



HSD 649: Survival Skills and Ethics
Mondays 2:00-4:30 pm
Health Sciences Innovation Building 625

Description of Course

This course is designed for graduate students in all disciplines. It provides information and experiences that will aid in successful "survival" during the student years and those following graduation. Topics include effective speaking and writing, grantspersonship, mentoring, career options, among others. Discussions of ethical issues and resources are integrated across topics.

Instructors and Contact Information

Travis Sawyer, PhD; tsawyer9226@arizona.edu
Jenny Hoit, PhD; hoit@arizona.edu
Alyssa Sachs, PhD; alyssasachs@arizona.edu
Office Hours: By appointment
Course materials are on D2L

Course Objectives and Expected Learning Outcomes

By the end of the semester, course participants will be able to:

- give a short, well-formulated, and interesting oral presentation and explain the principles underlying a high-quality presentation;
- use strategies to be a more productive writer;
- write about their research (or other creative activity) using language that can be understood by the general public;
- find funding sources to support their research (or other creative activity);
- explain the key features of a strong grant application;
- describe some interactive teaching techniques;
- establish and maintain effective mentor-mentee relationships;
- create an individual development plan (IDP);
- construct a well-conceived and attractively formatted curriculum vitae or resume;
- prepare for job or postdoctoral position searches and interviews;
- write an effective cover letter for a job application;
- recognize ethical breaches in a broad range of contexts and know how to deal with them;
- earn a University of Arizona **Responsible Conduct for Research (RCR) Certificate** to acknowledge fulfillment of the National Institutes of Health (NIH) or National Science Foundation (NSF) ethics training requirements. Upon completion of the course (with a final grade of 'A' or 'B'), you may access your certificate by following these steps (contact Research-Training@email.arizona.edu if you have questions):

1. Go to <https://arizona.sabacloud.com/> and log in with your UANetID and password.
2. Select "Go to plan", under "Plan Summary".
3. Select "Completed Learning" from the left sidebar.
4. Locate "NIH Responsible Conduct of Research Certification" and select "Print Certificate". A new window will open where you can download/print the certificate.

This is an elective course for two certificate programs:

[Certificate in College Teaching](#)

[Certificate in Science Communication](#)

Required Readings

Required and recommended readings and other resource materials will be made available on D2L.

Assignments and Attendance

The assignments are described in detail under Semester Schedule by date along with their point values. Students will be given guidelines for each assignment. Assignments are due on the date indicated (by midnight). Attendance is worth 1 point per class session; you can earn up to 13 points (with 2 absences allowed). To make up assignment and attendance points, please contact either Dr. Sawyer or Dr. Hoit.

Final Project

The final project will be due on May 3, 2024 at 3:00 pm.

Grading Scale and Policies

Grades are based on assignments (worth a total of 47 points) and attendance (worth up to 13 points) for a total of 60 points. A standard grading scale will be used: A \geq 90%; B = 80-89%; C = 70-79%; D = 60-69%; E < 60%. Extra credit opportunities will be provided on a case-by-case basis.

Safety on Campus and in the Classroom

For a list of emergency procedures for all types of incidents, please visit the website of the Critical Incident Response Team (CIRT): <https://cirt.arizona.edu/case-emergency/overview>

Also watch the video available at

https://arizona.sabacloud.com/Saba/Web_spf/NA7P1PRD161/common/learningeventdetail/crtfy0000000003560

Familiarize yourself with the Health Sciences Innovation Building Evacuation plan:

<https://arizona.app.box.com/s/yz73c1nshoxk9p8auz98p1j04m5dqwb5>

For all other University of Arizona class policies, please visit

<https://catalog.arizona.edu/syllabus-policies>

SEMESTER SCHEDULE
Detailed instructions for assignments are in D2L

Jan 15 **Martin Luther King Holiday (no class)**

Jan 22 **Introduction and Introductions**

Christopher Impey, Distinguished Professor, Astronomy (*Science Communication Certificate*)
 Emily Jo Schwaller, Assistant Professor of Practice, UCATT (*Certificate in College Teaching*)
 (*Graduate & Professional Student Council*)

Assignments due January 28

- (1) Schedule an individual meeting with an instructor using this [google sheet](#). Before the meeting fill out the Student Information Form (0 point); after the meeting, submit a summary of your goals (1 point)
- (2) Make a list of the formal requirements for your graduate program and additional expectations/recommendations (2 points)
- (3) Create a summary of how your time is currently distributed and answer questions (1 point)
- (4) Watch the video on *Managing Your Time Well* and write summary of your strategies (1 point)

Jan 29 **Successful Surviving**

TIPS FOR SUCCESS GRADUATE STUDENT PANEL

Tom Knapp, Biomedical Engineering

Wesley Ilana Schnapp, Neuroscience

Devin Saunders, Clinical Translational Sciences

Alex Sielaff, Psychology

Arianna Quinn Tariqi, Environmental Engineering, Indigenous Food, Energy & Water Security and Sovereignty

Assignments due February 4

- (1) Watch the videos on CVs and resumes and answer questions (2 points)
- (2) Have your current CV or resume available in hard copy or on your computer for class on Feb 5. (0 point)

Feb 5 **CVs and Resumes**

Assignments due February 11

- (1) Watch three videos on speaking and answer questions (3 points).
- (2) Create a slide (1 point)

Feb 12 Effective Speaking for a Range of Audiences

Phyllis Brodsky, MEd, Associate Professor of Practice, University Center for Assessment, Teaching, and Technology (UCATT)

Assignments due February 18

- (1) Ask three faculty members about authorship criteria and write a summary (3 points)
- (2) Watch the video on *How to be a Productive Writer* and answer questions (1 point)
- (3) Bring to class on February 19 a draft of your assignment designed to communicate to a general readership (0 point) *Details of this assignment are "to be determined".*

Feb 19 Effective Writing for a Broad Audience

Aimee C. Mapes, PhD, Director, Writing Across the Curriculum and Associate Professor, Rhetoric, Composition, & the Teaching of English

Assignments due February 25

- (1) Upload your revised communication for a general readership. (1 point)
- (2) Read "Instructions to Authors" and summarize what you learned. (1 point)

Feb 26 Publication and Peer Review**Mar 4 Spring Recess (no class)****Assignment due March 10**

Prepare your 3-minute oral presentation (6 points)

Mar 11 Your Turn to Talk [*Note: We will be split between HSID 567 and 625*]**Assignments due March 17**

- (1) Write a summary of the feedback you received on your talk (1 point)
- (2) Create a Pivot account and find five possible funding opportunities (1 point)

Mar 18 Finding Funding

Shelley Hawthorne Smith, PhD, Associate Director, Office of Fellowships, Graduate Center
Nancy E. Ellis, AICP, CPRP, GPC, Administrator, Research and Grant Development, Graduate Center

Assignment due March 24

(1) Interview two people in your discipline about grants (2 points)

(2) Watch the video on grant peer review and write a short summary of your impressions (1 point)

Mar 25 Effective Grant Writing

Assignment due March 31

Upload your revised CV or resume (2 points)

Apr 1 Communication Strategies

Jack Harris, [Helping Keep Good People Good](#)

Assignments due April 7

(1) Write a communication scenario that includes a solution based on what you learned from Jack Harris (1 point)

(2) Answer the question about mentoring (1 point)

Apr 8 Teaching and Mentoring

Assignment due April 14

Read Lessons from Researcher Rehab (DuBois, 2015, *Nature*) and answer a question (1 point)

Apr 15 Integrity in Research

Nicolas Delamere, PhD, Professor, Physiology

Assignments due April 21

(1) Identify two different jobs that interest you. (2 points) You may want to watch the video on job searching on LinkedIn to help you with your search.

(2) Sign up for a free LinkedIn account and draft of your LinkedIn 'About' statement and bring it to class April 22 for peer review (0 point)

Apr 22 Online Presence

Keaton Wilson, PhD, Solutions Developer, KS&R

Phyllis Brodsky, MEd, Associate Professor of Practice, University Center for Assessment, Teaching, and Technology (UCATT)

Assignments due April 28

(1) Upload your revised LinkedIn 'About' statement (2 points)

(2) Read materials on cover letters and submit a cover letter for a job application (2 points). Have your cover letter available for class on April 29.

(3) Schedule another individual appointment with the instructor and submit a summary of your accomplishments and goals (1 point). Sign up [here](#)

Apr 29 Job Application Letters and Interviewing

Shawn Nordell, PhD, Associate Director of Graduate Career Services

Assignments due May 3 (Friday) at 3:00pm (Final Exam Day)

(1) Submit your Individual Development Plan (1 point)

(2) Write an ethics reflection, either individually or as a group (3 points)

(3) Write a summary of what you have learned this semester (besides ethics) and a reflection about your future (3 points)

May 3 (Friday) 1:00 - 3:00pm (Final Exam Day)

FIRST JOB PANEL

Julio Cárdenas-Rodríguez, PhD, Sr. Machine Learning Researcher at Aledade Inc., Owner at Data Translators

Becky Farley, PhD, MSPT, PT, Founder/Chief Scientific Officer, Parkinson Wellness Recovery –

Jeannette Maré, PhD, MA, Director, Science of Kindness Community Collective