

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: *University of Utah Center for Clinical and Translational Sciences*
Proposed Title: *Graduate Certificate in Patient Centered Outcomes Research/Comparative Effectiveness Research*
Currently Approved Title: *Current Program or Unit Title – If Title is being changed from current title to a new title*
School or Division or Location: *School of Medicine*
Department(s) or Area(s) Location: *Center for Clinical and Translational Sciences*
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *51.1401*
Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
Proposed Beginning Date (for new programs): *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *05/01/2012*

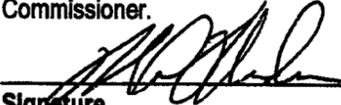
Proposal Type (check all that apply):

R401-5		R401-6	
<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>		<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>	
4.1.5.2	<input type="checkbox"/> Minor*	6.1.1	<input type="checkbox"/> Reinstatement of Previously Suspended Program
5.1.1.1	<input type="checkbox"/> New Emphasis on an Existing Degree*	6.1.5	<input type="checkbox"/> Reinstatement of Previously Suspended Unit
5.1.2	<input type="checkbox"/> Certificate of Proficiency Not Eligible for Financial Aid		
5.1.3	<input type="checkbox"/> Out-of-Service Area Delivery of Programs		
5.1.4	<input type="checkbox"/> Name Change of Existing Programs		
5.1.5	<input type="checkbox"/> Program Transfer		
	<input type="checkbox"/> Program Restructure		
	<input type="checkbox"/> Program Consolidation		
5.1.6	<input type="checkbox"/> Program Discontinuation		
	<input type="checkbox"/> Program Suspension		
5.1.7	<input type="checkbox"/> Administrative Unit Creation		
	<input type="checkbox"/> Administrative Unit Transfer		
	<input type="checkbox"/> Administrative Unit Consolidation		
5.1.8	<input type="checkbox"/> New Center		
	<input type="checkbox"/> New Institute		
	<input type="checkbox"/> New Bureau		
5.1.9	<input checked="" type="checkbox"/> Graduate Certificate		

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.


 Signature _____ Date: 4/6/12

Printed Name: *Michael Hardman, Interim Senior VP for Academic Affairs*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Description – Abbreviated Template
University of Utah
Graduate Certificate in Patient Centered Outcomes/Comparative Effectiveness Research
03/27/2012

Section I: Request

There are major changes in the way that healthcare professionals are expected to engage the end users of research in all aspects of the health services research process from hypothesis generation through dissemination requires additional training. Documentation of such focused training will make researchers at the University more competitive in newly earmarked funding streams. With limited and earmarked extramural research funding available, the Patient Centered Outcomes Research Institute (PCORI) will be a vital source of funding for our faculty and students¹. Major requests for proposals from PCORI are expected to be released beginning this Summer and on a rolling basis thereafter. Other Federal agencies are adopting similar requirements for engaged research. It is important that our investigators have the tools needed to be competitive.

The proposal requests creation of a fifteen credit Graduate Certificate Program in Patient Centered Outcomes/Comparative Effectiveness Research. This certificate will be offered to doctoral-level graduate students across disciplines—medicine, nursing, pharmacy, social sciences—and faculty interested in advancing the field of patient centered outcomes research (also known as comparative effectiveness research).

Section II: Need

The purpose of this Certificate is to provide focused training and credentialing for faculty at all levels and students in an emergent area of health services research. Two related, national efforts driving the need to provide such focused training to allow our research faculty and students to be competitive are:

1. The American Recovery and Reinvestment Act called for the Institute of Medicine (IOM) to prepare and release a report to guide comparative effectiveness research for the nation. This report was released on June 30, 2009.
2. The IOM report laid the groundwork for creation of the Patient Centered Outcomes Research Institute (PCORI) to serve as the major funding mechanism for comparative effectiveness research. The associated definition of patient centered outcomes research is in draft form, requests for proposals on methods development and an expanded national research agenda are forthcoming.

This focused area of health services research is evolving. A draft definition of patient centered outcomes research is currently under review and PCORI is expected to release its research agenda in May/June 2012. The IOM began by defining comparative effectiveness research (CER) in June, 2009, as:

The purpose of CER is to assist consumers, clinicians, purchasers, and policy makers to make informed decisions that will improve health care at both the individual and population levels.

The draft PCORI definition that expands upon the IOM definition for the field is evolving and is listed below:

Patient Centered Outcomes Research (PCOR) helps people make informed health care decisions and allows their voice to be heard in assessing the value of health care options. This research answers patient-focused questions:

¹ www.pcori.org

1. *"Given my personal characteristics, conditions and preferences, what should I expect will happen to me?"*
2. *"What are my options and what are the benefits and harms of those options?"*
3. *"What can I do to improve the outcomes that are most important to me?"*
4. *"How can the health care system improve my chances of achieving the outcomes I prefer?"*

To answer these questions, PCOR:

- *Assesses the benefits and harms of preventive, diagnostic, therapeutic, or health delivery system interventions to inform decision making, highlighting comparisons and outcomes that matter to people;*
- *Is inclusive of an individual's preferences, autonomy and needs, focusing on outcomes that people notice and care about such as survival, function, symptoms, and health-related quality of life*
- *Incorporates a wide variety of settings and diversity of participants to address individual differences and barriers to implementation and dissemination; and*
- *Investigates (or may investigate) optimizing outcomes while addressing burden to individuals, resources, and other stakeholder perspectives.*

While the Affordable Care Act required a change in language (from CER to PCOR), the central role of actively engaging patients in research—from design through dissemination—is the new normal. This is not a traditional approach in the conduct of research, and there is room to improve in effectively training the next generation of investigators. There are no similar programs or opportunities that exist in the state of Utah or the Intermountain Region. This is an opportunity for the University of Utah to lead the way.

The certificate will allow our trainees and investigators to be aptly prepared to conduct the highest quality research possible and effectively compete for external research funds. Further, the proposed certificate will help communicate to proposal reviewers that investigators have focused training in patient centered outcomes research and/or comparative effectiveness research (NB: these terms are used synonymously).

The current economic environment has led to a research environment that is poorly funded with the exception, largely, of earmarked funds. The primary source of funds for this type of research will be PCORI over the next 5 years. When the President's budget is released, the University will learn more about other funding mechanisms, but early talks with leaders in various Federal funding agencies supports the argument that PCORI will be the most critical and stable source of funding for health services research in the near future. Given this, the University's health sciences research programs anticipate high demand and are expect to meet an important need.

Section III: Institutional Impact

The proposed certificate will require very little impact on the existing structure of the University of Utah. The certificate will reside in the Division of Epidemiology, Department of Internal Medicine, and School of Medicine under the direction of Dr. Lucy Savitz, who also serves as Section Lead for Health Services Research Community Engagement Core of the Center for Clinical and Translational Research. Our primary collaborations are with the MSCI Program (led by Dr. Carol Sweeney) and the newly funded KM1, Mentored Scholars Program in Comparative Effectiveness Research (led by Dr. Carrie Byington). The CCTS Community Engagement Core has a consultation service. Health Sciences will use this service to assign a primary and secondary mentor to enrollees in the Certificate Program.

This organization draws on many pre-existing relationships in order to offer the proposed certificate with very little impact to the institution.

Since all the required courses are already in place at the University (MDCRC 6460 is new for summer 2012) no changes in faculty will be required. Ms. Amy Wuthrich, who is an Education Specialist and the Program Manager for the CCTS Community Engagement Core, will conduct program assessment activities. Ms. Wuthrich is a Research

Associate at the University of Utah in the Division of Epidemiology. CCTS faculty, including Dr. Steve Alder, Dr. Louisa Stark, Dr. Carrie Byington and Dr. Carol Sweeney will serve as mentors and advisory board members.

No new equipment will be required to offer the proposed certificate.

Section IV: Finances

Any expenses incurred in conjunction with the proposed Certificate Program delivery will be incurred in the normal presentations of course offerings for the courses listed in Section IV. Since the coursework used in the formation of this Certificate Program is already in place and has been approved, there should not be any significant costs associated with implementing the Certificate Program. Program coordination, evaluation, and advisory committee responsibilities will be assumed by leveraging CCTS resources in the Community Engagement Core and the Education Core.

The Certificate in Patient Centered Outcomes Research Program will maintain a separate account code within the University of Utah Center for Clinical and Translational Research. Trainees in the KM1 Mentored Clinical Scholars in CER and MSCI program trainees will not have an administrative fee. Faculty/students outside these programs will have a \$750 administrative fee to support the applied learning experience and faculty mentoring (\$400 to community partner and \$300 honoraria to primary faculty mentor).

Section VI: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours
Required Courses		
MDCRC 6460	Patient Centered, Community Engaged Research	3.0
MDCRC 6230	Health Services Research	3.0
MDCRC 6270	Methods in Comparative Effectiveness Research	3.0
MDCRC 6950	Independent Study, Applied Learning	2.0
	Required Sub-Total	11.0
Elective Courses – select 4 additional credit hours		
MDCRC 6340	Team Communication and Collaboration for Translational Research	1.0
MDCRC 6220	Survey Methods	2.0
MDCRC 6150	Foundations in Personalized Healthcare	2.0
MDCRC 6260	Practice Based Research Networks	1.0
MDCRC 6120	Cost Effectiveness Analysis	2.0
	Elective Sub-Total	8.0
Total Number of Credits Available from Which to Select 15		19.0

Retroactive certificate awards for students/faculty completing required coursework during the summer of 2012 will be considered. Proof of completion of relevant coursework at another University during the past three years will be considered for substitution (requiring a syllabus and transcript documentation).