

Student and faculty expectations:

- Student contacts the faculty mentors to discuss project background, specific aims, and role of the medical student.
- After selecting a R&D project and faculty mentor, the medical student and mentor will submit a brief R&D pre-proposal.
- Students submit a final R&D proposal signed by both mentor and student.
- Student will submit a final report of the 10-week R&D activity.
- Student will present a poster on the R&D activity at Medical Student Celebration of Research Poster Day.
- Mentor and students will ensure addition of student to mentor's IRB or IACUC (even if participating in an external MSRP projects, including international projects) and work with UF mentor to ensure UF's IRB/IACUC office approves the research too, otherwise research may be invalid.

TITLE: Assessing and improving pain outcomes and care coordination in children with cancer and sickle cell disease

FACULTY MENTOR NAME, EMAIL PHONE NUMBER: Vandy Black, MD, MSc, FAAP; vblack@ufl.edu; 352-273-9072

FACULTY MENTOR DEPARTMENT: Pediatric Hematology-Oncology

RESEARCH PROJECT DESCRIPTION (brief overview of background, hypothesis, methods, role of medical student, funding and relevant publications -- SHOULD NOT EXCEED ~ 250 WORDS)

Our research team is involved in a variety of sponsored studies to improve clinical outcomes and care coordination in two of our most prevalent patient populations, children with cancer and sickle cell disease. We are particularly interested in studies of chronic pain and health-related quality of life (HRQOL). Chronic pain and impaired HRQOL are common complaints among both patient populations and childhood cancer survivors. Our long-term goal is to improve the assessment, classification, and treatment of pain in children with chronic illnesses through person-centered, multilevel interventions that leverage interdisciplinary clinical teams and technology-assisted assessments. Specific aims are: 1) to determine the feasibility of composite pain assessments consisting of measures of pain intensity, location, quality, pattern, and functionality as part of routine clinical care and the impact of composite pain assessments on clinical decision-making; 2) to evaluate patient, disease, and treatment-related predictors of chronic pain; and 3) to develop patient-centered, multilevel interventions to improve composite pain scores and HRQOL. Students will have the opportunity to participate in clinically meaningful, outcomes-driven

research. Depending on the interest and goals of the student, responsibilities may include chart reviews, patient database analyses, assistance with the completion of patient-reported outcomes, and enrollment into intervention clinical trials of new treatments and/or treatment paradigms. Students will meet with Dr. Black on at least a weekly basis and will assist with data analysis and reporting. If desired, there will be opportunities to participate in developing publications (abstracts and manuscripts) for the dissemination of study findings.