Anatomy and Cell Biology 9566
A Graduate Seminar in Professionalism
Tuesdays 9:30-11:30 In MSB 447 or sometimes on Zoom (when stated)

Course Facilitator: Dr. Tim Wilson-X81587-
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Topical Facilitators:
Dr. Paul Walton – ACB – Academic Dos and Don’ts
Dr. Dale Laird – ACB - The Art and Science of Grant Writing
Maren Goodman - 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 comportment 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
1) 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

2) Winter Term: ACB 9566 Clinical Anatomy students will conduct our Journal Club

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 any course requires that the student participate and understand the spirit of the course. This being said, your mental and physical participation at ALL SESSIONS is required. Please note, sitting there quietly is a physical proof of your presence but talking and conversing with the facilitators provide proof of your mental engagement. Please don’t sit quietly, participate. 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.

A Note on COVID-19 impacts: The course is designed to be primarily undertaken in a face-to-face environment. Given the evolving nature of academic and multiple instructors, some components may move to online scenarios. In the online environment, students should endeavour to be on time, alert, with camera enabled (if bandwidth allows) and be ready to discuss in the same way they might in face-to-face environments.
Criteria for evaluation

Fall Term Evaluations

5% Personal Preparation and perceived Participation Fall Term (any pre-work required and TDW's review of your contributions to class discussion)

5% - Library Pre-Quiz and Bibliography exercise

5% - Assignment: Proposed Table of Contents (TOC) or outline for your Career Portfolio (see below)

- This assignment will be due on mutually organized date in December in your drop box in OWL

5% - Research Ethics Module (see below)

- A reflection on the Research Ethics Module - Due on same date as the TOC above (feedback will be provided).

15% - Own Your Future Activities that may extend into the winter term (see below)

- 5% - Complete your personal Power Skills Assessment (a reflection included in Career Portfolio)
- 10% - Attend and participate in two Own Your Future workshops (or a like facsimile that you pass by Wilson) (reflections included in Career Portfolio)

Winter Term Evaluations

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

- the first journal club topics will be proposed by TDW and students can choose amongst a list of topics and proposed dates while the second topic can be your choice (interest, area of your research, hot topic in science) in the scholarly literature

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

40% - Career Portfolio -

- each career portfolio (either electronic web page or a pdf "paper" version consist of subcomponents
  - LinkedIn profile page
  - an "about Me" section speaking to your personal philosophy
Curriculum Vitae (CV)
- accompanying reflections (see above for mandatory reflections but other reflections are welcome should they serve the purpose of deeper understanding of who you are and why you are doing what you are doing)
- major artefacts or supporting materials, this could include photos, sketches, certificates, video or audio clips, links etc., supporting the prose of the career portfolio and providing a reflection point for you personally, and/or an accurate representation for the reader.
- Your teaching dossier from ACB 9565 is an unmarked but required component of the Portfolio
- a reflection on your entire 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 (https://tcps2core.ca/welcome) 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.

- you will get a certificate
- you need to write a reflection (2pg max single spaced) 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.
  o 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
  o Choose at least 2 workshops to attend over the course of the fall/winter term
  o **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 **at the beginning of March**.
- **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. Be experimental and try new stuff. 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.**