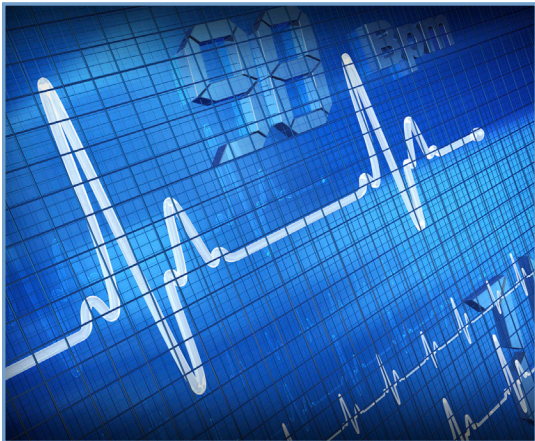


A collaboration of organizations, founded by Tufts Medical Center & Tufts University.



## *The Emperor's New Clothes:* A Translational Research Study

Stimulant medications have been the primary medication treatment for attention deficit hyperactivity disorder (ADHD) in children and adolescents since 1937 and are considered one of the safer psychotropic medications used in pediatrics. Thus, it came as somewhat of a surprise in April

2008 when the American Heart Association (AHA) released a policy statement that was widely interpreted as recommending routine electrocardiograms (ECG) to screen for unidentified cardiac disorders in children and adolescents with ADHD prior to starting stimulant treatment.

Their rationale: because stimulants increase heart rate and blood pressure, they could potentially precipitate sudden cardiac death (SCD) in youth with previously unidentified cardiac disorders.

Even more surprising was that this statement contradicted previous guidelines published by the American Academy of Pediatrics (AAP) and the American Academy of Child and Adolescent Psychiatry (AACAP), as well as conclusions of the Food and Drug Administration's (FDA) Pediatric Advisory Committee. The AAP, AACAP, and FDA had all concluded that the available data were too sparse to determine if stimulant medications could precipitate SCD and that an ECG was only indicated if the history or physical were suggestive of heart disease. After the AHA policy statement was issued, an uproar ensued with conflicting interpretations voiced by medical associations, primary care physicians,

health plans, insurance companies and families, to name a few. What was the correct guideline that everyone should follow? Were stimulants less safe than had previously been concluded? Should ECGs be used as part of the screening paradigm or not? What would be the fiscal and human resource implications if widespread ECG screening were implemented?

These were the questions that prompted the Director of Tufts CTSI's Community Engagement Component, Laurel K. Leslie, MD, MPH, to join other Tufts researchers—Susan Parsons, MD, MRP (Director of the Health Institute and Co-Director of Tufts CTSI's Novel Methods and Pilot Studies Component), Joshua Cohen, PhD (Deputy Director, Tufts Center for the Evaluation of Value and Risk in Health), John Wong, MD (Chief, Division of Clinical Decision Making, Informatics and Telemedicine and Associate Director of the Tufts CTSI Bioinformatics Component),

Thomas Trikalinos, MD, PhD (Associate Director, Tufts Center for Clinical Evidence Synthesis), and Stanley IP, MD (Assistant Director of the Tufts Evidence-based Practice Center)—and Children's Hospital Boston researchers Jane Newburger, MD, MPH (Associate Cardiologist-in-Chief), John Triedman, MD (Senior Associate in Medicine) and Mark Alexander, MD,

*Continued on page 2*

Translating ADHD Policy

Identifying Confounding Bias

Component Spotlight

Component Round-up

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## Translational Research Study, from page 1...

(Director, Non-Invasive Electrophysiology Monitoring Service) to take a closer look at the research and health system challenges that may have contributed to this maelstrom. Key research, policy, and practice challenges were described in an article entitled, "Reexamining the Emperor's New Clothes: Ambiguities in Current Cardiac Screening Recommendations for Youth with Attention Deficit Hyperactivity Disorder" published in the November 2008 issue of *Circulation's Cardiovascular Quality and Outcomes*. The Leslie et al. article highlighted the challenges of conducting research and developing a policy in pediatrics where the rate of disorders or adverse events in response to treatment is too rare to study efficiently by using a randomized trial design. The authors concluded that, "In the classic fable of the emperor's new clothes, the young boy's announcement not only exposed the emperor's lack of clothing but also highlighted flaws in the underlying system. The controversy during the past 6 months underscores the profound deficiencies in data with which to tailor broad-sweeping or population-wide recommendations." The authors called for the application of other types of study designs to address this pressing policy and practice issue.

Continued on page 4

## NEW TRANSLATIONAL PUBLICATIONS

**Kaitin, K. Deconstructing the Drug Development Process: The New Face of Innovation. *Clin Pharmacol Ther* 2010; 87: 356-361.**

**Selker, H, et al., White Paper on CTSA Consortium Role in Facilitating Comparative Effectiveness Research. *CTS* 2010; 3(1): 29-37.**

**Selker, H, et al., Tufts CTSI: Comparative Effectiveness Research as a Conceptual Framework for a Focus on Impact. *CTS* 2010; 3(2): 56-58.**

## Identifying Confounding Bias in Clinical Research

"There are many excuses for the person who made the mistake of confounding money and wealth. Like many others they mistook the sign for the thing signified."

- Millicent Garrett Fawcett (1847-1929, English suffragist and early feminist)

The concept of confounding appears frequently in literature and popular culture as a way to describe a muddling or confusion. Within the context of clinical research, however, its precise definition is crucial for researchers to keep in mind as they frame their own research questions with the appropriate study design and analysis. Confounding in that context is defined as the mixing of effects between an exposure (or risk factor), an outcome, and a third extraneous variable known as a confounder (Rothman et al., 2008). The three characteristics of a confounder are that it (1) be an independent predictor of the outcome; (2) be associated with the exposure; and (3) not be affected by the exposure or the disease (Rothman et al., 2008).

The consequence of confounding is that the estimated association between exposure and outcome is biased, or a distortion of the truth. Confounding can exaggerate or conversely, attenuate an association, and in extreme cases, may even change the direction of the observed effect from protective to harmful, or vice versa.

As an example, consider a hypothetical study of calorie restriction in relation to the risk of breast cancer. Advancing age increases the risk of breast cancer, and in a given population, older women could be more likely to follow a low calorie diet. As age is not affected by calorie restriction, this variable would therefore be correctly identified as a possible confounder. That is, if a positive correlation was observed between calorie restriction and breast cancer risk, it could be wholly or partially explained by the fact that the women who adopted a low-calorie diet were more likely to get breast cancer anyway due to their advanced age.

The importance of researchers giving careful thought to the relationships between the exposure, outcome and potential confound-

ers cannot be overstated. Some widely-used, but misleading, approaches to identifying confounders are based on statistical criteria, such as a change in the measure of effect (i.e., variables identified as confounders if their inclusion in a multivariate model results in a >10% change in the Relative Risk); statistical associations between exposure, outcome and potential confounders; and automated regression model building approaches such as forward or backward selection. However, these strategies can occasionally lead researchers to neglect important confounders or misidentify factors as confounders and in doing so, estimate biased measures of association (Robins, 2001).

For example, returning to the example above, recent weight loss could be identified as a confounder based on statistical criteria since it would be correlated with adoption of a calorie restricted diet and more common among women with cancer as compared to healthy women. However, since weight loss is temporally downstream, i.e., affected by the exposure, it would

Continued on page 3



## Component Spotlight

# Community Engagement

One of the most challenging aspects of health research is how we encourage communities to become involved from the outset and then foster that engagement throughout the research process—whether it's finding out from them what their community health priorities are, or how to recruit community participants into studies, or how to actively involve communities in our health policy initiatives. In response to this need, Tufts CTSI made community engagement a priority by establishing as one of its core components Aligning Researchers and Communities for Health (ARCH), a collaboration of academic and community partners who oversee our community engagement activities.

ARCH has 13 community-based partners that include several community-based organizations, government agencies, and provider groups (see sidebar on page 5).

ARCH aims to:

- Establish infrastructure to support community participatory research across the Tufts CTSI;
- Dialogue with our community partners to identify priorities for research, barriers to participating in clinical and translational research (CTR), and mechanisms for creatively partnering with researchers;
- Develop tools and strategies for educating researchers and community groups about the critical role of community participation in clinical and translational research;
- Facilitate community-academic collaborative projects in CTR; and
- Integrate national research, policy, and practice efforts to accelerate the uptake of evidence-based care into clinical practice settings.

One example of how ARCH can assist Tufts researchers and community groups is the study entitled, *CBPR Approach in Assessing Programs for Youth from Immigrant Families*. In 2008 Jayanthi Mistry, PhD, Associate Professor in the Eliot-Pearson Department of Child Development at Tufts University, and Alex Pirie from the Immigrant Service Providers Group/Health received funding from the Tufts Community Research

Center to initiate a community-based participatory research project to examine mental health issues among children from immigrant families. The project originated from a request for assistance by Mr. Pirie from Immigrant Services Providers Group/Health, one of Tufts CTSI's community partners, who was concerned with negative mental health indicators that had been revealed in a school district-wide health study (*Somerville Youth Risk Behavior Study*, Middle School 2006).

Mr. Pirie was aware of the need to do extensive preliminary work to insure the levels of trust, mutual respect, cooperation, and capacity assessment that would insure a successful and rigorous community-based participatory research (CBPR) project. A series of discussions among the community partners and Tufts University researchers led to grant development funding from the Tufts Community Research Center.

This funding was used to then support a nine month long series of grant development meetings between the academic, community and school district partners with the dual goals of producing a well thought out application and

*Continued on page 5*

### Confounding Bias, from page 2...

be inappropriate, based solely on this statistical criteria approach, to handle this variable as a confounder. Unfortunately, examples in the medical research literature abound in which variables are identified as confounders using statistical approaches although knowledge of the underlying causal structure would have revealed them to be non-confounders. The magnitude of distortion that results from inappropriate inclusion of a factor as a confounder will depend on strength of the statistical associations between the variable and exposure and outcome (Walker, 1991).

**The importance of researchers giving careful thought to the relationships between the exposure, outcome and potential confounders cannot be overstated.**

A future article will address controlling for confounding via tactics in study design and analysis. In the meantime, please feel free to contact the Design and Data Resource Center (email: [jpaulus@tuftsmedicalcenter.org](mailto:jpaulus@tuftsmedicalcenter.org)) with your questions about confounding or visit us online at <http://www.tuftsctsi.org/About-Us/CTSI-Components/Design-and-Data-Resource-Center.aspx> to learn about how we can assist you in the design and analysis phases of your research.

#### - Jessica Paulus, ScD

Epidemiologist and Associate Director, Design and Data Resource Center, Tufts CTSI; Assistant Professor of Medicine, Tufts University School of Medicine

#### Further reading:

Rothman KJ, Greenland S, Lash TL. *Modern Epidemiology* (3rd Edition), Lippincott Williams & Wilkins, 2008.

Robins JM. Data, design, and background knowledge in etiologic inference. *Epidemiology* 2001;12:313-20.

Walker AM. *Observation and inference: an introduction to the methods of epidemiology*. Newton Lower Falls, MA: Epidemiology Resources, Inc., 1991.



## Component Round-up

### ■ Aligning Researchers & Communities for Health (ARCH)

This past year, ARCH received an ARRA funded administrative supplement award to the Tufts CTSA grant. *Building your capacity: Advancing research through community engagement* is a five-month program aimed at building the capacity of community-based organizations and community

health centers to engage in academic-research partnerships. In February 2010, 14 research fellows came together for the first community capacity-building training program. These fellows represent 10 organizations (see below) from the Boston area and Rhode Island, that focus on a variety of disease specific and neighborhood focused health issues.

Between February and June, the fellows will receive a basic training in research partnerships, to include training in developing research questions, ethics, research design, introduction to quantitative and qualitative methods, proposal writing and policy work. Each fellow is also paired with a consultant who is helping the fellow develop an individualized research project plan for his or her respective organization. The academic and community partners sponsoring this initiative are the Tufts CTSI, Harvard Catalyst, Boston University, the Center for Community Health Education, Research and Services, Inc, and the Immigrant Services Providers Group/Health. For more information, please contact Carolyn Leung Rubin at 617-636-8611 or cleung1@tuftsmedicalcenter.org.

### ■ Design and Data Resource Center (DDRC)

In April the DDRC initiated bi-monthly drop-in sessions intended to help Tufts medical area researchers resolve any questions on study design and planning an analysis, analyzing and interpreting data, and considering the impact of bias, and to support ongoing research projects in any stage of development. The DDRC drop-in sessions are available at no charge and are staffed by Tufts CTSI epidemiologists and biostatisticians who will help tackle questions about design and analysis of clinical research questions. These sessions will be held on the 1st and 3rd Wednesdays of each month from 8am - 9am in the 8th Fl Conference Room at 35 Kneeland. Please email questions to Jess Paulus, ScD, DDRC Associate Director, at jppaulus@tuftsmedicalcenter.org .

*Continued on page 6*

### Congratulations to the *Building Your Capacity Training* Participants

Sophia Kim  
Boston Chinatown Neighborhood Center  
Boston, MA

Heloisa Maria Galvão  
Brazilian Women's Group  
Allston, MA

Carolyn L. Campos  
Center for Hispanic Policy and Advocacy  
Providence, RI

Clara P. Savage and Judi Kirk  
Common Pathways: The Worcester  
Healthy Communities Coalition of  
Central Mass  
Worcester, MA

Gia Barboza and Mary Louie  
Dudley Street Neighborhood Initiative  
Roxbury, MA

Bridgett Hickson, Elizabeth (Liz) Tanefis,  
and Mary White  
Health Resources in Action  
Dorchester, MA

Chioma Nnaji  
Multicultural AIDS Coalition  
Jamaica Plain, MA

Sharmila Hazra  
Neponset Health Center  
Dorchester, MA

Rhonda Mcpherson  
Reaching Out about Depression  
Somerville, MA

Warren Goldstein-Gelb  
The Welcome Project  
Somerville, MA

## UPCOMING SEMINARS & TRAININGS

For more information about any of these seminars and trainings please visit the Calendar of Events at [www.tuftsctsi.org](http://www.tuftsctsi.org).

### ■ May 27, 2010

#### Speed Dating

#### Forging New Community - University Research Partnerships A Structured Networking Event

Location: Sophia Gordon Hall, Tufts University, Medford Campus

This event is free. Back by popular demand, "Speed Dating" is a wonderful opportunity for university and community members to network and learn about each other's work. We are inviting community partners from the Greater Boston area and faculty from Tufts and Harvard to attend this event. We encourage researchers and community partners representing a broad range of issues, disciplines and fields to join us at this event. Come and talk about how researchers and community groups can work together on different issues such as child development, mental health, asthma, transportation, the environment and others. Contact: Carolyn Leung Rubin at 617-636-8611 or cleung1@tuftsmedicalcenter.org.

### ■ June 24 - August 5, 2010

#### Aiming for Success! A Writing Workshop for Researchers

This workshop meets every Thursday from 12-1:30 from June 24 through August 5. Participants are required to attend all sessions and registration is required. See page 7 for a workshop description. Please contact instructor, Peaches Udoma, to register at [pudoma@tuftsmedicalcenter.org](mailto:pudoma@tuftsmedicalcenter.org).

#### Translational Research Study, from page 2...

Concurrently, Dr. Leslie obtained a Tufts Medical Center Pilot Grant to conduct an "evidence map" of the available data. In April 2009, Dr. Leslie parlayed that Pilot Grant into a NIH-funded Challenge Grant project called *The Safer Script Study*. This project addresses NIH's Specific Challenge Topic of "using existing

*Continued on page 5*



continued from page 3...

the establishment of strong working partnerships going forward. The following *Youth from Immigrant Families Partnership* team was formed:

- Boston Chinatown Neighborhood Association (BCNC): Sophia Kim, Jennifer Taub
- The Welcome Project (TWP): Warren Goldstein-Gelb, Maria Landaverde
- Immigrant Service Providers Group/Health (ISPG): Alex Pirie
- Somerville Public School: Sarah Davila
- Tufts University: Jayanthi Mistry, Jean Wu, and Laurel Leslie, Director of the Community Engagement Component at Tufts CTSI

This team then submitted a grant proposal to the National Institute of Mental Health (NIMH) in June 2008. The proposal was designed to examine mental health issues among children and adolescents from immigrant backgrounds and to assess family and community based strengths and assets that can facilitate psychological health, resilience, and educational adaptation among children.

This first proposal was not funded, however, and the team subsequently submitted a proposal to Tufts CTSI in March 2009 to conduct pilot studies that would strengthen a subsequent resubmission of the proposal to NIMH. They received funding from the Tufts CTSI Pilot Awards for a community-based participatory research project titled *CBPR Approach in Assessing Programs for Youth from Immigrant Families*. This ongoing project consists of a set of pilot studies to examine the characteristics of youth programs designed to support youths' strengths and community affiliations to facilitate their resilience and mental health. The team is currently examining two youth programs at each of the two project sites (The Welcome Project and Boston Chinatown Neighborhood Association).

For more information about or to request services from ARCH, please contact: Carolyn Leung Rubin at [cleung1@tuftsmedicalcenter.org](mailto:cleung1@tuftsmedicalcenter.org) or 617-636-8611.

### Tufts CTSI Community-Based Partners

- Asian American Center for Cancer Education and Research
- Boston Chinatown Neighborhood Center
- Boston Public Health Commission
- Center for Community Health Education, Research and Service
- Codman Square Health Center/Dorchester House Multi-Service Center
- Immigrant Service Providers Group/Health
- La Alianza Hispana
- Massachusetts Department of Public Health
- Museum of Science
- National Kidney Foundation
- New England Quality Care Alliance
- Partners for a Healthier Community
- Somerville Community Health Agenda

Translational Research Study, from page 4...

datasets to plan effectiveness trials in pediatric cardiology," to examine issues related to the comparative effectiveness of six different screening strategies for identifying "silent" cardiac disorders in children and adolescents with ADHD prior to beginning stimulant medication. *The Safer Script Study* is utilizing truly novel methodology that lies at the foundation of translational science: evidence-based synthesis, decision analysis, clinical decision-making, and treatment preference elicitation (for a quality of life assessment). In addition, its approach follows two other translational mechanisms of (1) stimulating new approaches to research questions by developing multidisciplinary teams of researchers, and (2) engaging relevant communities in the research process (clinicians, parents, and pediatric organization representatives serve on an expert consultative panel to the study).

The study involves the development of decision-analysis and cost-effectiveness models that compare six theoretical screening strategies. The research team is just completing an evidence map of the present literature as it relates to the prevalence and causes of SCD, the sensitivity and specificity of ECGs for identifying the more common causes of SCD in pediatric patients, the risk of SCD with and without stimulant medications for individuals with the cardiac conditions of interest, and the risk and benefits of treating ADHD. The study is also conducting formative research aimed at gauging physician and parental preferences related to ECG screening prior to starting stimulant medication. On a larger canvas, the methodology employed can be used for the formulation of other pediatric practice guidelines, one of the primary focuses of Dr. Joshua Cohen at the Center for the Evaluation of Value and Risk in Health.

Ultimately, study results will specifically identify future areas of research that should be prioritized to further address ECG screening prior to beginning stimulant medications and provide professional organizations

*Continued on page 6*



from page 4...

### ■ Evidence-Based Medicine and Therapeutics Development and Implementation (TDI)

The 2nd Annual Short Course on Comparative Effectiveness and Cost Effectiveness: Methods and Measurement will be held June 24-25, 2010 at the Museum of Science.

This highly acclaimed 2-day course provides participants

with knowledge and hands-on experience in the nuts and bolts of the methods employed in these practices of evidence-based and value-based approaches. Participants will learn about the processes that go into the making of systematic reviews and meta-analyses. Topics will include how to formulate questions that are answerable by the medical literature; how to identify relevant evidence; how to appraise the evidence for their quality; and how to interpret the results of systematic reviews and meta-analyses and integrate them into a decision-making framework. The strengths and limitations of the current methods will also be discussed. More information: <http://www.tuftsctsi.org/Calendar/2010/6/24/2nd-Annual-Short-Course-on-Comparative-Effectiveness-and-Cost-Effectiveness.aspx>.

### ■ Research Education and Career Development

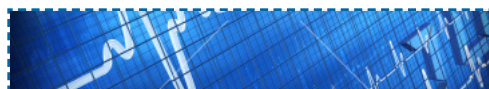
The Education Component is sponsoring the 12th Annual Clinical and Translational Science Program Symposium and is also accepting applications for K awards and the Certificate Program in Clinical and Translational Science.

- The 12th Annual Clinical and Translational Science Program Symposium: Presented jointly with Tufts University Sackler School of Graduate Biomedical Sciences, this annual event will be held May 3, 2010 from 8:30am – 1:00pm in the Sheldon M. Wolff Auditorium at Tufts Medical Center. More information: <http://www.tuftsctsi.org/Calendar/2010/5/3/12th-Annual-Clinical-and-Translational-Research-Program-Symposium.aspx>.
- The Education Component has also applied for Comparative Effectiveness Research (CER) K12 and KM1 award positions that would start this summer, but as ARRA funded programs, we will not know the status of our applications for a couple of months. We are optimistic, however, and therefore we are accepting immediate applications for these fellowship awards. K12 awards offer a funded faculty position and career development support for up to 3 years whereas KM1 awards offer support for up to 2 years. These awards are intended for junior faculty (i.e. those with an Academic Rank no higher than Assistant Professor). Candidates should have at least two publications, with at least one first author publication related to their proposed research area. As a guideline, candidates will typically be within 5 years of their first faculty appointment. More information: <http://www.tuftsctsi.org/Education-and-Career-Development/K-Career-Development-Awards-Request-for-Applications.aspx>.
- The Education Component is also accepting applications for its Certificate Program in Clinical and Translational Science. This Program is designed to provide a basic foundation in clinical and translational research for physicians and other doctorally-trained clinicians who are unable to devote two or more years of full-time study to obtain an MS or PhD degree. More information: <http://www.tuftsctsi.org/Education-and-Career-Development/Certificate-Program-in-Clinical-and-Translational-Science.aspx>.

Translational Research Study, from page 5...

with urgently needed information on which to base pediatric practice guidelines. As a result, Drs. Leslie and Cohen have been invited to participate in a National Heart, Lung, and Blood Institute working group this April. That workshop has the main objective of developing recommendations for a research plan to help resolve questions about expanding ECG screening for SCD in pediatric populations including, but not limited to, children who may be treated with stimulant medications for ADHD, such as neonates and high school athletes.

For more information about this innovative translational project contact: Dr. Leslie at [lleslie@tuftsmedicalcenter.org](mailto:lleslie@tuftsmedicalcenter.org).



*The Emperor's New Clothes:*

## A Translational Research Study

### Additional Reading:

Leslie, LK, Alexander ME, Trikalinos, TA, Cohen JT, Parsons, SK, Newburger, JW. Reexamining the Emperor's New Clothes: Ambiguities in Current Cardiac Screening Recommendations for Youth With Attention Deficit Hyperactivity Disorder. *Circ Cardiovasc Qual Outcomes*. 2008;1(2):134-137. PMID: 20031801.

Cohen, JT and Neumann, PJ. Using Decision Analysis to Better Evaluate Pediatric Clinical Guidelines. *Health Aff*. 2008;27:1467-1475. PMID: 18780939.

Trikalinos TA, Siebert U, Lau J. Decision-analytic Modeling to Evaluate Benefits and Harms of Medical Tests: Uses and Limitations. *Med Decis Making*. 2009 Sep-Oct;29(5):E22-9. Epub 2009 Sep 4. PMID: 19734441.

Wong JB, Mulrow C, Sox HC. Health Policy and Cost-effectiveness Analysis: yes we can. Yes we must. *Ann Intern Med* 2009;150(4): 274-275. PMID: 19221381.



## *Excellence in Research:* DDRC Offers Customized Trainings

Tufts CTSI's Design and Data Resource Center (DDRC) is offering customized trainings in statistical methods, grant development, and research database software. Experienced statisticians, epidemiologists and clinical faculty teach these seminars free of charge. Each seminar and workshop is tailored to the needs and level of its audience. Instructors often encourage active participation, which can lead to lively discussions. Class content makes use of current professional literature for your medical specialty. Here are a few of the many trainings offered. For a full listing visit <http://www.tuftsctsi.org/Services-and-Consultation/Education-in-Research-Methods/DDRC-Educational-Seminars.aspx>.

### STATISTICS

#### Which Statistical Test Should I Use?

This seminar introduces beginning researchers to the most common types of basic statistical tests. Topics covered include t-tests and ANOVA, as well as their non-parametric equivalents. The chi-square test is also covered. The seminar concludes with several clinical examples where participants choose the correct statistical test.

**Learning Objectives:** By the end of this seminar, participants will be able to describe basic statistical tests and know when to use them.

### GRANT DEVELOPMENT

#### Writing a Research Grant

This workshop provides an overview of the basic elements of preparing and submitting a grant application, using examples from funded NIH grant applications. The presenter describes the organization and content for each section of the grant for both observational and interventional studies, gives tips on grantsmanship and improving readability, and points to online grant-writing resources. An interactive segment will focus on formulating the outline of a protocol for participants' study questions.

**Learning Objectives:** By the end of this workshop, participants will be better equipped to prepare a strong grant application.

#### Aiming for Success! A Writing Workshop for Researchers

This seven-session workshop focuses on the most important area of grant proposals, the Specific Aims section, exploring ways to attract reviewers to the significance, innovation, and approach of a study, right from that very first page. Some questions

the workshop addresses: How do I come up with a compelling central idea for my writing and how do I stay on point? How can I be a better collaborator, offering and being able to receive and use feedback effectively? The primary text for the class will be the participants' own Specific Aims pages, which we will revise together.

**Learning Objectives:** By the end of this workshop, participants will have a Specific Aims section that excites and inspires, leading to a proposal that will do the same. They will also be prepared for and comfortable with the new formats for NIH grant proposals.

### DATABASES AND SOFTWARE

#### Working with Research Data in Excel

This workshop introduces participants to Excel for exploring and managing their data. Topics covered include summarizing and plotting data, using functions to modify data, and basic statistical tests. Participants use lab-computers with actual data to practice these methods.

**Learning Objectives:** By the end of this workshop, participants will be able to clean and describe their data as well as conduct basic statistical analyses using Excel.

For more information contact Lori Lyn Price at [lprice1@tuftsmedicalcenter.org](mailto:lprice1@tuftsmedicalcenter.org).

*Tufts CTSI News is supported by Grant Number UL1 RR025752 from the National Center for Research Resources. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Center for Research Resources or the National Institutes of Health.*

## TUFTS INVESTIGATORS RECEIVE DISTINGUISHED INVESTIGATOR AWARDS

Tufts CTSI congratulates **Stephen Pauker, MD**, and **Joseph Lau, MD**, who have been awarded Distinguished Investigator Awards from the Association for Clinical Research Training (ACRT), the Society for Clinical and Translational Science (SCTS), and the Association for Patient-Oriented Research (APOR).

These National Awards for Career Achievement and Contribution to Clinical and Translational Science are given to senior investigators who have had national impact by virtue of contributions to clinical and translational science. Dr. Pauker is being recognized for his research translating early clinical use to applicability for widespread clinical practice. Dr. Lau's award is for his research translating clinical use into public benefit and policy.

Drs. Pauker and Lau received their awards at the ACRT/SCTS 2010 Clinical and Translational Research and Education Meeting held April 5 -7, 2010 in Washington, DC. Tufts CTSI Dean Harry P. Selker, MD, MSPH, is a founder and the incoming President of the Society for Clinical and Translational Science. The Society's mission is to advance research and education in clinical and translational science so as to improve human health.



# CTRC News

**The CTRC** has had several staffing changes that are expected to enhance services for investigators. Melahat Samali, MBA, is the new Manager of Clinical Trials. Ms. Samali has over 17 years of experience in all facets of clinical research and is well-versed in Industry contractual negotiations, development of regulatory binders, preparation of IRB submissions, and Adverse Event reporting.

Additional staffing changes have occurred in the CTRC Core Laboratory to assist with all aspects of sample processing from clinical trials and the formation of the genomics core. Co-Managers of the CTRC Core Lab are now Michael Berne and Albert Tai, PhD. Mr. Berne is also currently the Director of Tufts University Core Facility, a successful core facility with multiple personnel which provides an array of essential services to the research community. Dr. Tai was an Immunology graduate student, trained here at the Sackler School. He is currently the manager of a higher-end shared instrument core facility (Study Center on the Immunogenetics of Infectious Disease or SCIID). One of his responsibilities as a core facility manager is working with researchers and providing support on assay setup, assay development, data analysis and troubleshooting. Dr. Tai's primary responsibility of the core lab is to oversee its daily operation, and provide research and technical consultation, recommendation and support within the CTRC as well as to CTRC clients.

Research Assistant Fang Liu, MD, focuses on maintaining and enhancing the current core lab services. Research Assistant Jennifer Curcuru, MS, is the most recent addition to the core lab. Ms. Curcuru has a strong background with genetic/genomic analyses, a service area that the core lab is developing and expanding into.

## Museum of Science Collaborates with Tufts Researchers

**The Museum of Science and Tufts CTSI** are strong collaborative partners, connecting Museum visitors with Tufts researchers through live presentations, forum-based programs, podcasts, videocasts, and an interactive kiosk. Live presentations have included Dr. Lisa Freeman from the Cummings Veterinary School and Dr. Doug Brugge from the School of Medicine. Visit the links below to hear a podcast with Dr. Freeman or watch a videocast with Dr. Brugge. More podcasts will be posted in future months.

- **Obesity: You and Your Pet**

[http://www.mos.org/events\\_activities/podcasts&d=4069](http://www.mos.org/events_activities/podcasts&d=4069)

Lisa Freeman, PhD, from the Cummings School of Veterinary Medicine at Tufts University discusses the burgeoning problem of pet obesity. She describes steps we can take to reduce the risk of obesity-related disease in our household friends.

- **Asthma in Boston**

[http://www.mos.org/educators/student\\_resources/videocasts&d=2970](http://www.mos.org/educators/student_resources/videocasts&d=2970)

Tufts University's Doug Brugge, PhD, has been studying asthma in the Boston communities of Chinatown and Dorchester. His team discovered that people in both populations were far more likely to be diagnosed with asthma if they were born in the United States than if they were born in another country. Why might this be? Hear Dr. Brugge's explanation in this segment.

## CONTACT US **Tufts Clinical and Translational Science Institute (CTSI)**

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suggestions for articles.  
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### Tufts CTSI Leadership

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