to identify a CTR researcher and 45 (78.3 %) expressed interest in learning about CTR. Twenty-eight (28, 66.7%) participants of the AS completed the satisfaction survey, out of which 17 (60.6%) were students. One hundred percent (100%) agreed that the AS served as a vehicle to increase their knowledge in CTR. The educational interventions demonstrated to be an effective strategy to promote awareness and stimulate interest of students and faculty in CTR. In addition, the results obtained, provided valuable baseline information for the planning - development of training cycles in CTR. **GRANT SUPPORT:** Supported by the US Department of Education: Title V Grant Award # P031S160068

PURPOSE

The University of Puerto Rico Medical Sciences Campus (RCM-UPR) and the Universidad Central del Caribe (UCC) received a \$ 3.25 million budget during a five-year period to provide new opportunities in translational clinical research to undergraduate students during their training as health professionals and for their faculty. The initiative comes after the approval of a Title V Cooperative Proposal of the Developing Hispanic-Serving Institutions Program -Title V of the US-Department of Education. Translational research aspires to bring the relevant findings to impact on how to treat, diagnose and manage health conditions. It takes into account the needs of communities affected by specific health problems. During the past semester, aligned with the goals and objectives of this innovative initiative, the Title V Cooperative devised a clinical and translational research (CTR) platform to pipeline students and faculty of undergraduate programs into clinical and translational research (CTR). Educational interventions in CTR – introductory intervention (II) and Annual Symposium (AS) – were designed to promote awareness, stimulate interest of students and faculty in CTR. Project's objectives, as follows:

- To increase the # of undergraduate students (UgS) with the knowledge, skills and capabilities in CTR
- To increase the # of undergraduate faculty (UgF) with the knowledge, skills and capabilities CTR
- To provide peer- and faculty Mentoring to empower and improve UgS capabilities in CTR scenario

METHODS

Introductory Intervention (II)



Figure 1 . Promotional flyer for II

Clinical Translational Research: Its importance for Education and the Practice of the Health Professions was organized and offered to students and faculty members. The participants (N=159) were surveyed prior to and after a presentation of an overview of the Project – justification, goals, objectives, components, and strategies – and a discussion panel on: Outreach of Clinical Translational Research for the Health Professions.



Figure 2 . Students and faculty members during the II –overview and panel discussion

6th Title V Annual Symposium (AS)



Figure 3 . Promotional flyer for AS

Translational and Clinical Research in the Health Professions was organized and offered to the academic community. After two days of sessions – plenary, panels and workshops– about CTR the participants (N=42) were surveyed for satisfaction and learning experience in CTR.



Figure 4 . Guest speakers, panelists and participants of AS

RESULTS

Introductory Intervention (II)

Table I : Registration and attendance of II

Datum	#	%	# Fac.	% Fac.	# Est.	% Est.
Pre-registered	189					
Attendance of pre-registered	152	80.42%	23	15.13%	129	84.87%
Total general attendance	159		25	15.72%	134	84.28%

Table II. Results of post-survey after II

Datum	#	%
Defined CTR concept	31/58*	53.4%
Identified a CT researcher	11	18.33%
Interested in learning about CTR	45/26	78.33%

* Compared with 30/98 for 31.0% in pre-survey before II

RESULTS (cont.)

6th Title V Annual Symposium (AS)

Table III. Satisfaction survey- participant's profile per institution

Datum	#	%
Participants answered the survey	28/42	66.7%
• UPR-MS	22/28	78.6%
• UCC	6/28	21.4%

Table IV. Satisfaction survey- participant's profile per group

Datum	#	%
Students	17/28	60.7%
Faculty members	7/28	25.0%
Others	4/28	14.3%

One hundred percent (100%) agreed that the AS served as a vehicle to increase their knowledge in CTR

CONCLUSIONS

- The educational interventions demonstrated to be an effective strategy to promote awareness and stimulate interest of students and faculty in CTR.
- In addition, the results obtained, provided valuable baseline information for the planning -development of training cycles in CTR.

ACTIVITIES

- New educational promotional interventions and other activities to promote awareness and stimulate interest of new students and more faculty in CTR.
- Small groups and one-one interactions of certified participants with prospective students and faculty interested in CTR.