

BIOTRAIN 701: “Foundations in Professionalism”

Fall 2022

Course Directors: Amy Kostrewa: amy.kostrewa@duke.edu
Dr. Beth Sullivan: beth.sullivan@duke.edu

Day/Time: Thursdays, 8:30-9:30 am

Format: In-person (with some asynchronous, online content)

Locations: In-person classes: Nanaline Duke 147

Gateway Groups: variable locations (TBD)

Overview:

This mini-course introduces and engages Biomedical Ph.D. trainees in professionalism skills development such as communication, mentor-mentee relationships, building resilience, and navigating professional feedback. Development of professionalism skills is among the top training expectations of the National Institution of Health (NIH) for T32 Pre-Doctoral Training programs to support the graduate student experience and aid in biomedical career transitions.

The mini-course was co-developed in 2021 by OBGE with a senior SOM PhD student who provided direct insight and feedback into the professional skills that they and biomedical PhD alumni articulated as important for effectively navigating graduate school and successfully integrating into the workforce post-graduation.

This course is team-taught by faculty members, external experts, and PhD student Peer Mentors from various School of Medicine (SoM) Ph.D. training programs. The content is delivered as a combination of interactive lectures, online/self-paced content, and small group sessions called “Gateway Groups”. The goal of these interconnected sessions is threefold: to contextualize professionalism skills in biomedical science, to facilitate professionalism skill building, and to build community among the 17 SOM PhD programs.

Course Texts & Materials:

Texts for this course will comprise primary and secondary literature articles selected by course directors, lecturers, and/or Gateway Group mentors. All course texts, materials, recordings, and Zoom links (if applicable) will be available on the course Sakai site.

General Course Requirements:

The students will:

1. engage with background, pre-class content, and interactive seminars.
2. complete an online assessment and/or activity on selected class topics.
3. actively participate in Gateway Groups discussions, by asking questions and/or sharing experiences, opinions, thoughts, etc.

Assessment Information:

Students will receive credit for the course based on attendance and participation. Students are required to attend all discussion classes. Students are also expected to attend all Gateway Groups sessions. Those who are unable to attend in-person Gateway Groups should meet with Mentors-at-Large to discuss Gateway Group content.

Objectives & Student Learning Outcomes (SLOs):

By the end of the course, participants will be able to demonstrate the following learning outcomes:

Objective 1: To prepare students for success in graduate school through professionalism skill building

SLO i: identify and prepare for high-stress events in graduate school based on personal strengths and weaknesses

SLO ii: develop effective communication skills and gain insight into the dynamics of different communication styles

SLO iii: communicate in direct and respectful manners with diverse groups of individuals from a variety of backgrounds in a professional setting

Objective 2: To provide students with a supportive professional network

SLO iv: identify and initiate mentor-mentee relationships with diverse mentors and interdisciplinary interactions

SLO v: clearly communicate with mentors to optimize mentorability

Objective 3: To prepare students for diverse biomedical careers through professionalism skill building

SLO vi: apply and refine professionalism skills developed in graduate school to individual career path

SLO vii: pursue and participate in early biomedical career development activities

Disability Statement:

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the Office of Services for Students with Disabilities at 684-5917 or disabilities@aes.duke.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Academic Integrity:

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

The student will not lie, cheat, or steal in their academic endeavors;

The student will conduct themselves honorably in all their endeavors; and

The student will act if the Standard is compromised.

Students should also read the Duke policy on Academic Dishonesty at <https://studentaffairs.duke.edu/conduct/z-policies/academic-dishonesty>

Date	Topics/Speakers	Delivery Method	Pre-work Assignment
Sept 1	Seminar: Course Introduction & CliftonStrengths Assessment Overview (Kristin Russell)	In-person	Complete CliftonStrengths Assessment (Sakai) prior to class
Sept 8	Student-Faculty Panel Discussion: The Art of Finding Supportive and Diverse Mentors and Being an Effective Mentee (led by Peer Mentors)	In-person	
Sept 15	Seminar: iHouse Cross-Cultural Communication (Kevin D'Arco)	In-person	
Sept 22	Online Content: Communication Styles, Cognitive Distortion, and Self Talk (Sharon Milgram, NIH OITE)	online/self-paced	
Sept 29	Gateway Group Discussion (Inclusive and Effective Communication; led by GG Faculty & Peer Mentors)	In-person	
Oct 6	<i>no class – Fall Break</i>	--	
Oct 13	Seminar: Well-being Resources and Stress Management Practices (Kristin Russell)	In-person	
Oct 20	Gateway Group Discussion (Maintaining Focus and Managing Stress; led by Peer Mentors)	In-person	
Oct 27	Online content: Developing Feedback Resilience (Sharon Milgram, NIH OITE)	Online	
Nov 3	Gateway Group Discussion (Case study discussion on giving/receiving feedback; led by GG Faculty & Peer Mentors)	In-person	