

Special Topics in Biomedical Sciences:
Career Pathways for Research Professionals
GMS 5905, Section 3G27
Course Syllabus, Fall 2019

Course Director:

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Office hours: by appointment

H. Robert (Bob) Kolb, RN, MS, CCRC, Assistant Director for Clinical Research in the UF Clinical and Translational Science Institute, is an important resource for research professionals at UF and as such, was a co-developer of this course and will attend our class sessions. His contact information is kolbhr@ufl.edu; 352-273-8882. Professor Solberg will maintain responsibility for grading and any student issues/concerns.

Course Meeting Information:

Thursdays, Period 6 and 7 (12:50 – 2:45 PM), Health Science Center Room N1-07 (in Department of Community Health and Family Medicine office suite, near the Sun Terrace)

Required Textbook and Other Materials:

All readings for this course will be posted on the course Canvas site. There is no required textbook for this course.

Purpose of Course:

This is a career development course focusing on what it means to be a “research professional”, in particular what it means to support the conduct of research in a variety of career pathways other than as a faculty member.

Course Objectives:

At the end of this course, students will be able to:

1. Identify the different roles of professionals who work in – and in particular those who support the conduct of – research;
2. Compare and contrast various venues in which research professionals work;
3. Evaluate professional opportunities in research;
4. Develop a strategy for building a career as a research professional.

Course Requirements/Grading

Week	Topic
1 (8/22)	Introduction, conducting research in an academic environment
2 (8/29)	Building a research team (Sara Jo Nixon)
3 (9/5)	Grant funding, building a research program (Sobha Jaishankar)
4 (9/12)	Navigating the workforce (Bob Parks)
5 (9/19)	Embracing the identity of a research professional (John Marks)
6 (9/26)	Developing a career in research coordination and management (Mendy Dunn)
7 (10/3)	Building a career in research administration (Sharon Judge)
8 (10/10)	From academia to industry (Tammy Mandell)
9 (10/17)	Big data (Dan Maxwell)
10 (10/24)	The Hub/Innovation Square Tour (SW 2 nd Ave)
11 (10/31)	Leadership (Holly Morris)
12 (11/7)	Mentoring (Linda Searby)
13 (11/14)	Work-life balance (Jenny Lee)
14 (11/21)	Student presentations (note: this is the last day of class)
15 (11/28)	Thanksgiving, no class
16 (12/5)	Reading day, no class

**guest speakers and order of topics subject to change depending on availability of guest speakers to present on them*

Each week, in preparation for class you will read a set of materials posted on the course Canvas site. You are expected to read the materials in order to be prepared for our in-class speakers and discussions.

Assignments:

You will complete several assignments for this course. You will submit each assignment through the course Canvas site. Below are general assignment descriptions. Detailed assignment instructions and grading rubrics will be provided for each assignment in Canvas.

- **Weekly Readings Discussion on Canvas (22 points):**
You will have readings assigned for each week of the course, with the exceptions of week 1, week 10, and week 14. For each of the weeks when we have assigned reading for class (a total of 11 weeks), you will be expected to have completed these readings by the start of the class period and you should be prepared to discuss the readings in the context of the material presented to you during class. Prior to the start of each class period, you will post to the discussion board one key concept, or “take-away”, from your readings for the week that you think is meaningful for you as you think about your career goals. You do not have to choose a key concept from each reading assigned that week; just choose one concept overall. Don’t quote from the reading, just summarize the concept, and cite to the reading that the concept is from. Your post for each week will be worth 2 points.
- **In-depth interview, to be scheduled (30 points):** To learn about the day-to-day work of a research professional and why that professional chose the career they did, conduct an in-depth interview with a research professional and write a 2-page paper reflecting on what you learned. You may identify someone on your own (please don’t hesitate to ask for our assistance with identifying someone!) or you can choose from a list that will be provided for you. Let us know who you will contact to interview, as each individual listed is available to interview with only 1 student; let us also know the date your interview is scheduled. Your reflection paper will be due within 2 weeks of your interview date, and

no later than the beginning of our final class session. On the last day of class you will present your experience. See presentation assignment for more information.

- Attend an IRB or IACUC meeting (30 points):** These meetings are critical to the research process, and attending one will help you learn about the work of the committee(s) and how research is regulated. You will choose a meeting to attend and write a 2-page reflection paper about the experience. You can attend a meeting any time during the semester; let us know what committee meeting/date you choose so we can let the IRB/IACUC know you will be there. Your reflection paper will be due within 2 weeks of the meeting date, and no later than the beginning of our final class session. Because some of these meetings are rather lengthy and can last more than a half day, you should reserve approximately 1.5-2 hours for meeting attendance (but plan to attend as much of one as you can to maximize the experience). On the last day of class you will present your experience. See presentation assignment for more information. If your schedule prohibits attendance at the times these meetings are held, contact Professor Solberg to discuss an approved alternative.
- Job hunt (30 points):** To prepare you for your job searches in the future, you will search online and find an advertised job that is NOT a faculty or post-doc position that is appealing to you as a first job after graduate school or a post-doc position, or if you're currently working, appealing as your next position. If the institution/organization where you think you want to work doesn't have such a job advertised, find something similar at another institution/organization. Focus on the job and type of employer more than the location of the position. Take a screen shot of the advertisement and write a cover letter for the position, as though you were applying. Then, find an advertised job that you think will be a good fit for you in 5-10 years. Take a screen shot and write a paragraph explaining your rationale. NOTE – this is an exercise for educational purposes, you are not expected to actually apply for a job as a part of this course. This assignment will be due by the beginning of our final class session and you will present your work on the last day of class. See presentation assignment for more information.
- Presentation (30 points):** On the last day of class, you will present your experiences with your in-depth interview and your attendance at an IRB/IACUC meeting to the class. You will also present the positions you identified to the class and discuss why you chose them. The goal of this assignment is to enable you to reflect on your experiences during the semester and compare these experiences with your classmates. We also want you to reflect on your talents and career goals and discuss with your classmates ways to highlight your knowledge and experience for a potential employer.

All sources that you use to complete your assignments must be cited in accordance with APA format.

Grades in this class are earned on the basis of points and then converted to letter grades (as shown in this chart).

A	93-100%	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	59-62.99%
C+	77-79.99%	F	< 59%

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <https://registrar.ufl.edu/grades/gradepolicy>.

Participation and attendance:

You are expected to attend and be prepared for each class session, and to participate in class discussions in a meaningful way. Absences will be excused per the UF attendance policy published in the Graduate Catalog:

<http://gradcatalog.ufl.edu/content.php?catoid=11&navoid=2486>. You must notify me (Professor Solberg) in writing either through Canvas or via email to my UF email address in advance of your anticipated absence and I will confirm whether your absence will be excused. If there is an emergency that prevents you from seeking approval for the excused absence in advance, contact me as soon as possible. Each unexcused absence will result in a deduction of 5 points from your final grade.

Course Evaluations

At the end of the course, you will be asked to complete the UF course evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open for the last two or three weeks of the semester. You will receive an email once the evaluation system is open, and you will receive periodic reminders asking you to complete your course evaluation.

Make-Up Policy:

All assignments must be submitted via the deadlines provided on the course web site. Except in cases of emergency, you must contact me before the assignment's submission deadline if you will be unable to submit on time. In the event of an emergency where prior approval could not be sought, contact me as soon as possible. Late submissions will be excused in accordance with UF policy. Unexcused late submissions will receive a zero. Please review the Graduate Catalog for more information: <http://gradcatalog.ufl.edu/>.

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

Students are expected to abide by the Student Honor Code and Honor Pledge:

"We, the member of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'"

Counseling and Student Health:

Campus Resources:

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
- University Police Department: 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>