

MGRD 500 – Foundations of Career Exploration for PhDs

0 credits P/NP

Date: TBD; Location: TBD

Lead Instructor

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Class format and/or meeting times

This is a lecture-based class, but it is designed to be interactive with group discussions. This class will meet once a week for 2 hours, for a course total of 16 in-class hours. Students are expected to attend all sessions. There will be some expected work outside of class: reading, assessments, career research, and presentation prep.

Course description

This course is designed to help encourage and guide graduate students in the biomedical and health sciences through proactive career planning by equipping them with information, resources, confidence, and self-assessment tools necessary to make informed career choices. Through this course, students will complete self-assessment exercises and participate in career exploration activities such as informational interviewing, researching and presenting summaries of career pathways, and attending a career panel. Students will culminate all that they learn in a final individual development plan (IDP) poster session where the students present at least two careers of interest, career related SMART goals and self-assessment information in a visual IDP format. Through this course, students will reflect on their personal career goals and skills and learn how they fit into a satisfying career.

Prerequisites and/or intended student population

This course is designed for doctoral students and postdocs in the School of Medicine but is open to other graduate students with instructor permission.

Recommended and/or Required textbook(s) and/or other supplies

Required text: Next Gen PhD: A Guide to Career Paths in Science by Melanie V. Sinche. (provided)

Learning objectives

1. Understand how individual values and strengths factor into choosing a career.
2. Reflect on individual goals and skills to continuously improve and evolve career development plans.
3. Apply tools and resources to promote continual self-assessment and career exploration.
4. Create a foundational network of professionals to help with continuous career exploration, network building and guidance in establishing a professional presence.
5. Synthesize knowledge and experiences gained to form an individual development plan with accompanying SMART

Course schedule/topics/plan

**This is a tentative schedule that is subject to change pending guest lecturer availability.*

Day	Class topic	Class Learning Objective(s) covered
	Session 1: Introduction, Interests, Values, Risk-taking	1, 3
	Session 2: Skills, Imposter Fears, Resilience	2, 3
	Session 3: CliftonStrengths, Summarizing Self-Assessment Results, and Goal Setting <i>*Clifton Strengths Guest speaker: Dominic Gattozzi, Asst. Dir. for Leadership Program, Division of Student Affairs</i>	1, 2, 3
	Session 4: Career Panel Discussion (<i>Virtual</i>)	3, 4
	Session 5: Job Search Skills	2, 3
	Session 6- Student mini-presentations about Ph.D. jobs.	2, 3, 4
	Session 7- Student mini-presentations about Ph.D. jobs.	2, 3, 4
	Session 8- Summarizing your progress and plans via an IDP poster	1, 2, 5

Assessment and grading

This class is an ungraded (pass/no pass) class. This is a graduate level course, and the expectation is that students will alert the instructor of absences. If the instructor does not receive notification of an absence at least 30 minutes prior to the start of the class, it will be considered unexcused and result in a NP. To pass the class, students may not accumulate more than one excused absence (and 0 unexcused absences). Even with an excused absence, students will be expected to work with the instructor to make up for the missed coursework.

Despite no formal grading in this course, all students will be expected to participate in the career and IDP presentations and strongly encouraged to participate in class discussions. The more work put toward the activities of the course, the more benefit this course will provide to students to not just to help with the identification of career options to pursue after graduation, but provide students with the tools to continue career planning throughout the student's professional career.

Course specific guidelines/rules/policies

To facilitate a safe space for students to openly share and explore questions and concerns regarding career exploration and development, it is expected that all students will maintain the privacy of others and not share others' career development plan with anyone outside of the classroom. One of the greatest benefits of this class will be hearing about the experiences and feelings of other students regarding their career exploration and development. In order for all students to feel comfortable doing so, all participants in this class must be committed to creating and maintaining a safe space. It is expected that all students will be active participants in the class and be respectful and supportive of others. Failure to adhere to this professional conduct may result in removal from the class.

Diversity and Inclusion

It is the intent that all students regardless of their background and perspective be well-served by this class. Further, we intend to present material whose content is respectful of diversity (gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture) and deliver it in a way that respects these differences as well. We expect that all students, instructors and guests will help foster an atmosphere of respect, trust and safety in the classroom.

If you have suggestions for how to make the class content or environment more inclusive, or have specific incidents to report, please reach out to the instructor. If you are not comfortable reaching out to the instructor, feel free to reach out to someone else, such as the School of Medicine Graduate Education Office (som-geo@case.edu) or the Office for Diversity, Equity and Inclusive Engagement (oideo@case.edu).

More information on University policy and resources are available on the Office for Diversity, Equity and Inclusive Engagement's website.

Disability Accommodations

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from Disability Resources. In order to be considered for accommodations you must first register with the Disability Resources office. Please contact their office to register at 216.368.5230 or get [more information on how to begin the process](#). Please keep in mind that accommodations are not retroactive.

Academic Integrity

Any violation of the University's Code of Ethics will not be tolerated. All forms of academic dishonesty including cheating, plagiarism, misrepresentation, and obstruction are violations of academic integrity standards and will result in a minimum penalty of receiving a zero for the assignment, the potential for failing the entire course. Cheating includes copying from another's work, falsifying problem solutions or laboratory reports, or using unauthorized sources, notes or computer programs. Plagiarism includes the presentation, without proper attribution, of another's words or ideas from printed or electronic sources. It is also plagiarism to submit, without the instructor's consent, an assignment in one class previously submitted in another. Misrepresentation includes forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments. Obstruction occurs when a student engages in unreasonable conduct that interferes with another's ability to conduct scholarly activity. Destroying a student's computer file, stealing a student's notebook, and stealing a book on reserve in the library are examples of obstruction.

In addition, the incident will be reported to the Dean of Undergraduate Studies and Academic Review Board for undergraduates or Senior Associate Dean of Graduate Studies, for Graduate Students. The CWRU Statement of Ethics for graduate students can be found here:

<http://case.edu/gradstudies/about-the-school/policies-procedures/>