

# BIOTRAIN 701: “Foundations in Professionalism”

## Fall 2024

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

**Format:** In-person (with some online content)

**Locations:** In-person classes: individual rooms around campus (see emails from OBGE)

### Overview:

This mini-course immerses Biomedical Ph.D. trainees in Graduate School survival skills, that is professional and career skills development such as communication, mentor-mentee relationships, building resilience, and navigating professional feedback. Development of professional skills that are part of the “hidden curriculum” 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.

BIOTRAIN 701 was co-developed in 2021 in OBGE with a senior SOM PhD student who provided direct insight and feedback into the professional skills that they and biomedical PhD alumni identified as important for effectively navigating graduate school and successfully integrating into the workforce post-graduation.

This course is team-taught by faculty members and PhD student Peer Mentors from various School of Medicine (SoM) Ph.D. training programs and has a strong element of active learning. The content is delivered primarily as discussions centered around pre-readings and case studies in small groups called “Gateway Groups”. The goal of the Gateway Groups is three-fold: to contextualize professionalism skills in biomedical science, to facilitate professionalism skill building, and to build community among students from the 17 SOM PhD programs.

### Course Texts & Materials:

Texts for this course will comprise case studies and other relevant literature selected by course directors. 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. attend class in person.
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 classes.

### Class Absences and Make-up- Assignments

Students who are unable to attend in-person Gateway Groups will be required to attend a virtual make-up session from 4-5pm on the Tuesday following the class that was missed using this link:

<https://duke.zoom.us/j/95395104419>. This zoom link will be used for each Tuesday from September 3 – October 15<sup>th</sup>. There will be no zoom class on September 24<sup>th</sup> since we do not have class on September 19<sup>th</sup>.

If a student cannot make the next Tuesday make-up zoom class, they are required to schedule a 1:1 session with OBGE Asst Director of Trainee Development Kristin Russell (<https://calendly.com/dukesomphd-wellnesscoach>) to receive course credit for the absence.

### **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 and inclusive 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](mailto: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*	Facilitators (1 Faculty and 1-2 Peer Mentors)	Pre-work Assignment
Aug 29	Faculty Mentoring Panel: The Art of Finding Supportive and Diverse Mentors and Being an Effective Mentee	Panel organized and led by Peer Mentors Love Auditorium, LSRC	Submit your questions ahead of time
Sept 5	Mentor-Mentee Match: Navigating Key PhD Training Relationships	Christian McRoberts Amador Angela Jones David Tobin	Reading, Case study
Sept 12	Engaging in Effective Communication	Samed Delic Emily Green Adrianna San Roman	Reading, Case study
Sept 19	NO CLASS TODAY	N/A	N/A
Sept 26	Negotiation: Two-Way Problem-Solving	Carolyn Coyne Raven Luo Carlo Vignali	Reading, Case study
Oct 3	Mapping Out Your Path Through the PhD (using IDPs and T3 Prof Development Tab)	Ammara Aqeel Jameson Blount Greg Samanez-Larkin	Reading, Case study
Oct 10	Giving and Receiving Feedback	Johnna Frierson Gus Lowry Courtney Manning	Reading, Case study

*\*For each class, one faculty member and 1-2 Peer Mentors will partner to plan content, pre-work, and case study discussion for the topic of the week. All students and Peer Mentors will be present in class on 6<sup>th</sup> Floor Trent Semans. We will break into Gateway Groups for case study discussions and come back together as a large group to share key points, best practices, questions, and/or suggestions from the GG discussions.*