

ANNUAL REPORT

FY 2014

OFFICE OF CLINICAL
RESEARCH TRAINING AND
MEDICAL EDUCATION





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OVERVIEW

As the country's largest hospital dedicated exclusively to clinical research, the National Institutes of Health Clinical Center provides unique educational opportunities for both current and future clinician-scientists. The Office of Clinical Research Training and Medical Education (OCRTME) supports the NIH Clinical Center's mission to train the next generation of biomedical researchers and clinician-scientists by providing superior clinical research training to individuals of varying education levels and professional backgrounds. Through the training opportunities administered and managed by OCRTME, high school students, graduate students, medical and dental students, experienced researchers, and health professionals have the opportunity to participate in programs and courses that provide exceptional professional growth experiences.

In fiscal year (FY) 2014, OCRTME added several new remote sites for courses in the core curriculum in clinical research, organized specialized seminars for clinical fellows, and continued to work with partners across the nation to enhance the diversity of the pipeline of future clinician-scientists. OCRTME evaluates each component of its portfolio annually to ensure the educational opportunities offered are of the highest standard and provide a curriculum that addresses the needs of participants, coupled with knowledge and guidance required for success in clinical and translational research.



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Clinical Pharmacology Program

In collaboration with the Center for Drug Evaluation and Research (CDER), Food and Drug Administration and the NIH Clinical Center – FDA/CDER Joint Task Force, the following special educational programs were offered:

“What You Need to Know for Successful Interactions with the FDA” was a one-day session held on December 12, 2013 in Lipsett Amphitheater. An audience of 180 participated live and by webcast. The session can be viewed on the NIH website: <http://videocast.nih.gov/summary.asp?Live=13329&bhcp=1>. The archived content is for the benefit of NIH and academic clinical investigators nationwide.

“IND-Enabling Non-Clinical Safety Assessment of Candidate Drugs and Good Laboratory Practice Standards: The FDA Regulatory Perspective” was a 2-hour educational session held on September 29, 2014 in Masur Auditorium. An audience of 222 participated live and by webcast. The session can be accessed at <http://videocast.nih.gov/summary.asp?Live=14681&bhcp=1>.

These programs emphasize the essential elements to prepare an Investigational New Drug (IND) application.

Dr. Juan Lertora, Director of the Clinical Pharmacology Program, was the recipient of the 2014 Henry W. Elliott Distinguished Service Award given by the American Society for Clinical Pharmacology and Therapeutics (ASCPT). The award ceremony took place in Atlanta, Georgia during the annual ASCPT meeting in March 2014. The goal of the Henry W. Elliott Distinguished Service Award is to acknowledge outstanding efforts on behalf of the organization by an individual member and, in doing so, encourage other ASCPT members to contribute their time and talent to the Society.

Clinical and Translational Research Course for Ph.D. Students

The Clinical and Translational Research Course for Ph.D. Students and course alumni were featured in two national publications in 2014. [*Nature*](#) (v. 509, p. 249-250) featured the course and 2013 alumus Saik-Kia Goh (Bioengineering, University of Pittsburgh) as an example of short-term



opportunities that engage and prepare scientists-in-training. [*BioTechniques/International Journal of Life Science Methods*](#) (v. 57, p. 59-61) also featured the course, 2013 alumnae Rachel

Tian (Bioengineering, Duke University) and course faculty leader Dr. Juan Lertora as one of seven national examples of translational research opportunities for graduate students.

Medical Research Scholars Program



Several students from the 2013-2014 MRSP class were highlighted in various media outlets, and received prestigious awards and acceptances into prominent programs.

A unique media outlet, [LabTV](#), interviews and records the life stories of young scientists. The mission of LabTV is to use the life stories of young scientist to inspire and encourage students to enter the research field. Two MRSP students were selected to participate in LabTV's initiative: Jackeline Rodriguez-Smith (University of Connecticut School of Medicine) and Kimberly Faldetta (Pennsylvania State University College of Medicine) working with the National Institute of Arthritis and Musculoskeletal and Skin Diseases and the National Institute of Allergy and Infectious Diseases, respectively.

The NIH Oxford-Cambridge Scholars is an accelerated, individualized doctoral training program for outstanding science students committed to biomedical research careers. MRSP students [Andrew Breglio](#) (Icahn School of Medicine at Mount Sinai) and [Kimberly Faldetta](#) were selected for enrollment into the 2014 class. As an NIH Oxford-Cambridge Scholar, Andrew is interested in developing novel methods of drug delivery, which could be harnessed to address both acquired and inherited hearing loss. Kimberly will be studying parasitology and join the effort to eradicate globally important pathogens as a scholar.

A University of Connecticut School of Medicine's [article](#) featured MRSP students, Jackeline Rodriguez-Smith and Radhika Nakrani, and also covered program details. In the article, the school's Senior Associate Dean of Education credited the students' acceptance into the program as an indication of the institution's success in enhancing opportunities for scholarly endeavors for medical students.

Neera Nathan (George Washington University School of Medicine and Health Sciences) received a grant from the Doris Duke Charitable Foundation to continue her research for another year, and pursue a Master degree in Clinical and Translational Research.

Nabeel Shakir (UT-Southwestern Medical Center at Dallas Southwestern Medical School) presented his MRSP research at the American Urological Association Annual Meeting. His research was selected as one of the outstanding posters for the conference. He was also interviewed by [UroToday](#) in depth about the research.



Andrew Breglio



Kimberly Faldetta



Radhika Nakrani



Neera Nathan



Jackeline Rodriguez-Smith



Nabeel Shakir

Principles and Practice of Clinical Research

In September 2014, the Introduction to Principles and Practice in Clinical Research course was offered in Rio de Janeiro, Brazil. A DHHS delegation, composed of four NIH faculty and the Director of the Office for Human Research Protections, DHHS taught a version of the course in collaboration with Brazilian colleagues. More than 130 individuals participated in the course which was held at the Foundation Oswaldo Cruz



[FIOCRUZ] as part of their Clinical Research Week. The course covered an introduction to the principles and practice clinical research and regulatory good practices for clinical investigators

in Brazil. People from Portuguese-speaking African countries also were in attendance. An emphasis on how to conduct rigorous scientific investigation, ethics, and examples from the medical literature were highlighted. A total of 115 of the 130 participants took the exam, including 108 from across Brazil, 2 from São Tomé and Príncipe, 2 from Guinea-Bissau and one each from Mozambique, Angola, and Cape Verde. Additionally, 83% of those who took the final examination passed and received a certificate of successful completion of the course. The directors of the NIH Clinical Center, Fogarty, and the director of NIH noted afterwards the accomplishments of the team that took the course to Brazil and the trip's help in building longstanding and strong ties to FIOCRUZ and Brazil.

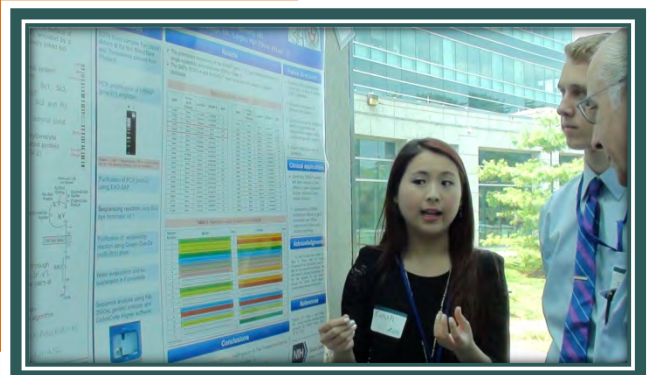
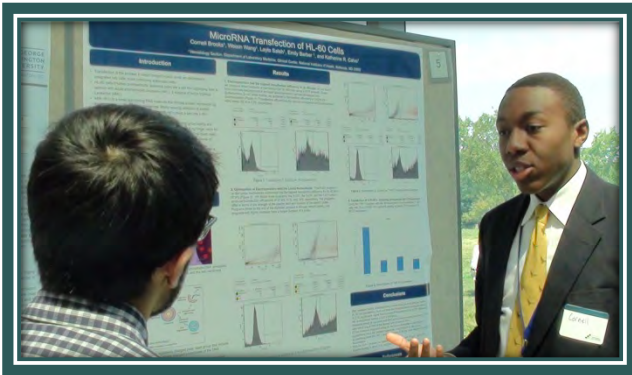
Sabbatical in Clinical Research Management



Dr. Arvinder Loomba, Assistant Professor, Organization and Management, San Jose State University, participated in the Sabbatical in Clinical Research Management for eight weeks in spring 2014 to build his expertise in technology transfer and international development. Dr. Loomba used his sabbatical experience to apply to the Fulbright Specialist Program, which he was recently awarded. Dr. Loomba will serve on the Fulbright Specialist Roster for a five year term, 2014-2019, in the areas of business administration and medical product development.

Summer Internship Program

Cornell Brooks (The Potomac School) interning with the Department of Laboratory Medicine and Eunah Lee (Harvard College) interning with the Department of Transfusion medicine were chosen by [LabTV](#) to participate in their NIH initiative of interviewing life stories of young scientists.



Undergraduate Student Visits and Outreach

The Office of Clinical Research Training and Medical Education aims to enhance the diversity of the pipeline for future biomedical researchers and clinician-scientists through events and educational offerings. For many years, OCRTME has hosted undergraduate students from Howard University. Eighty undergraduates participating in Howard University's Robert Wood Johnson Summer Medical and Dental Education Program visited the NIH Clinical Center in June to learn more about the NIH Clinical Center and intramural training programs. The students participated in focused tours of the NIH Clinical Center and attended a presentation by OCRTME staff highlighting NIH training opportunities available to students.

Walter Jones, Chief of Diversity Management and Minority Outreach presented on training opportunities at the NIH for undergraduate premed and science students at Hampton University. Sixty students attended the presentation. A 2013 Clinical Center Summer Intern from Hampton University spoke of her experience as an intern and encouraged her classmates to apply to the Summer Internship Program.

CONFERENCES/NATIONAL MEETINGS

Throughout the year, OCRTME staff members attended various conferences and national meetings to share with individuals from the external community information about the various opportunities OCRTME has to offer. The following are the conferences and national meetings that were attended:

Conference	Location	Dates
American Physician Scientists Association Tenth Annual Meeting	Chicago, IL	April 27, 2014
Student National Medical Association Annual Medical Education Conference	Washington, DC	April 16-20, 2014
Translational Science 2014: Advancing the Translational Science Team Through Collaboration	Washington, DC	April 9-11, 2014

Clinical Electives Program

The Clinical Electives Program, managed by OCRTME, aims to enhance biomedical knowledge and clinical skills, and to provide an introduction to the spectrum of human subject investigation at the NIH Clinical Center. Senior medical or dental students are offered a total of 34 distinct, short-term training rotations of 4-12 weeks duration. Students participate directly in the clinical practice of translational medicine and gain firsthand experience in understanding the design and implementation of human subject research protocols. The program works in partnership with medical and dental schools in the United States, Canada, and other international sites to provide education and training for academic credit toward the MD, DO, DMD or DDS degree at the student's home institution.

During FY 2014, 87 of 369 applicants (24%) were accepted for participation in the Clinical Electives Program, 55 (63%) of whom were either US allopathic or osteopathic medical school students, representing an increase of 3.6% in US medical school enrollees over FY 2013. International students accepted for participation represented medical schools in Australia, Brazil, Canada, the Caribbean islands, Germany, India, Ireland, Jordan, Pakistan, Saudi Arabia, Turkey, and the United Kingdom.

Resident Electives Program

The NIH Clinical Center offers short term clinical elective rotations in selected subspecialty medical disciplines to residents or clinical fellows who are currently enrolled in Accreditation Council for Graduate Medical Education (ACGME) accredited training programs throughout the United States. Each extramural resident establishes an individualized training agreement with the host NIH program that governs the scope and breadth of experience at the NIH Clinical Center. In FY 2014, a total of 77 residents were selected to participate in these elective rotations.

Graduate Medical Education Program

The NIH Clinical Center serves as the sponsoring institution for 18 medical or surgical graduate medical education training programs accredited by the ACGME, a private non-government organization responsible for the accreditation of 693



sponsoring institutions and 9,527 residency/clinical fellowship training programs nationally. The Institutional Review Committee of the ACGME conducted a site visit and comprehensive

organizational review of the NIH Clinical Center as a sponsoring institution for these 18 training programs on May 1, 2013. In recognition of its substantial compliance with the ACGME's Institutional Requirements for maintenance of accreditation, the Clinical Center, through the auspices of the Office of Clinical Research Training and Medical Education (OCRTME), was awarded the status of *Continued Accreditation* as a sponsor of graduate medical education programs at the NIH for a period of 12 years, effective October 16, 2013. The ACGME's next institutional accreditation review of the Clinical Center will be conducted in October, 2025.

The NIH Clinical Center also participated in the first round of the ACGME's new *Clinical Learning Environment Review* (CLER) Program on September 9-10, 2014. The CLER Program assesses the graduate medical education (GME) learning environment at each accredited sponsoring institution in order to evaluate the quality and safety of the environment for learning and patient care for residents and clinical fellows, and to generate national data on training program and institutional attributes that have a salutary effect on quality and safety in settings where residents/clinical fellows learn. Working through the OCRTME, the CLER program site visitors met over 2 days with Clinical Center executive and clinical leadership, NIH GME leadership, the program directors and faculty members of the 18 accredited training programs, and peer selected clinical fellows from each of these programs. They also visited inpatient units, interacted with nurses and support staff, and observed clinical fellows involved in transitions of care on those units. At the conclusion of the site visit, the CLER representatives met with the Clinical Center's executive leadership to share their observations about resident/clinical fellow engagement in patient safety; health care quality; care transitions; supervision; duty hours and fatigue management and mitigation; and professionalism in the spirit of improving the quality of patient care within the context of graduate medical education. A full written report of these observations is expected to be sent to the OCRTME early in FY 2015.

To increase the nation's supply of highly competent biomedical researchers, the OCRTME provides administrative oversight for multiple graduate medical education training programs in partnership with 11 NIH Institutes. These graduate medical education programs integrate prescribed clinical training for physicians leading to certification as a specialist or subspecialist in a recognized field of medical/surgical practice. Additional comprehensive training in research methodology, available through the OCRTME permits graduates of these and other unique sub-specialty programs supported by a total of 12 Institutes and Centers at the NIH to pursue careers as academicians or translational researchers. OCRTME strives continuously to provide the highest clinical research training standards, educational resources and requisite administrative oversight to ensure that graduate medical education training programs at the



NIH meet the agency’s mission of training the next generation of clinician-scientists.

Since 1953, the NIH Clinical Center has trained more than 7,360 clinicians and investigators. In fiscal year 2014, the OCRTME provided resources to support NIH intramural graduate medical education programs training of a total of 278 clinical fellows and residents, including those in the following specialties and subspecialties of medicine and surgery:

Allergy and Immunology	Adult and Pediatric Tracks
Genetics	Medical Genetics, Biochemical Genetics, Combined Pediatrics and Medical Genetics
Internal Medicine	Critical Care Medicine, Endocrinology, Gastroenterology, Hematology, Infectious Diseases, Oncology, and Rheumatology
Neurology	Clinical Neurophysiology, Vascular Neurology, and Neuroimaging
Neurosurgery	Primary Residency
Obstetrics and Gynecology	Reproductive Endocrinology and Infertility
Pediatrics	Endocrinology and Oncology
Pathology	Anatomic Pathology-Primary Residency, Cytopathology, Hematopathology, and Transfusion Medicine
Palliative Medicine	Hospice and Palliative Medicine
Psychiatry	Research Residency

During fiscal year 2014, the OCRTME continued to provide targeted training to clinical fellows in the defined medical education competencies of professionalism, interpersonal and communication skills, practice-based learning and improvement, and systems-based practice through a series of eight small group, interactive seminars and workshops. These seminars and workshops were taught in collaboration with NIH Clinical Center administrators, clinicians, social workers, librarians, and language interpreters. This training was supplemented by didactics organized by the OCRTME addressing the graduate medical education competencies of interpersonal and communication skills, and systems-based practice in a series of four Grand Rounds presentations offered to all clinical fellows in August 2014.

Clinical and Translational Research Course for Ph.D. Students



Twenty-eight graduate students pursuing doctoral degrees in the biomedical sciences participated in the third Clinical and Translational Research Course for Ph.D. Students which was held on the NIH main campus July 7-18, 2014. Representing 22

different academic institutions from across the nation, the 2014 students attended lectures and interactive sessions designed to expose talented young scientists to the exciting and collaborative nature of clinical and "bench-to-bedside" research. Students also toured the FDA White Oak Campus, learned about postdoctoral training opportunities, and took part in a mock IRB and learned the process of filing an IND.

A major component of the course, students also engaged with Ph.D. role models leading clinical and translational research at the NIH. In addition to course lectures, students also participated in small group meetings with NIH investigators to discuss their research ideas and to learn more about NIH intramural research related to their areas of interest.

Since the course's inception in 2012, 71 U.S. graduate students have participated in the course representing 32 academic institutions, including the District of Columbia and Puerto Rico. The next iteration of the course will be offered July 6-17, 2015 at the NIH Clinical Center.

Duke Master's Program

The NIH-Duke Training Program in Clinical Research, established in 1998, is one of the nation's first training programs in clinical research. This collaboration between the NIH Clinical Center and Duke University School of Medicine is an opportunity available for long-distance learners. The training program provides formalized academic training in the quantitative and methodological principles of clinical research for health professionals at the NIH. Designed primarily for physicians and dentists who are training for careers in clinical research, the program offers formal courses in research design, research management, medical genomics, and statistical analysis. Courses for this program are offered at the Clinical Center by utilizing video-conferencing from Duke or on-site by adjunct faculty.

The program leads to a Master of Health Sciences in Clinical Research, a professional degree awarded by the Duke University School of Medicine. There is also a non-degree option for qualified students who want to pursue specific areas of interest. Since its inception in 1998, 244 students have been selected for the program, and 214 have actually taken the classes. Out of that number, 98 students, 46% of enrollees, have graduated from the program.

Introduction to Principles and Practice of Clinical Research

The *Introduction to the Principles and Practice of Clinical Research* (IPPCR) is a course to train participants on how to effectively conduct clinical research. The course focuses on the spectrum of clinical research and the research process by highlighting epidemiologic methods, study design, protocol preparation, patient monitoring, quality assurance, and Food and Drug Administration (FDA) regulatory issues. Other areas covered include data management and ethical issues, including protection of human subjects, building a budget, plus many special topics.

For the 2013-2014 course, a total of 2,065 students enrolled; including 1,585 students (75%) from 48 remote sites. There were 480 students from NIH, representing 25% of the enrollment. The 22 international remote sites enrolled 678 students. The 26 domestic remote sites enrolled 907 students. Certificates were issued to 539 participants who successfully passed the final examination. Each year, the course continues to expand its worldwide scope and engages new institutions domestically and abroad. Of the 48 remote sites, 25 were new sites in 2013-2014, including 12 new international sites.

New IPPCR sites:

Alianza Mexicana de Centros de Investigacion Clinica-Monterrey	Nuevo Leon, Mexico
Atlanta Institute for Medical Research (AIM Research), Inc.	Decatur, Georgia
Cairo University – Faculty of Medicine	Cairo Egypt
Centre de Documentation et d'Information sur le Medicament (CEDIM)	Ougadougou, Burkina Faso
Clinica Universitaria Rafael Uribe Uribe	Cali, Colombia
Dartmouth-Hitchcock Medical Center	Lebanon, New Hamster
Grupo Oncologico Cooperativo Chileno de Investigacion Chilean Cppooperative Group for Oncologic Research (GOCCHI)	Santiago, Chile
H. Lee Moffitt Cancer Center	Tampa, Florida
Hospital de Cancer De Barritos	Sao Paulo, Brazil
Hospital Universitario del Valle Evaristo Garcia/ANIR (National Association of Interns and Residents)	Cali, Colombia
Howard University Hospital	Washington, DC
National Institute of Environmental Health Sciences (NIEHS)	Research Triangle Park, North Carolina
Rutgers University	Newark, New Jersey
Salus University	Elkins Park, Pennsylvania
Sinai Hospital of Baltimore	Baltimore, Maryland
TBI Clinical Research, LLC	Plano, Texas
U.S. Naval Medical Research Unit 6	Iquitos, Peru
Universidade Estadual Paulista (UNESP), Botucatu Medical School	Sao Paulo, Brazil
Uniformed Services University of the Health Sciences, Center for Clinical and Translational Research	Bethesda, Maryland
Universidad Central del Caribe , Collaborative Research Center	Bayamon, Puerto Rico
University of Arizona, College of Medicine	Tucson, Arizona
University of Ghana - School of Public Health	Accra, Ghana
University of Utah	Salt Lake City, Utah
University of Wisconsin-Madison, SMPH, Institute for Clinical and Translation Research	Madison, Wisconsin
VA Medical Center , Vermont	White River Junction, Vermont

Principles of Clinical Pharmacology

The *Principles of Clinical Pharmacology* (PCP) course consists of a weekly lecture series covering the fundamentals of clinical pharmacology as a translational scientific discipline focused on rational drug development and utilization in therapeutics. With limited access to formal training in this discipline for physicians, pharmacists, and other scientists, the course is offered to meet the needs of researchers with an interest in the clinical pharmacologic aspects of contemporary drug development and utilization. The course is taught by faculty members from the NIH and guest faculty from the Food and Drug Administration (FDA), the pharmaceutical industry, and several academic institutions from across the United States. Many medical schools lack a formal curriculum in clinical pharmacology, so this course is also available as a resource for medical students, residents, and clinical fellows.

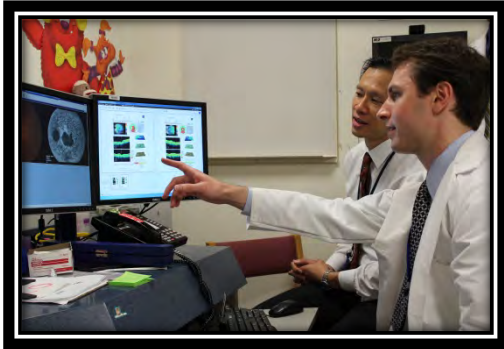
For the 2013-2014 course, 1,019 participants enrolled in the course. A total of 582 (57%) participants enrolled from domestic and international remote sites. International sites enrolled 182 participants, representing 18% of the enrollees. There were 467 registrants from NIH and 35 registrants from the Food and Drug Administration. Certificates were issued to 440 participants for fulfilling the attendance requirement of the course.

Ten new remote sites (seven international) participated in the course in 2013-2014.

New PCP sites:

Geisel School of Medicine at Dartmouth	Lebanon, New Hampshire
Industrial Technology Research Institute (ITRI)	Hsinchu, Taiwan
JSC Russian Railways	Moscow, Russia
Muhimbili Univ of Health and Allied Sciences	Dar es Salaam, Tanzania
NGHCI Research Medical Center	Moscow, Russia
Ponce School of Medicine	Ponce, Puerto Rico
Supra Integration and Incubation Center	Taipei City, Taiwan
Universidad Central del Caribe	Bayamon, Puerto Rico
University of Pittsburgh	Pittsburgh, Pennsylvania
Uniformed Services University of the Health Sciences (USUHS)	Bethesda, Maryland

Medical Research Scholars Program



The medical discoveries of tomorrow, and the well-being of future generations, depend on the health professional students being trained today. The primary purpose of the Medical Research Scholars Program (MRSP) is to train outstanding medical, dental and veterinary students in the conduct of laboratory, translational, and clinical research.

By exposure to a meaningful, unique, and highly mentored experience early in their training, the MRSP excites and encourages the best and brightest of American health professional students to pursue careers in research. The MRSP's ultimate goal is to help provide the United States with a highly trained workforce of clinician scientists who can conduct the full range of biomedical research necessary to develop the next generation of scientific discoveries that will benefit human health.

The MRSP received 135 applications for the 2013-2014 class. Ninety-one candidates were interviewed and 45 students were selected to participate. Participants represented 32 U.S. medical schools. Of the 45 participants, 56% were male and 27% were under-represented minorities. All were highly productive in a wide range of basic, translational and clinical research projects conducted throughout the NIH.

Support for the MRSP currently comes from a partnership between the NIH Intramural Research Programs, combined with generous grants from the following private partners through the Foundation for the NIH: the Doris Duke Charitable Foundation, the Newport Foundation, Pfizer Inc., the American Association for Dental Research, the Howard Hughes Medical Institute, and Colgate Palmolive, Inc.

Sabbatical in Clinical Research Management

The NIH Clinical Center developed the Sabbatical in Clinical Research Management in September 2009 for mid-career professionals interested in enhancing their clinical research management skills.

In FY 2014, 5 professionals participated in the program including two international physician-scientists (Tanzania; Malaysia); two dental researchers from the U.S.; and one organizational management researcher from the U.S. Participants selected from a list of 26 electives representing six core module areas to customize their short-term sabbatical at the NIH. During each elective, host leaders from the NIH, other federal agencies, and other entities provided participants with a combination of didactic and experiential training related to the necessary clinical research infrastructure.

As of September 2014, a total of 26 participants representing seven countries (Brazil, China, France, Malaysia, Russia, Tanzania, and USA) have taken part in the sabbatical program with an average stay of 2.5 months.

Summer Internship Program



The Clinical Center's 2014 Summer Internship Program provided high school, undergraduate, graduate, and health professional students the opportunity to enhance their knowledge of research conducted at the Clinical Center and to learn more about possible careers within clinical and translation research. A total of 43 students participated in the program. Twenty-three percent of the students were underrepresented minorities. This represents a 15% increase over last year. Sixty percent of participants were women. Students were mentored by senior scientists and other healthcare professionals. A weekly lecture series was held during the eight-week experience. Interns also presented their research at the NIH's annual Poster Day on August 8, 2014.

Grand Rounds

The 2013-2014 NIH Clinical Center Grand Rounds continued its tradition of playing a vital role in carrying out the NIH Clinical Center mission by helping NIH intramural physician-scientists and health care professionals in Bethesda, Maryland to remain up-to-date on the latest medical discoveries, treatments, and cutting edge research. Grand Rounds at the NIH Clinical Center provides a regular and consistent platform for presenters to share their personal clinical experiences and research findings on some of the most current and relevant medical topics.

The 2013-2014 academic year for the Clinical Center Grand Rounds was a very successful year which was highlighted by many key lectures. As part of the special Great Teachers Lecture Series, Anthony S. Fauci, M.D., Director, NIAID, gave an outstanding lecture, *HIV/AIDS: Much Accomplished, Much To Do*, which was attended by more than 550 people. H. Clifford Lane, M.D., Clinical Director, NIAID, and Henry Masur, M.D., Senior Investigator and Chief, Critical Care Medicine Department, also gave an outstanding Grand Rounds lecture, *AIDS in 2014*:

What We Know, What We Think We Know, and What We Don't Know. The 2013-2014 Grand Rounds also featured some outstanding lectures from guest speakers from outside the NIH such as the Grand Rounds on *The Conundrum of Early Life Antibiotics*, which was given by Martin J. Blaser, M.D., Professor of Microbiology and Director, Human Microbiome Program, New York University Langone Medical Center. Dr. Blaser was also recognized as the 2014 NIH Clinical Center Distinguished Clinical Research Scholar and Educator in Residence.

The NIH Clinical Center Grand Rounds helps the NIH clinical research community continue its dedication and commitment to teaching trainees, clinicians, and scientists to become lifelong learners by focusing on future medical breakthroughs and archiving past lectures on online for reference.

Demystifying Medicine

The 2014 course on Demystifying Medicine successfully completed its 12th year which was composed of 16 sessions with lectures held every Tuesday night from 5:00 pm to 6:30 pm from January through May. The 2014 Demystifying Medicine lectures received great attendance on the NIH Campus and the lectures were also viewed worldwide online through the NIH Video-Casting website. The 2014 course also posted the lectures to YouTube and received great interest with several lectures receiving over 1000 hits. Some of the highlights of the year included the March 4th, 2014 lecture on *The Intestinal Microbiome: Role in Nutrition, Metabolism, and Inflammation* and the February 4th, 2014 lecture on *Obesity: Etiology, Pathogenesis and Why Weight Loss is Difficult*. The majority of lectures was attended by Ph.D. students, postdoctoral fellows, clinical researchers, and allied health professional. Speakers and attendees were from virtually all Institutes. The course content has been used to replicate the program in many North American institutions and in 17 countries.