Discipline MCP5868
Seminars: Critical Analysis of Research Projects Developed in the Program - II

Concentration area: 5131

Creation: 13/03/2025

Activation: 21/05/2025

Credits: 4

Workload:

Theory (weekly)	Practice (weekly)	Study (weekly)	Duration	Total
0	10	20	2 weeks	60 hours

Professors:

Roberto Kalil Filho

Ludhmila Abrahão Hajjar

Stephanie Itala Rizk

Objectives:

- Contribute to the consolidation of the researchers' training, improving their critical capacity to question the results of a study and its potential application; - To understand the concepts and implementation of the dissemination of knowledge; - Preparation of the paper, from the choice of the journal to the review of article; - Understand, discuss, analyze and develop research projects in various fields.

Rationale:

- The concept of translational science has as principles the practical implementation of knowledge acquired through research for citizens and society. The student should understand, upon his admission into the graduate program, all stages of preparation of a project, from the formulation of the hypothesis, to structuring, raising of funds, achievement of the goals and practical application of knowledge. - We will encourage students to present their project structured as a paper in English. - The teachers will evaluate the content and form of presentation, developing an objective set of guidelines in partnership with students to guide the development of research.

Content:

- The course will be offered every semester. Students will present, in the form of a seminar structured as a paper, which will have a duration of 15 minutes. - There will be in-depth examination of the content and form of presentation of the project with the preparation of a plan that should contemplate the graduate program's period.

Type of Assessment:

- Frequency, performance and participation during lectures and discussions (the responsible teachers are present in all classes) - Presentation

Notes/Remarks:

The discipline is mandatory for all graduate students. Minimum number of students: 10 Maximum number of students: 40

Bibliography:

1. Holzmueller CG(1), Pronovost PJ. Organising a manuscript reporting quality improvement or patient safety research. BMJ Qual Saf. 2013 Sep;22(9):777-85. doi: 10.1136/bmjqs-2012-001603.Epub2013.WWW.CLINICALTRIALS.GOV. 2. Bankhead R, Boullata J, Brantley S, Corkins M, Guenter P, Krenitsky J, Lyman Moher D1, Hopewell S, Schulz KF, Montori V, Gøtzsche PC, Devereaux PJ, Elbourne D, Egger M, Altman DG. CONSORT 2010 explanation and elaboration: updated guidelines for reporting parallel group randomised trials. BMJ. 2010 Mar 23;340:c869. 3. Briel M, Müller KF, Meerpohl JJ, von Elm E, Lang B, Motschall E, Gloy V, Lamontagne F, Schwarzer G, Bassler D; OPEN Consortium. Publication bias in animal research: a systematic review protocol. Syst Rev. 2013 Apr 27;2:23. doi: 10.1186/2046-4053-2-23. 4. Bafeta A(1), Trinquart L, Seror R, Ravaud P. Reporting of results from network meta-analyses: methodological systematic review. BMJ. 2014 Mar 11;348:g1741. doi: 10.1136/bmj.g1741. 5. Turner L(1), Shamseer L, Altman DG, Weeks L, Peters J, Kober T, Dias S, Schulz KF, Plint AC, Moher D. Consolidated standards of reporting trials (CONSORT) and the completeness of reporting of randomised controlled trials (RCTs) published in medical journals. Cochrane Database Syst Rev. 2012 Nov 14;11:MR000030. doi:10.1002/14651858.MR000030.pub2. 6. Gonzalez de Castro D(1), Clarke PA, Al-Lazikani B, Workman P. Personalized cancer medicine: molecular diagnostics, predictive biomarkers, and drug resistance. Clin Pharmacol Ther. 2013 Mar;93(3):252-9. 7. Whirl-Carrillo M, McDonagh EM, Hebert JM, Gong L, Sangkuhl K, Thorn CF, Altman RB, Klein TE. Pharmacogenomics knowledge for personalized medicine. Clin Pharmacol Ther.2012Oct;92(4):414-7. 8. Crews KR(1), Hicks JK, Pui CH, Relling MV, Evans WE. Pharmacogenomics and individualized medicine: translating science into practice. Clin Pharmacol Ther. 2012 Oct;92(4):467-75. 9. McCoy CE, Menchine M, Anderson C, Kollen R, Langdorf MI, Lotfipour S. Prospective Randomized Crossover Study of Simulation vs. Didactics for Teaching Medical Students the Assessment and Management of Critically Ill Patients. The Journal of Emergency Medicine.2011;40(4):448-55. 10. Khan NR, Thompson CJ, Taylor DR, Gabrick KS, Choudhri AF, Boop FR, Klimo P Jr. Should the h-index be modified? An analysis of the m-quotient, contemporary h-index, authorship value, and impact factor. World Neurosurg. 2013 Dec;80(6):766-74. doi: 10.1016/j.wneu.2013.07.011.Epub2013Jul23. 11. Ilbrow A, Arora P, Martinez-Fernandez A; Early Career Members of the Functional Genomics and Translational Biology Council; Senior Members of the Functional Genomics and Translational Biology Council. Top advances in functional genomics and translational biology for 2013. Circ Cardiovasc Genet. 2014 Feb 1;7(1):89-92. doi: 10.1161/CIRCGENETICS.114.000521. PubMed PMID: 24550431. 12. Chidambaram AG, Josephson M. Clinical research study designs: The essentials. Pediatr Investig. 2019 Dec 21;3(4):245-252. doi: 10.1002/ped4.12166. PMID: 32851330; PMCID: PMC7331444. 13. Hahn S. Understanding noninferiority trials. Korean J Pediatr. 2012 Nov;55(11):403-7. doi: 10.3345/kjp.2012.55.11.403. Epub 2012 Nov 23. PMID: 23227058; PMCID: PMC3510268.

Class type:

Não-Presencial

Additional class type information:

• A porcentagem da disciplina que ocorrerá no sistema não presencial (1- 100%). 100%

• Detalhamento das atividades que serão presenciais e das que serão desenvolvidas via remota, com discriminação do tempo de atividade contínua online. 100% não presencial

• Especificação se as aulas, quando online, serão síncronas ou assíncronas. Síncronas

• Descrição do tipo de material e/ou conteúdo que será disponibilizado para o aluno e a A plataforma que será utilizada. Nenhum material será disponibilizado

• Definição sobre a presença na Universidade e, quando necessária, discriminar quem deverá estar presente (professora/professor; aluna/aluno; ambos). Nenhuma obrigatoriedade de estar presente

• Descrição dos tipos e da frequência de interação entre aluna/aluno e professora/professor (somente durante as aulas; fora do período das aulas; horários; por chat/e-mail/fóruns ou outro). Somente durante as aulas

• A forma de controle da frequência nas aulas. Chamadas durante as aulas

• Informação sobre a obrigatoriedade ou não de disponibilidade de câmera e áudio (microfone) por parte dos alunos. Obrigatórios câmera e áudio para alunos e professores

• A forma de avaliação da aprendizagem (presencial/remota). Avaliação remota por frequência, aproveitamento e participação durante aulas e discussões.