CABTRAC 2011

Report on Breakout Session 3

"Training for Translational Research"

Chair: Lynn Matrisian
Note-takers: Steve Triezenberg
Tammy Sobolik-Delmaire
Feedback: Rick Hershberger
Presenter: Adrienne Cox

Goal

Train graduate students and postdocs to contribute effectively to translational cancer research

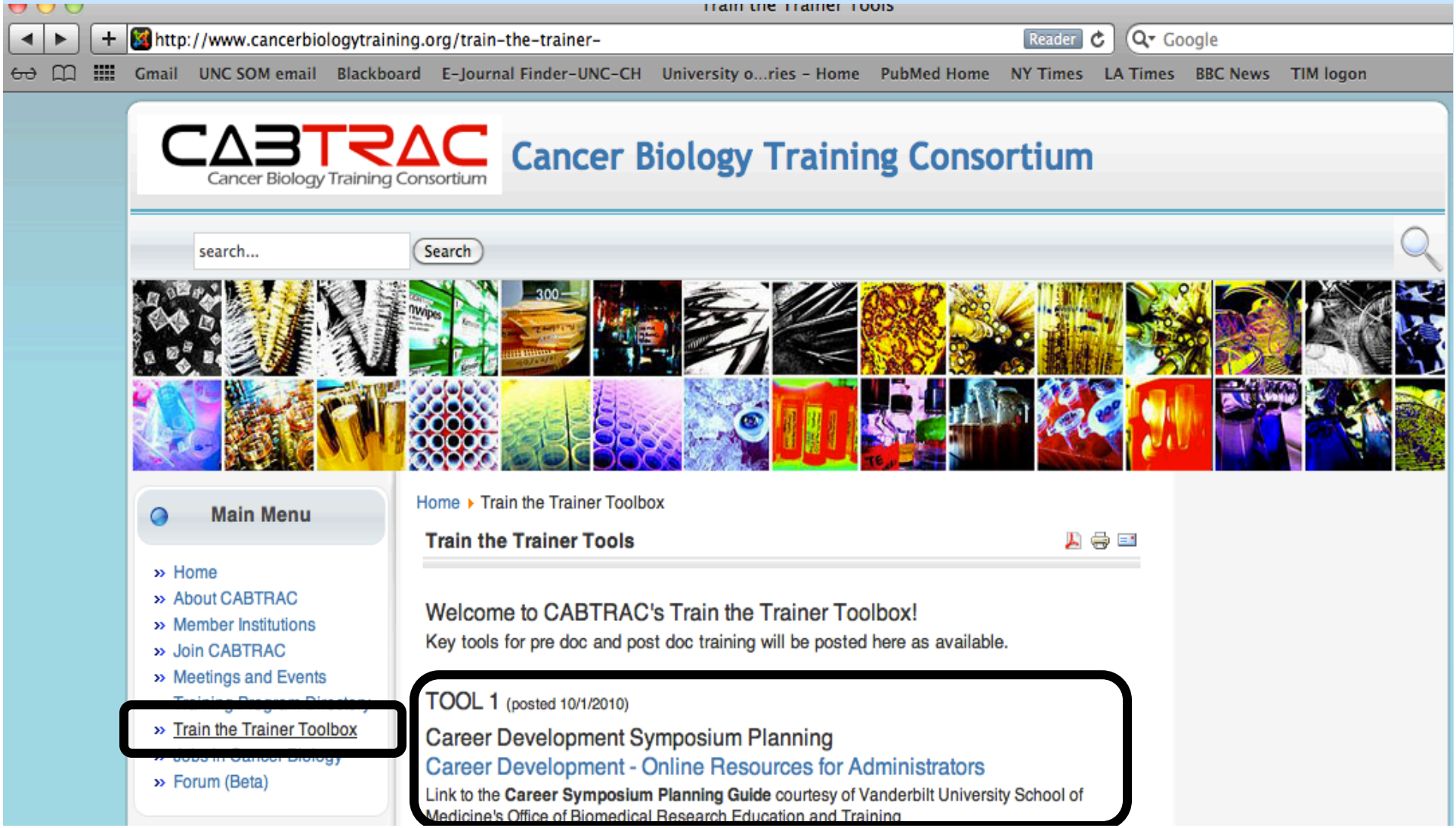
How do we get there?

- DO translational research
- TEACH translational research
- MAKE OTHERS AWARE
  - Research opportunities & obstacles
  - Teamwork, cultural, managerial issues
- ADVOCATE for resources
  - Local and national activities

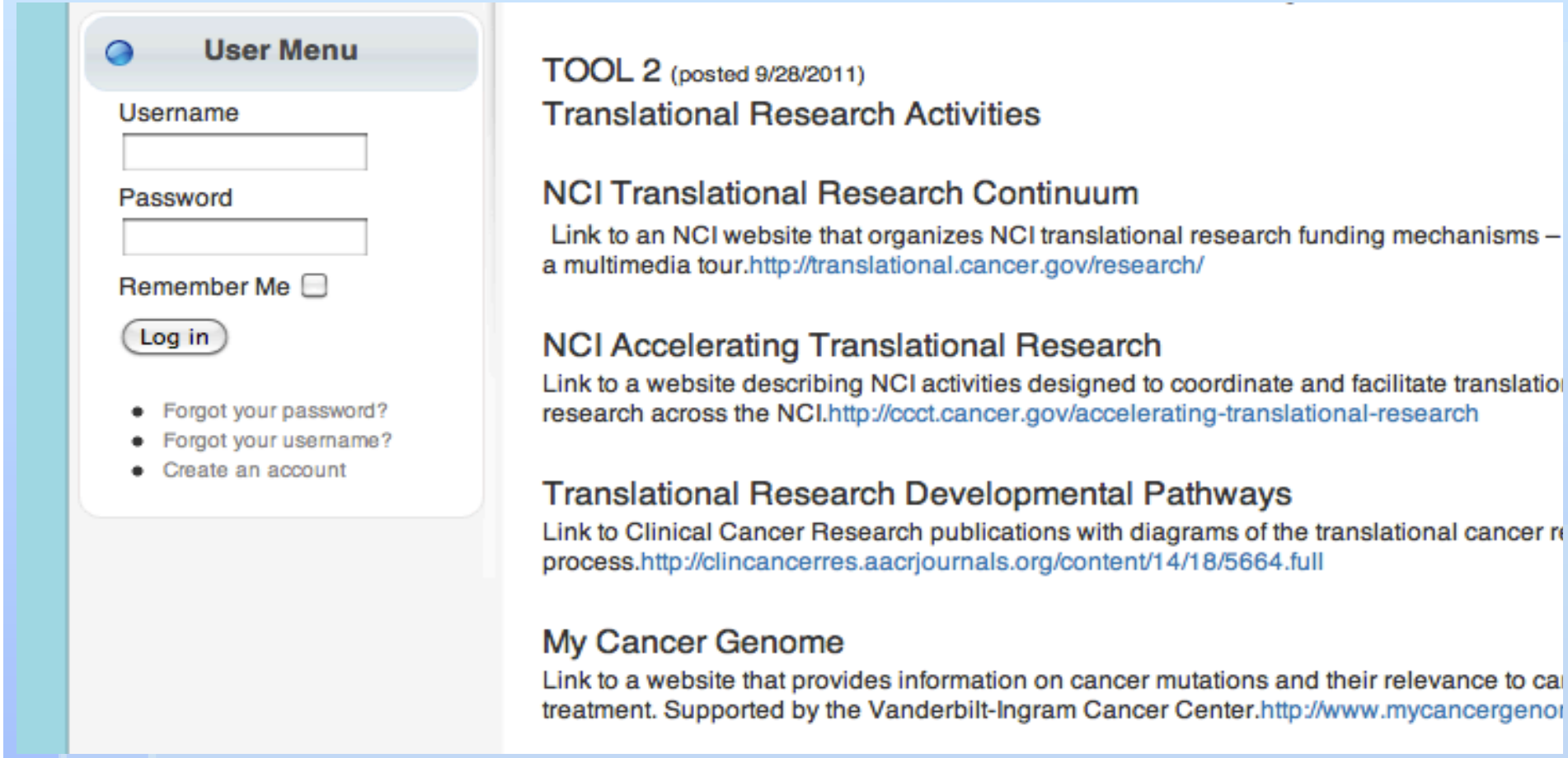
How can CABTRAC help?

- Use CABTRAC Retreat to discuss practices and challenges
- Use CABTRAC website as a repository for training materials for other institutions to adopt, adapt, emulate

Tools already on cabtrac.org: Train-the-Trainer Toolbox, Tool 1

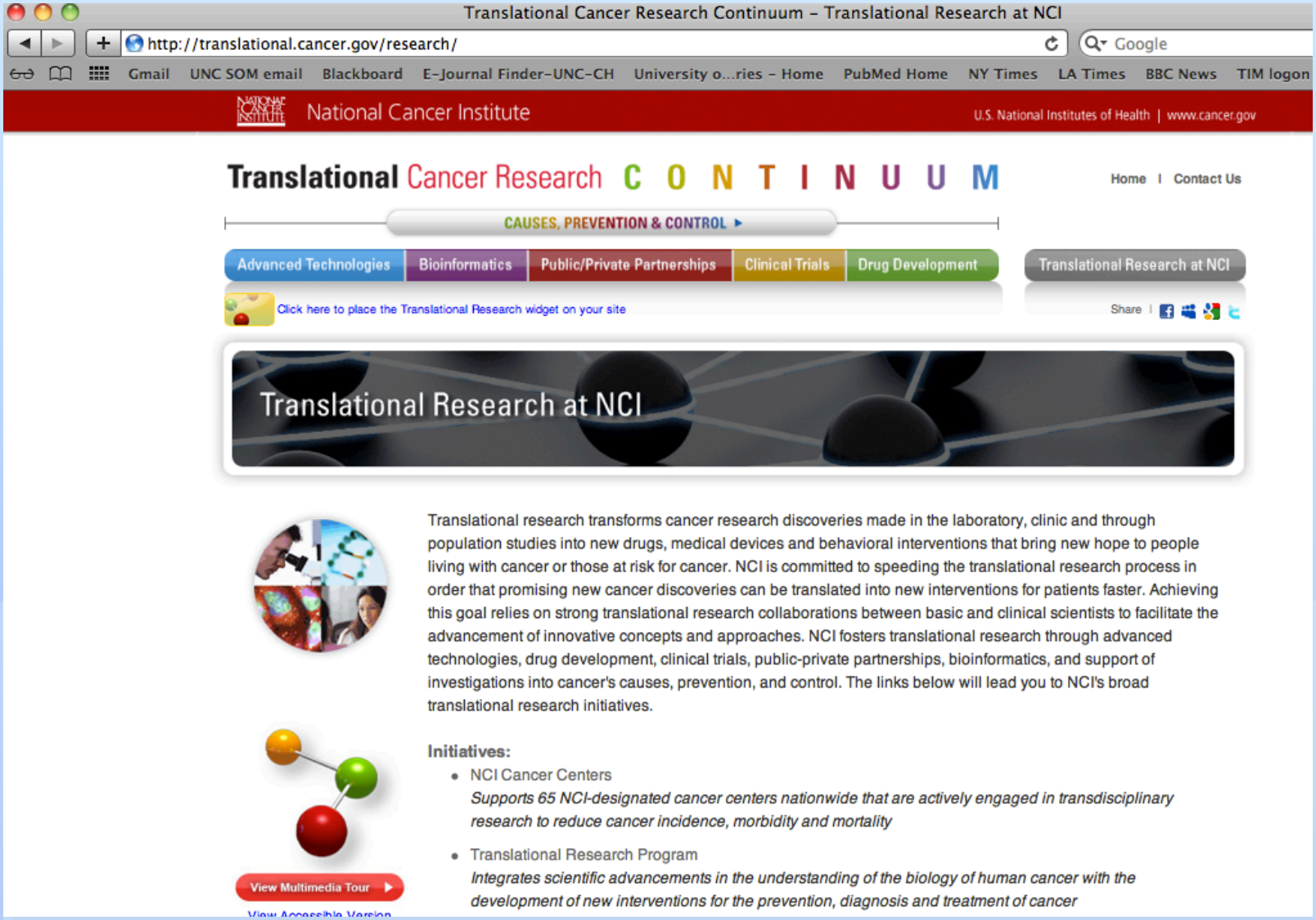


New tools on cabtrac.org: Train-the-Trainer Toolbox, Tool 2



Can access tools without logging in – resources for non-CABTRAC as well

Tool 2, part 1 of 4



Practices

Training programs, opportunities

- VICC annual translational symposia run entirely by postdocs
- MD Anderson 3 yr translational postdoc
- HHMI Med-into-Grad training program
- Networking – use of postdoc associations

Post links to these and other programs and resources (e.g., ASCO, etc.) on cabtrac.org

Challenges

- Career days: necessary but not sufficient
- Lack of awareness of issues and opportunities
- Need for networking and information
  - communication with internal postdoc associations
- Lack of “soft” (MBA-like?) skills
  - managerial, logistical, teamwork issues
- Need for institutional (vs. individual PI) support
- Need for industrial involvement in design and support
  - principles, priorities, practices, managing partnerships

Please share your own tools!

Examples:

- coursework with translational components
  - UNC-CH – student teams develop “drugs”
  - VAIGS – student teams write SBIR
- non-coursework activities
  - UAB – student-industry alliance
  - UVA – 15′ student talks to tumor board

How do we post to cabtrac.org?

- send to Sheridan
- include a brief explanation of how the item should be linked/described on the site

Identifying and promoting core competencies in translational research

- Prototype: Van Andel Institute Graduate School (VAIGS)
- Statement on core areas:
  - Knowledge
    - scientific AND managerial skills
  - Research
  - Translation / innovation
  - Ethics & professional standards
- Post VAIGS statement, rubric and assessment tools on cabtrac.org *as a blog*? Invite comments, additions, improvements and variations

VAIGS assessment tool

Assessment criteria

Competency criteria

TRANSLATION / INNOVATION	Exceptional	Heightened	Advancing	Intermediate	Beginning
Capability to seek and establish connections with clinical context / partners	Astute observation of clinical findings and needs heightens experi-mental approach.	Possible clinical impact drives hypothesis generation and investigation.	Clinical context is accurately explained and forms a strong project basis.	Clinical insights are sought out independently from various sources.	Clinical context is recognized in the project.
Work collegially and effectively as a team / community member	Coordination of collaborative efforts is managed effectively with professionalism and openness.	Co-ownership of joint projects is welcomed and individual contributions appreciated.	Student values each team member's KSAs, including each in team discussions.	Collaboration with team members is frequent and positive.	Team members are identified, particularly strengths of each.
Communicate science effectively to varied audiences (scientists, clinicians, lay)	Elegant communication invites enthusiasm and inquiry while fostering constructive dialog.	Significance presented in a compelling fashion with gracious responses to questions	Level of presentation is appropriate for the audience.	Varied levels of presentation are evident.	Presentations are accurate and well organized.
Communication: Oral, written, graphic presentation	Cohesive organization and visual presentation is superb .	Language and visual content convey results in a comprehensive way and invite discussion.	Language carries clear imagery and completeness.	Language is concise and descriptive.	English language rules are followed.

Proposal: next CABTRAC white paper?

Need volunteers for a committee:

- define CABTRAC version of core competencies
  - what should these include?
  - how to teach them?
  - how to assess them?
- help write the paper

Proposal: CTSAs - topic for future breakout?

- Share examples of successful (best?) practices from CTSA programs
- Cancer centers vs. CTSAs:
  - competition vs collaboration
- Bring CTSA gurus to do workshop at future CABTRAC retreat?