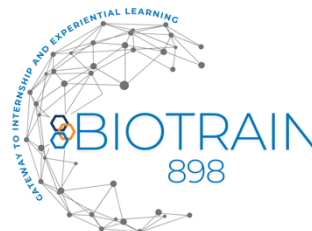


# BIOTRAIN 898: Gateway to Internship and Experiential Learning



**Course Director:** Calla Telzrow, PhD ([calla.telzrow@duke.edu](mailto:calla.telzrow@duke.edu))

**Day/Time:** March 18 – April 22, 2025: Tuesdays 8:30 – 10 AM,

**Format:** In-person

**Location:** MSRB I Room 001

**Grading Basis:** CR/NC

## **Overview:**

This mini-course has been developed to assist biomedical PhD trainees in planning a practical path for pursuing a career outside of academia. It aims to allow students to identify the internship as a professional development goal early, address key benefits and challenges of participating in an internship during the PhD, and provide tools and skills to navigate the process of finding and successfully completing an internship. Course topics include career goal setting; best practices for building an internship plan in partnership with the faculty mentor; building a career network to aid in the internship search; tips for applying and interviewing for an internship; and creating an actionable internship plan. As advance preparation is critical for creating the most beneficial internship experience, ideally students will participate in the Gateway to Internship and Experiential Learning course two to three years prior to expected internship participation, though students at any stage can enroll in the course.

The course is team-taught by OBGE administration, external panelists from the biomedical science industry, and student panelists who have participated in the internship process. The content is delivered through interactive in-person lectures and activities, industry and student panels, discussions, and informal presentations.

While the course aims to provide valuable preparation for navigating the internship search process, it does not provide participants directly with internship placements or funding. After taking the course, students are encouraged to set up individual meetings with OBGE for further assistance finding and preparing for internships.

## **Course Texts and Materials:**

All course texts, materials, recordings, and Zoom links will be provided prior to class meetings.

## **Attendance and Assessment Information:**

Students are expected to attend all classes and complete required assignments and class preparation. One absence is permitted; in case of an absence, students should contact the course director for course materials and/or make-up instructions. Students will receive credit for the course based on attendance, participation, and completion of assignments.

## **Course Competencies, Objectives, and Student Learning Outcomes:**

### **OBGE Competency: Communication Skills / Communication with the Public**

#### **Objectives and Learning Outcomes:**

- To prepare students for conversations about professional and career goals
  - Create a framework for discussing internship needs, goals, and plans with dissertation advisor
  - Learn field etiquette for communicating about potential career
  - Understand expectations and best practices for interviewing in the field
  - Create a prepared “elevator pitch” to be able to efficiently and directly communicate personal, research, and professional background and goals
- To provide students with skills to build a network for professional communication
  - Develop a framework for building your career network
  - Determine specific individuals to request into your career network

### **OBGE Competency: Leadership Skills / Vision, Organization and Planning**

#### **Objectives and Learning Outcomes:**

- To give students perspective on the scope of career options available in biomedical science fields
  - Become familiar with field opportunities/expectations for internships
  - Know specific career options in your field
  - Be able to navigate the vast available network of career professionals, both local and remote
- To help students understand contributions of experiential learning to career development
  - Assess professional values
  - Determine potential career paths based on values
  - Determine important skills for career path and avenues for skill building
- To offer students a useful framework for long- and short-term preparation for completing a successful internship as part of a larger career and professional development plan
  - Know specific steps required to engage in an internship regarding payroll, enrollment, visa status
  - Create a long-term planning guide incorporating all phases of internship preparation

### **OBGE Competency: Resilience and Survival Skills / Motivation, Resilience and Persistence**

#### **Objectives and Learning Outcomes:**

- To prepare students for common challenges that arise in experiential learning environments
  - Pinpoint areas in which you can build skills to help avoid internship pitfalls/hardships
- To give students meaningful advice on how to maximize the benefits of an internship
  - Learn to ask the right questions to maximize effectiveness of time spent at internship

#### **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:

- Students will not lie, cheat, or steal in their academic endeavors.
- Students will conduct themselves honorably in all their endeavors.
- Students will act if the Standard is compromised.

Students should also read the Duke policy on Academic Dishonesty in the full Duke Community Standard: <https://dukecommunitystandard.students.duke.edu/policy/academic-dishonesty/>

**Class Schedule:**

| <b>Date</b>                   | <b>Topic(s)</b>   | <b>Delivery/Presenter(s)</b>   |
|-------------------------------|---|--|
| <b>March 18</b><br>8:30-10 AM | What Internships Offer<br>Introduction to Career Path Goal Setting                      | In-person lecture/activities:<br>Calla Telzrow, PhD  |
| <b>March 25</b><br>8:30-10 AM | Career and Internship-Specific Goal Setting<br>Writing an Internship Proposal           | In-person lecture/activities:<br>Calla Telzrow, PhD  |
| <b>April 1</b><br>8:30-10 AM  | Creating a Career Network   | In-person lecture/activities:<br>Calla Telzrow, PhD  |
| <b>April 8</b><br>8:30-10 AM  | Interview Advice from Industry Experts  | Zoom panel: Industry experts<br><a href="https://duke.zoom.us/j/99555206468">https://duke.zoom.us/j/99555206468</a><br>Moderator: Calla Telzrow, PhD |
| <b>April 15</b><br>8:30-10 AM | Internship Advice from Your Peers   | In-person panel: Duke SoM student interns<br>Moderator: Calla Telzrow, PhD   |
| <b>April 22</b><br>8:30-10 AM | Preparing a Framework for Next Steps  | In-person lecture/activities:<br>Calla Telzrow, PhD  |
| <b>TBD</b>                    | Optional – open to all SoM PhD students: Duke Visa Services OPT/CPT Information Session | Zoom Presentation:<br>Pierre Byrd, Duke Visa Services<br><br>_____<br>_____<br>_____   |