

Anatomy and Cell Biology 9566

A Graduate Seminar in Professionalism

Tuesdays 9:30-11:30

**Course Facilitator: Dr. Tim Wilson-X81587-
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Topical Facilitators in order of appearance:

Dr. Paul Walton – ACB – Academic Dos and Don'ts

Dr. Dale Laird – ACB - The Art and Science of Grant Writing

**Kelly Hatch - Embedded Teaching and Learning – finding/archiving
literature**

**Dr. Brian Allman - ACB – Critical review of abstracts, paper planning
strategies**

**Drs. Katherine Willmore & Tyler Beveridge - ACB – Lies, Dam Lies, and
Statistics**

Dr. Tim Wilson -ACB- Hot Topics in Graduate Professionalism

Course Objectives:

A) Create an inclusive and communicative environment to foster good comportsment of young professionals. In this environment many discussions of experiences, expansion on research and professional topics, and sharing of current research topics, skills, and writing practices will be actively undertaken.

B) Provide an opportunity for individuals to practice new or refine existing communication skills (writing, presenting, debating, and discussing) while expanding and integrating their command of the literature.

C) Enumerate achievement, reflect on experiences, and build a tangible dossier of professional skills, experiences, and milestones in preparation for the next step in education, employment, ad life.

D) Investigate and employ the institutional research, professional development, and support structure as a class at the Taylor Library, the Student Success Centre and as individuals at various continuing professional development opportunities at Schulich or in the greater UWO or London community.

Two Terms – Two Sets of Objectives

Fall Term consists of a combined cohort of Clinical Anatomy (required) and any Schulich Student (auditors):

Components of becoming young professionals will be introduced and practiced through the general objectives:

- recognize research fidelity, dos and don'ts
- discuss the art of grant writing
- discover, enumerate and examine your personality traits
- explore career options within and outside of academia
- reflecting on how to reflect deeply
- develop literature search, archive, and citation skills
- appraise and critical review of literature
- practice writing with purpose and influence
- explore careers beyond what you know
- develop online professional profile beyond the publication
- establish a comprehension of your personal strengths and challenges

Winter Term: ACB 9566 Clinical Anatomy students will conduct our Journal Club on Zoom.

Topics of interest will be identified through the scholarly literature by participants in the course and will include:

- practice interview skills
- discuss anatomical educational trends, practices, and techniques
- introduce and explore statistics – overview of what and how stats work
- evaluate, discuss, and debate scholarly research by both leading and participating in weekly discussions
- organize and lead 2 journal club discussions with your cohort online
- practice evaluating your peers critically
- provide and receive constructive feedback.

EVALUATION:

Clinical Anatomy Stream Student Participation and Performance:

Excelling in the course requires that the student participate and understand the spirit of the course. Participation at **ALL SESSIONS** is a required component of professionalism. Illness is understandable but be aware that medical documentation may be requested in certain cases. Only under exceptional circumstances can a student miss more than two sessions in any given term.

For auditors, the possibility for feedback is also an option. Simply let TDW know and he will ensure you are on his feedback radar. This may be useful for feedback of your contributions to discussions and interaction with others in the class. If you decide to make a career portfolio, and you should, feedback can be provided.

Criteria for evaluation

5% - Preparation and Participation Fall Term (pre-work and contributions to class discussion)

5% - Library Pre-Quiz and Bibliography exercise

5% - Proposed Table of Contents (TOC) for your *Career Portfolio* ([see below](#))

- **Due on mutually organized date in December in your drop box in OWL**

5% - Research Ethics Module ([see below](#))

- The **reflection** will be included in *Career Portfolio* - **Due on mutually organized date in December.**

15% - Own Your Future Activities ([see below](#))

- 5% - Complete your personal *Power Skills Assessment*
- 10% - Attend and participate in two Own Your Future workshops.

15% - Journal Club - Leading Discussions utilizing skills, techniques, and experimenting with your presentation style (TATP for example) and/or leading discussions

10% - Preparation and Participation Winter Term (pre-work and contributions to class activities)

40% - *Career Portfolio* - Your LinkedIn page online, plus accompanying reflections and major artefacts in the Portfolio. Your teaching dossier from ACB 9565 is an unmarked but required component of the Portfolio, a **reflection** on your dossier will be graded.

- **Due March 1st, 2021**

Components of the Evaluation

1) Understanding Research Ethics

Register and complete the online modules that guides the principles of the university's Office of Research Ethics through the Tri-Council Policy Statement. The Tri-Council consists of three agencies that grant research monies to institutions like Western. The agencies are the Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). This exercise will take approximately 3 hours and you will receive a certificate at the successful completion. This certificate will accompany your Career Portfolio.

<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

- you will get a certificate
- you need to write a **reflection (2pg max)** on the experience and include in your career portfolio.

2) Own Your Future

You have a wonderful resource at your fingertips, and it is absolutely free, you've essentially already paid for it with your tuition! The program was initially developed for doctoral students, but our class is encouraged to attend any workshop we wish!

There is pre-work to undertake however, it is called a Power Skills Assessment. This in-depth survey will take 30-45 minutes. It should be commenced early in the term at <https://www.uwo.ca/ownyourfuture/>. Your answers are compiled electronically, the confidential results are sent back to your uwo login email address.

Things to consider while you take the survey and receive results:

- Take your time to complete the questionnaire.
 - Think about how your answers refer to you currently, not where you'd like to be.
- Upon receiving the results (usually less than 5 mins) study them and decide how they best represent your professional skill set, don't worry, we will have a class on this so you are set up well. These skills are labile and of course change with experience so you can do it repeatedly over the course of your graduate experience to monitor how you've changed.
 - Using your Power Skills Assessment results as a guide, you now can explore the calendar to choose workshops that might address some deficiencies or unknowns, https://www.uwo.ca/ownyourfuture/modules/foundational_modules.html
 - Choose at least 2 workshops to attend over the course of the fall/winter term
 - **Reflections** of the workshops will appear in your career portfolio

3) Career Portfolio

There is no single form of a good career portfolio. Please look online for a plethora of sources online and/or the guide on our OWL site. We will have an entire session on this important aspect of your course as it entails both an online portion (LinkedIn) and a more private portion where your creativity and reflections will reside.

- This is the major assignment for the course and it is due **March 1st**.
- DO NOT WAIT too late to start as it cannot be completed quickly
 - Some components require work in the fall term or perhaps digging around at your home to find pertinent materials and artifacts, *this is not a last-minute exercise*

Final Thoughts

Please don't think of this as a stand-alone course. Consider it to be a practice point for you to integrate skills, tools, and ideas as you experiment with a wide girth of your academic and professional life. In order to be successful here you'll need cooperation; effort; forward planning; yes, for sure some perspiration; open mindedness; some passion would be nice; and maybe a pen.

Graduate school is a place to reinvent aspects of your being that you want to change and reinforce the components you want to keep. Sometimes you will discover new talents, skills, passions or you may unearth some blind spots, areas for improvement, or tendencies you would rather abandon. In all cases, you are the master of your failures and successes; regardless of the outcome, both are important learning opportunities if you are open to them.

Have fun.

Course Schedule

Date – Facilitator	Topic	Learning Objectives
Sept 10 Wilson (open to all students)	Exploration of how you arrived here and where you may go.	i) Explore the path taken ii) Recount the decisions made and who made them iii) Ideate for multiple paths forward
Sept 17 Walton (open to all students) <u>Note later start time</u> <u>10:30am</u>	Academic Integrity	i) Adhere to ethics of data manipulation and demonstration ii) Recognize when the data has taken a foul turn iii) Explore the outcomes when perpetrators are caught.
Sept 24 Laird (open to all students)	Good Grants	i) Review the granting agencies and types of student grants available ii) Demonstrate good grant creation principles iii) Exemplify good techniques for wording and writing a clear proposal.
Oct 1 Hatch (open to all students) Kellogg Room Taylor Library	Library Search and Apprehend Skills	i) Explore the library system at Western ii) Define and utilize MESH subheadings to expand or clarify literature searches iii) Adhere to ethics of data manipulation and demonstration
Oct 8 Hatch (open to all students) Kellogg Room Taylor Library	Archive and Accessing what you've Read	i) Demonstrate and use reference management software ii) Explore PubMed linkages to UWO account iii) Practice downloading references into software and simulate making a reference list with the software
Oct 15 Wilson (open to all students)	What do you know about the Job you want? There is no Best Life	i) Enhance your understanding of the Career Engagement Process ii) Engage in Self-Awareness through assessing your interests, skills, values, and personality iii) Relate your Self-Awareness to possible career options iv) Prepare for the Exploration phase of the Career Engagement Process v) Use networking as a career research strategy

<p>Oct 22 Wilson (open to all students)</p>	<p>Personal Assessment and Growth: Follow Up from Last week</p>	<p>i) Debrief from Myers-Briggs Type Indicator ii) Enhance personal self-awareness pertaining to perceived interests iii) Reflect on how others in your own program are both similar and vastly different in strengths, interests, and challenges.</p>
<p>Oct 29 Wilson (open to all students)</p>	<p>Occupational Research, LinkedIn & informational Interviews</p>	<p>i) Develop a strong profile for LinkedIn ii) Simulate researching jobs and employers online iii) Develop a plan for an informational interview.</p>
<p>Nov 5 Wilson (open to all students)</p>	<p>Curriculum Vitae and the Career Portfolio</p>	<p>i) Debrief on Informational Interview process ii) Define the Portfolio and its uses. iii) Garner feedback from peers.</p>
<p>Nov 12 Allman (Clinical Anatomy Students)</p>		
<p>Nov 19 Allman (Clinical Anatomy Students)</p>		
<p>Nov 26 Allman (Clinical Anatomy Students)</p>		
<p>Dec 3 Beveridge/Willmore (Clinical Anatomy Students)</p>		
<p>December Sometime Wilson (open to all interested students)</p>	<p>Memories of Emily Post: A Little Dining Etiquette goes a long way.</p>	<p>i) come together as a social group to discuss the term at a local establishment ii) demonstrate the components of a well-set table iii) differentiate European from American dining styles iv) explore some etiquette, manners, and how they morph with culture</p>
<p>Dec 10 Beveridge/Wilmore (Clinical Anatomy Students)</p>		

Dec 17 Beveridge/Wilmore(Clinical Anatomy Students)		
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