**Course Description:** Bringing a new chemical entity, drug, or device to the consumer market is a necessary but intricate, expensive, complicated, and time-consuming process. There are different avenues of drug discovery and product development (industry vs. academic), and many aspects of development focus on satisfaction of regulatory requirements mandated by the FDA and other regulatory agencies. The FDA’s CDER asserts that their mission is, “to promote and protect public health by ensuring that safe and effective drugs are available to Americans.” As such, preclinical, pharmacokinetic, pharmacodynamic, stability, toxicity trials, as well as clinical trials (I-IV) and post marketing surveillance are elements that are important for researchers (and those who propose to gain expertise in the basic and environmental health sciences) to understand as prerequisites for US/global market approval. Furthermore, protocol planning, safety monitoring, data and cost analysis are essential parts of this interdependent and collaborative process involving individuals from a diverse range of disciplines, including basic and clinical sciences, statistics, management, legal, and marketing departments.

As we enter a new decade of discovery, it is essential that translational researchers, medical, biological, and basic scientists have a prerequisite understanding of the process of drug and device development. Core tenants involve integration of resources within the global economy and public health domain. This course will provide an overview of this innovative, multidisciplinary process.

To ensure that an interesting and broad range of topics will be covered, invited lecturers are from the academic and private sectors and are comprised of physicians and non-medical professionals. Presentations range in content from bench discoveries to marketing strategies and will run for 90 min., followed by a 30 min. discussion period.

**Coordinator:** Gabrielle Gold-von Simson, MD, MSc, Assistant Professor of Pediatrics. You can reach me via email at: gabrielle.gold-vonsimson@nyumc.org by phone: 212-263-5759 or 917-301-1862

**Learning Objectives:** To have a basic understanding of the following:

1) The steps involved from product discovery to final market approval
2) The role of toxicology and pharmacokinetics in drug development in both adults and children
3) Significance of intellectual property, patent regulations, and disclosure/conflicts of interest
4) Ethics in clinical trials and reporting of misconduct/fraud
5) Protocol design, biostatistical analysis, and safety monitoring in clinical trials
6) Cost analysis, funding, and economic and public ventures associated with new drug development and marketing
7) The regulatory aspects of new drug development such as the IND and be able to navigate the FDA website
Resources:
Text: Ng, Rick. Drugs: From Discovery to Approval. 2009 Wiley-Blackwell.
*Will be made available at NYU Health Sciences Bookstore
*PDF will be emailed to students

On line Information:
FDA: www.fda.gov/cder for information regarding IND, currently approved drugs, and clinical trials information:
  3. Running clinical trials webpage: http://www.fda.gov/ScienceResearch/SpecialTopics/RunningClinicalTrials/default.htm

Evaluation: Student evaluation is mainly based on class participation, but will also be based on completion of assignments, project, and final exam. The breakdown is as follows:
  Participation = 60%
  Weekly Homework Assignments = 10%
  Final Project = 30%

Feedback: ongoing; there will be a formal feedback session at the end of the term.
# SYLLABUS

## Fall 2016 Schedule

**Date and Time:** Wed, 10am – 12:00pm; Sept 7 through Dec 14  
**Location:** Verizon building 227 East 30th Street; between 2nd and 3rd Avenues—1st fl Conf Rm 120  
**Faculty/Presentation:** 10:00 am – 11:30am  
**Discussion:** 11:30 am – 12pm

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<th>Date</th>
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| September 7 | **Opening session and VIDEO part 1:** “Making a killing, the untold story of psychotropic drugging”  
**Gabrielle Gold-von Simson,** MD, MSc, *NYUSOM*  
Moderator: controversial viewpoint of the psychiatric drug industry/public opinion on prescription drugs |
| September 14 | **Jan Vilcek,** MD, PhD, *NYUSOM,* Professor of Microbiology  
“Development of Infliximab (Remicade®)” |
| September 21 | **Martin O. Behm,** MD, *Merck and Co. Inc.*; Associate Director Clinical Pharmacology  
“Pharmaco-kid-netics: Pediatric Drug Development, obesity and metabolism, an industry perspective” |
| September 28 | **Dan Sherman,** Assistant Research Scientist, *NYUSOM*  
“The discovery and optimization of macrocyclic kinase inhibitors for PK and efficacy” |
| October 5 | **Aaron Cypess,** MD *MGH/Harvard*  
“Brown adipogenesis as a target for new diabetes drugs” |
| October 12 | **Ravichandran Ramasamy,** PhD, *NYUSOM,* Associate Professor of Medicine, Biochemistry, and Molecular Pharmacology  
“Challenges in drug discovery for the treatment of diabetic complications” |
| October 19 | **Knut Wittkowski,** PhD, DSc, *Rockefeller University,* Center for Clinical and Translational Science, Senior Research Associate  
“Biostatistics and Study Design; new statistical approaches and application to new drug targets including metabolic syndrome/obesity” |
| October 26 | **Jeff Gold,** JD, MS, *Pfizer Consumer Healthcare,* Patent Counsel  
“Intellectual Property and Patent Issues Relating to Clinical Data in Drug Development; can you patent data?” |
| November 2 | **Manfred Hauben,** MD, *Pfizer,* Lead Safety Monitor,  
“pharmacoepidemiology, pharmacovigilance and drug safety, concentrating on the application of statistical data mining techniques to monitor and predict drug safety” |
| November 9 | **Michael Mashaal,** MD, *HealthCor Partners,* Managing Director  
“The New Economy and its Implications on Medical Innovation with focus on diabetes drugs” |
| November 16 | **Paul Below,** MS, *P. Below Consulting Inc.*, Clinical Research Consultant  
“Fraud and misconduct in clinical trials” |
| November 23 | NO CLASS THANKSGIVING |
| November 30 | **Jay D. Kranzler,** MD, PhD, Global Head – R&D Innovation – Pharmatherapeutics, Pfizer Inc.  
“Biotechnology/entrepreneurship in science” |
| December 7 | **Joel Dudley,** PhD, Director of Biomedical Informatics, Institute for Genomics and Multiscale Biology, *Icahn School of Medicine Mount Sinai*  
“Genomic Medicine and Repurposing of Drugs” |
| December 14 | **Gabrielle Gold-von Simson,** MD, MSc, *NYUSOM,* Assistant Professor of Pediatrics  
“The FDA and IND: the Kinetal case study of drug development in an orphan disease”  
**Closing session**  
Discussion of Assigned Drugs  
Feedback on speakers (written)  
Feedback, discussion  
Final thoughts |
SYLLABUS

**Brown Bag Lunch sessions:** At 12:00pm each Wednesday after class, there will be a one-hour lunch session for students to meet and discuss relevant topics with the course director and lecturer(s). Each student will be required to attend at least 4 sessions during the semester and are encouraged to attend more.

**Assignments:**

September 7: Drugs From Discovery to Approval, Chapter 1 (Introduction)

September 14: Drugs From Discovery to Approval, Chapter 5 (Drug Development and Preclinical Studies)


September 28: Drugs From Discovery to Approval, Chapter 6 (Clinical Trials)

October 5: Drugs From Discovery to Approval, Chapter 11 (Future perspectives)


October 19: Drugs From Discovery to Approval, Chapters 3 & 4 (Drug Discovery, small molecule drugs and large molecule drugs)

October 26: Drugs From Discovery to Approval, Chapter 7 (Regulatory Authorities)


November 16: Drugs From Discovery to Approval, Chapter 2 (Targets and Receptors)

November 23: No assignment; Thanksgiving Day
SYLLABUS

November 30: Drugs From Discovery to Approval, Chapter 8 (Regulatory Applications)

December 7: Drugs From Discovery to Approval, Chapter 9 (Good manufacturing practice: regulatory requirement)

December 14: Drugs From Discovery to Approval, Chapter 10 (Good manufacturing practice: drug manufacturing)
Scientific Integrity and Responsible Conduct in Research NYU
School of Medicine

Semester: Fall 2016
Course Number: 
Course Director: Keith Micoli, Ph.D.
Contact: 212-263-8569, keith.micoli@nyumc.org
Assistant Course Directors: Debasmita Roy, Ph.D., debasmita.roy@med.nyu.edu

Description:
The purpose of this course is to familiarize postdoctoral trainees (including MD/PhD candidates) with basic ethical issues confronting scientists in biomedical research. There are three broad learning goals for the students/postdocs taking the course: 1) To gain insights into how one can responsibly conduct research throughout their career. 2) To know how to properly address unethical situations. 3) To comprehend that new ethical issues/concerns will arise and that the best way to tackle these will be to discuss ethical situations with colleagues, seek guidance from proper channels, and routinely participate in responsible conduct in research training courses/seminars.

The course includes reading, lectures, and discussion sections. Each student is assigned to a discussion section, and is required to attend all 8 sessions of the course. Attendance is taken, and students missing more than ONE session must retake the course. If a student misses the discussion section, they are required to complete a 2-page essay on the case study assigned by the section leader (due next class). Please note, trainees in certain programs are required to retake the course every 4 years.

The course addresses ethical considerations for human and animal subjects, scientific integrity in data management, analysis, authorship, and publication. Additional topics include peer review, scientific fraud, conflict of interest, mentoring, intellectual property, collaborations (including industry) and the role of scientists in society.

The course is designed to meet or exceed all NIH requirements for instruction in the responsible conduct of research, as updated in NOT-OD-10-019 Nov. 24, 2009.


Locations & Times: All discussion sections are held on Mondays from 5:00 – 6:30 in the 4th Floor Conference Room in the Skirball Institute EXCEPT Sept 26th: Skirball 3rd Fl Conf Rm

Course Structure & Communication:
The introductory lecture familiarizes students with the layout and requirements of the course, and highlights the mandates from the National Institutes of Health. Sessions 2-5 will involve part lecture and part discussion format while sessions 6 and 7 will be exclusively discussion based.

Students are responsible for completing the reading assignment prior to attending class. Each reading will be reviewed at the beginning of each session and key points will be posted on ALEX.

The final take-home assignment will be distributed on November 7th and is due back no later than 5:00 pm on Friday, November 18th.
## Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
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<th>Assigned Reading</th>
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<tr>
<td><strong>Session 1:</strong></td>
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</table>
| **Monday, September 19th 5pm** | Course Introduction: Scientific Integrity & Responsible Conduct in Research  
Keith Micoli   | Macrina, F.L., Scientific Integrity Chapters 1, 2 & 11  
| **Session 2:**     |                                                             |                                                                                 |
| **Monday, September 26th 5pm** | Use of Animals in Research  
Keith Micoli | Macrina FL, Scientific Integrity Chapters 6  
Note: Sept 26th class will be held in the 3th Fl Conf Room of Skirball Institute |
| **Session 3:**     |                                                             |                                                                                 |
| **Monday, October 3rd 5pm** | Data Management, Intellectual Property and Publications  
Debasmita Roy | Macrina, F.L., Scientific Integrity Chapters 10, 9 & 4 |
| **Session 4:**     |                                                             |                                                                                 |
| **Monday, October 10th 5pm** | Mentoring and Conflict of Interest  
Debasmita Roy | Macrina, F.L., Scientific Integrity Chapters 3, 8 & 7 |
| **Session 5:**     |                                                             |                                                                                 |
| **Monday, October 17th 5pm** | Ethical Consideration of Human Subjects  
Keith Micoli | Macrina, F.L., Scientific Integrity Chapters 5  
Article: “On Being A Scientist – RCR” |
| **Session 6:**     |                                                             |                                                                                 |
| **Monday, October 24th 5pm** | Group Presentations  
Keith Micoli & Debasmita Roy |                                                                                 |
| **Session 7:**     |                                                             |                                                                                 |
| **Monday, October 31st 5pm** | Group Presentations  
Keith Micoli & Debasmita Roy |                                                                                 |
| **Session 8:**     |                                                             |                                                                                 |
| **Monday, November 7th 5pm** | Course Wrap-up & view The Lab  
Take home exam due by 5pm November 14th  
Debasmita Roy |                                                                                 |
GRANT WRITING FOR SCIENTISTS

Time: 5:00-6:00 pm  
Dates: Tuesdays, November 1- December 20  
Location: Alumni Hall A

Course Director: Keith Micoli, Ph.D.  
212 263-8569, keith.micoli@nyumc.org

Course Objective and Description: This course will introduce every aspect of grant writing, including selecting funding mechanisms, writing individual grant sections and understanding administrative policies. It is open only to postdoctoral scholars at NYU Langone Medical Center in any discipline in which extramural individual funding is available.

The course format will alternate between didactic lectures on specific portions of the grant application or application process and small group meetings. The small groups will be one senior faculty per six students and each student will be responsible for writing the current grant section assignment and critiquing the work of the other students.

Course Requirements: Throughout the course, participants are expected to: i) attend each class; ii) participate in class discussions; and iii) write a grant application.

Course Topics:

11/1 – Introduction to NIH, Grantsmanship, and the Review Process

11/8 Introduce the narrative sections Abstract, and Specific Aims

11/15 – Introduce the narrative sections of Research Strategy: Approach and Significance, plus Research Training Plan

11/22- small group meeting
11/29- small group meeting
12/6– small group meeting
12/13- small group meeting

12/20- Final Proposal Submission Due
Introduction:
The Individual Development Plan (IDP) course is intended for PhD students and postdoctoral scholars before they go on the job market. Participants will have the opportunity to evaluate their own values and interests as they relate to their professional careers. They will be introduced to the four career tracks NYU-STEP has identified for PhDs, For Profit Industry, Non-profit and Government, Communications and Academia; and be asked to identify skill areas they would like to develop in the NYU-STEP program.

The course will meet on Mondays at 3:30pm for 90 minutes for 8 weeks.

This is the Medical Center version of the course, and will meet in Skirball 4th Floor Seminar Room

Week 1 - October 31
STEP Introduction and Entry Survey
After an introduction to the purpose of IDP course by the course directors, the rest of the first session will be devoted to the assessment of participant awareness about PhD careers and an introduction to the Individual development plan itself. Participants will hear about our ongoing study for NYU STEP on PhD career preparation and outcomes. The class will discuss common misconceptions about how research skills in the laboratory do (or do not) translate to other professional arenas. Participants will be encouraged to identify particular skills currently lacking they would like to develop.

Homework:
myIDP – Complete IDP online. Bring it to class for discussion Week 2.

Week 2 – November 7
IDP Discussion and Goal setting
The class will discuss their IDP results, where they match what people thought and where surprises are found. Short term (1 year) and long term goals will be discussed. The class will discuss who they need to help achieve these goals.

Homework:
Refine in-class goals and write final draft of 1-year plan

Week 3 – November 14
Introduction to Career Paths and Informational Interviews
The four broad career paths will be introduced, and there will be in class discussion among groups with similar interests. The class will also cover what is an informational interview, and how to conduct one, along with goals for the conversation and example questions.

*Homework:* Conduct an informational interview with someone in your desired career field. Prepare a report that will be used for discussion and compiled into a resource for future participants. Report is due by the final class session.

**Week 4 – November 21**  
**Career Path**  
Guest speakers will come tell the class about their career paths.

**Week 5 – November 28**  
**Reading a Job Ad**  
The class will dissect a few job ads from inside and outside academia to learn how to read for what skills are important, and how to tailor their application materials accordingly.

**Week 6 – December 5**  
**Negotiating an Offer**  
The basics of negotiating a job offer will be covered, along with circumstances particular to academic and non-academic jobs. How to find information about industry standards and what a PhD is worth on the job market will be covered.

**Week 7 – December 12**  
**Resumes and Interview Skills**  
Expert advice about how to write a resume and cover letter, along with some basic interview skills.

*Homework:* Write a resume or CV for a specific job; review and edit someone else’s. Turn in the job ad and your resume Week 6, course directors will review them and choose examples to discuss in Week 8.

**Week 8 – December 19**  
**Job Search and Course Wrap up and Evaluation**  
We will discuss the job applications, along with a few examples. Students will get feedback about their applications. There will also be an opportunity for feedback about the course before the end of class, and course evaluations will be sent out after the end of class.
NYU Langone Medical Center
Postdoctoral Program and the Sackler Institute for Graduate Biomedical Sciences

Fundamentals of Technology Commercialization
Course Leader: Dr. Sadhana Chitale
Class meets Wednesdays, 5:00-7:00pm Skirball 4th floor; Sept 7th - Nov 16

Course Description:

The subject of the course is the innovative transformation of scientific and technical knowledge into commercial products and services. Cross-disciplinary teams of students will assess real technologies for their commercial potential, with a specific focus on developing an understanding of the commercialization process, and skills in licensing and new venture development. The course begins by examining concepts associated with technology commercialization. Concepts are introduced that improve and accelerate the commercialization process, from decisions made by scientists at the research bench, through the development, patenting, and licensing of new technologies, to the formation of entrepreneurial enterprises and monetization of assets. The Course is led by members of NYU’s Office of Industrial Liaison (OIL) and Office of Therapeutics Alliances (OTA) and various guest speakers drawing on case studies from NYU’s own commercialization experiences in life sciences and devices.

Prerequisites
Open to NYU postdoctoral scholars, graduate students in Basic Medical Sciences (Sackler Institute) and other science PhD programs (BIOL, NEURL, etc) with permission from instructors, who have successfully passed their Qualifying Exam.

Course Goals/Objectives

The course has five objectives:

1. To understand the key concepts and career paths in technology commercialization.
2. To understand how to assess technologies for their commercialization potential.
3. To understand the steps that a technology goes through in the journey from the laboratory to the marketplace.
4. To explore the roles that intellectual property protection, and licensing play in the commercialization process.
5. To understand the roles of these points through case studies.

The purpose of this course is to engage students and promote discussion in various activities with their classmates. The objectives of this course will be accomplished by active learning strategies, selected readings, and student-directed as well as instructor
directed discussions. Therefore, the successful completion of this course will be defined by active participation (25%) and written completion of assignments (25%), as well as attendance (50%) (no more than 3 absences permitted). As such, the course is Pass/Fail.

**Course Credits**

All participants will receive a certificate indicating participation and successful completion of the course.
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<thead>
<tr>
<th>Lecture/Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>1</strong> 9/7/16</td>
<td><strong>Course Introduction</strong></td>
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<tr>
<td></td>
<td>• Overview and expectations (by Drs. Keith Micoli and Robert Schneider)</td>
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<td>• Project assignments*</td>
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<td></td>
<td>• What is technology commercialization?</td>
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<td>• Bayh-Dole Act</td>
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<td>• University Tech Transfer</td>
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<tr>
<td>Instructor:</td>
<td>Sadhana Chitale, PhD, MBA, Director, Life Sciences, Tech Transfer, OIL</td>
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<tr>
<td><strong>2</strong> 9/14/16</td>
<td><strong>IP primer</strong></td>
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<td>• Every new technology entering commercialization needs to set itself apart from the competition, to allow it time to develop and gain acceptance.</td>
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<td>• Companies rely on IP protection to provide the room to grow.</td>
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<td>• This class will discuss two of the most competitive ways to achieve this goal.</td>
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<td>• Patents and copyrights.</td>
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<tr>
<td>Instructor:</td>
<td>Shilpa Patel, JD, PhD</td>
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<td>Associate Director of Intellectual Property, OIL/OTA</td>
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<td><strong>3</strong> 9/21/16</td>
<td><strong>Business Plans and funding for a start up</strong></td>
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<td></td>
<td>• Creating a startup vs. licensing to an existing company</td>
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<td>• Defining the value proposition – cool science, but would anyone buy it?</td>
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<td>• What is a business plan and do I need one?</td>
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<td>• Anatomy of a business plan</td>
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<td>• Adding board members</td>
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<td>• Managing conflicts</td>
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<td>• Entrepreneurs resources</td>
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<td>Instructor:</td>
<td>Andrew Koopman</td>
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<td>CEO, Zero Gravity Solutions</td>
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<td><strong>4</strong> 9/28/16</td>
<td><strong>“Show me the money”</strong></td>
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<td>• What are the appropriate sources of capital (hint: not a bank loan)</td>
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<td>• How do you find the funding sources</td>
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<td>• The due diligence process</td>
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<td>• Key aspects of the VC termsheet</td>
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<td>• A license or a company?</td>
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<td>• Assembling the team</td>
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<td>• Telling the story</td>
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<td>Week</td>
<td>Topic</td>
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<td>5</td>
<td>A first person account</td>
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<td>6</td>
<td>Elevator Pitch by students</td>
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<td>7</td>
<td>Partnering and Licensing</td>
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<td>8</td>
<td>Due Diligence</td>
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<tr>
<td>9</td>
<td>Challenges of Early stage technology</td>
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**Instructor: Arthur Klausner, CEO Jade Therapeutics and Gem Pharmaceuticals**

**Instructor: Peter Alff, Ph.D**

**Elevator Pitch by students**

One representative from each group will give a three minute pitch on their technology. Pitches will be judged on ability to hold attention, defining the problem and the solution, defining market, justifying the team's ability to succeed and their success in eliciting an overall desire of the target audience to learn more. Speaker will not be allowed to read their pitch.

Best Pitch will win a copy of “the Antidote” a book by Barry Werth

Worst pitch receives an album by Barry Manilow

Judges: Arthur Klausner and Andrew Koopman

**Partnering and Licensing**

- Legal and business aspects of licensing IP
- Structuring win-win relationships
- Technology/license valuation
- Effective negotiations

Instructor: Abram Goldfinger
Executive Director, OIL

**Due Diligence**

- How do other people (e.g., the VC community) value your ideas and products?
- What is competitive intelligence and how do you gather it?
- How do you identify the “right” market for your product?

Instructor: Erik Ekland, PhD

**Challenges of Early stage technology**

- Drug Discovery and validation of targets
- Med Chem
- Lead optimization
- What does pharma want
- Associated Biomarker studies
Your goal in the presentation is to convince a potential stakeholder to partner in your business (i.e., invest, joint venture, etc.). A good presentation is enthusiastic, well-rehearsed, well-timed, and concise. Preparing a presentation is not simply putting together slides - rather it is the presentation, its content and style that matters. The presentation is a pitch of the idea to potential stakeholders, such as potential investors or customers.

Suggested Reading:


http://www.amazon.com/The-Billion-Dollar-Molecule-Companys/dp/0671510576

On-Line Resources:

http://www.nature.com/nbt/journal/v26/n6/full/nbt0608-711.html

The seven elements investors look for in your funding pitch:
http://m.entrepreneur.com/article/235648

The top 5 mistakes people make when starting a business
http://www.entrepreneur.com/article/235516
Writing for Publication

Director / Instructors: Mark Schwartz / Arthur Fierman, Adina Kalet, Michael Pillinger, Janet Kayfetz, Keith Micoli
Size: Max=28, with 14 seats reserved for MSCI students

Structure
• 90’ per week for the semester (11AM-12:30PM):
  o 30’ large group didactic
  o 60’ breakout group workshop (7/group with faculty facilitator)
    ▪ group (on screen), peer editing, and yoked writing exercises
• Each student is assigned a faculty editor for 3 formative assignments during the semester to iteratively draft the components of a paper and respond to feedback/edits

Goal
• To develop the learner’s scientific writing skills in order to be successful in publishing peer-reviewed papers about their research.

Learning Objectives
1) Describe strategies for effective scientific writing;
2) Explain the functions and core elements of each section of a research manuscript, and strategies for effectively accomplishing the functions;
3) Apply the principles of writing a research manuscript by composing and editing the sections of a scientific paper;
4) Demonstrate understanding of the peer review process from the perspective of the researcher, the journal reviewer, and the journal editor; and
5) Complete and submit a research manuscript to a peer-reviewed journal by the end of the course.

Prerequisite
• Submit an abstract or a title plus brief description of a paper in progress

Course Outline

<table>
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<th>Date</th>
<th>Session Title</th>
<th>Lead Faculty</th>
<th>Chapter*</th>
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<td>1</td>
<td>Principles of effective scientific writing</td>
<td>Kayfetz and Schwartz</td>
<td>14+</td>
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<tr>
<td>2</td>
<td>Strategies of effective scientific writing</td>
<td>Schwartz</td>
<td>+</td>
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<tr>
<td>3</td>
<td>Peer review 1</td>
<td>Kalet</td>
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<tr>
<td>4</td>
<td>Strategies for writing the title and abstract</td>
<td>Schwartz</td>
<td>2</td>
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<td>5</td>
<td>Strategies for writing the introduction section</td>
<td>Kayfetz</td>
<td>3</td>
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<tr>
<td>6</td>
<td>Strategies for writing the methods section</td>
<td>Schwartz</td>
<td>4</td>
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<td>7</td>
<td>Peer Review 2</td>
<td>Kalet</td>
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<tr>
<td>8</td>
<td>Strategies for writing the results section</td>
<td>Fierman</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Strategies for preparing tables &amp; figures</td>
<td>Schwartz</td>
<td>7</td>
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</table>
Strategies for writing the discussion section

Politics of writing: authorship, journal selection, assignment of roles, editing, and “managing up”

Managing references

The editor’s perspective

Final session – presentations/paper submissions

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<td>Strategies for writing the discussion section</td>
<td>Kayfetz</td>
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<td>11</td>
<td>Politics of writing: authorship, journal selection, assignment of roles,</td>
<td>Fierman</td>
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<td>editing, and “managing up”</td>
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<td>12</td>
<td>Managing references</td>
<td>Nicholson</td>
<td>9</td>
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<td>13</td>
<td>The editor’s perspective</td>
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Other resources


**Room Reservation:**

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