

BIOTRAIN 898: Gateway to Internship and Experiential Learning



Course Director:

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1265 MSRB III

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Day/Time:

October 15 – November 19: Thursdays 8:30 – 10 AM

Format:

In person

Locations:

MSRB III Room 1125

Grading Basis:

CR/NC

Course 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 take 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. Students will receive credit for the course based on attendance, participation, and completion of assignments. One absence is permitted; more than one absence will result in a grade of NC (at the discretion of the course director). In case of an absence, students should contact the course director for course materials and/or make-up instructions.

Course Competencies, Objectives, and Student Learning Outcomes:

OBGE Competency: Communication Skills / Communication with the Public

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

OBGE Competency: Leadership Skills / Vision, Organization and Planning

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

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

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

Accommodation of Student Needs:

Duke University is committed to providing equal access to students with documented disabilities. Students with disabilities may contact the Student Disability Access Office (SDAO) to ensure your access to this course and to the program. There you can engage in a confidential conversation about the process for requesting reasonable accommodations both in the classroom and in clinical settings. Students are encouraged to register with the SDAO as soon as they begin the program. Please note that accommodations are not provided retroactively. More information can be found online at access.duke.edu or by contacting SDAO at 919-668-1267, SDAO@duke.edu.

Academic Integrity:

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of

honesty, fairness, respect, and accountability. Members 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. Duke University has high expectations for students' scholarship and conduct. In accepting admission, students indicate their willingness to subscribe to and be governed by the rules and regulations of the university, which flow from the [Duke Community Standard \(DCS\)](#).

Regardless of course delivery format, it is the responsibility of all students to understand and follow all Duke policies, including but not limited to the [academic dishonesty policy](#) (for example, completing one's own work, following proper citation of sources, adhering to guidance around group projects, and more). Ignoring these requirements is a violation of the DCS.

Students can direct questions or concerns regarding academic integrity to the Office of Student Conduct and Community Standards at conduct@duke.edu and can access the [DCS guide](#) online. A referral can be submitted at support.students.duke.edu.

Class Schedule:

Date	Topic(s)	Delivery/Presenter(s)
October 15 8:30-10 AM	Biomedical PhD Career Landscape Benefits of Internships Creating a Career Network (Part I)	In-person lecture/activities: Calla Telzrow, PhD
October 22 8:30-10 AM	Career and Internship-Specific Goal Setting How to Find Internships Creating a Career Network (Part II)	In-person lecture/activities: Calla Telzrow, PhD
October 29 8:30-10 AM	Crafting an Internship Proposal Crafting Your Application Materials Tips for Success During Internships	In-person lecture/activities: Calla Telzrow, PhD
November 5 8:30-10 AM	Internship Advice from Industry Professionals	Zoom panel: Industry experts https://duke.zoom.us/j/99557835784 Moderator: Calla Telzrow, PhD
November 12 8:30-10 AM	Selling Yourself with Your Elevator Pitch Internship Advice from Your Peers	In-person panel: Duke SoM student interns Moderator: Calla Telzrow, PhD
November 19 8:30-10 AM	Tips for Success After Internships Preparing a Framework for Next Steps	In-person lecture/activities: Calla Telzrow, PhD