SLHS 649: Survival Skills and Ethics
Electrical and Computer Engineering Building Room 107
Wednesdays 3:00-5:40 pm

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.

Instructor and Contact Information
Jeannette D. Hoit, PhD; SLHS 529; 621-7064; hoit@email.arizona.edu
Office Hours: Open Door Policy
Course information will be posted 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 a better mentor-mentee relationship;
• construct a well-conceived and attractively formatted curriculum vitae or resume;
• write an effective cover letter for a job application;
• recognize ethical breaches and know how to deal with them;
• prepare for job or postdoctoral position searches and interviews;
• 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

This course includes coverage of the recommended Core Instructional Areas in RCR:
(1) Conflict of interest (personal, professional, and financial)
(2) Human subjects, animals, and safe laboratory practices
(3) Mentor/mentee responsibilities and relationships
(4) Collaborative research (including collaborations with industry)
(5) Peer review
(6) Data acquisition, management, sharing, and ownership
(7) Research misconduct and policies for handling misconduct
(8) Responsible authorship and publication
(9) Social responsibility; environmental and societal impacts of research
Absence and Class Participation Policy

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at [http://catalog.arizona.edu/2015-16/policies/classatten.htm](http://catalog.arizona.edu/2015-16/policies/classatten.htm).

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See [http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02](http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02).

Attending class and participating in discussions and activities are vital to the learning process. As such, attendance and participation are strongly encouraged and are factored into the grading structure for the course. Students who need to miss class due to professional obligations (e.g., conference presentation) are asked to inform the instructor in advance.

Required Texts or Readings

There are no required texts or readings for this course. Recommended readings and other resource materials will be made available on D2L.

Assignments and Examinations: Schedule/Due Dates

There are a number of out-of-class assignments and in-class activities associated with this course. The assignments are described under Scheduled Topics/Activities by date. There are no exams or graded quizzes. There is no final exam in this class. All assignments must be turned in by the final exam date.

Grading Scale and Policies

The requirements for earning letter grades are as follows:

- To earn an “A”, the student must have no more than two unexcused absences and must complete at least 90% of the assignments.
- To earn a “B”, the student must have no more than four unexcused absences and must complete at least 80% of the assignments.
- To earn a “C”, the student must have no more than six unexcused absences and must complete at least 70% of the assignments.
- To earn a “D”, the student must have no more than eight unexcused absences and must complete at least 60% of the assignments.

Assignments turned in more than two weeks late will not be counted.

Opportunities for extra credit will be provided on a case-by-case basis.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W), respectively.
Scheduled Topics/Activities

Jan 11  Introduction and Introductions

Assignment: After class, write a short reflection on what you learned in this class session and, most importantly, how this information affects your worldview, plans, and/or goals. I expect you to write 3-5 sentences, but you may write more if inspired to do so. Upload your reflection to D2L. You are asked to write a reflection for each class session you attend. The reflection is due before the next class session. If you did not attend a particular class session, you will not write a reflection about it.

Assignment: Subscribe to the GradFunding Newsletter by sending an email to list@list.arizona.edu. Put "subscribe gradfunding John Doe" in the subject line (replace your name for John Doe). Leave the message body blank and delete any automatic signature. If the automatic sign-up does not work, contact Shelley Hawthorne Smith at ssmith@grad.arizona.edu. Scan each newsletter for funding opportunities that may be a good fit to you.

Assignment: Schedule an individual appointment with the instructor, preferably near the beginning of the semester.

Jan 18  Successful Surviving

Assignment: This assignment has two parts: (1) Bring to class a list of the formal requirements of your graduate program and when you will address (or have addressed) each requirement. For those who are nearing the end of their graduate programs, include future goals (e.g., application for postdoctoral funding, interviewing for jobs, etc.). Do not just print out requirements from a website; list them succinctly in your own words along with completion dates. You should be able to put this on one page. (2) Bring to class a list of the additional expectations/recommendations (written or unwritten) that you believe also apply to your graduate program but are not specified in the requirements (examples might include: submit a paper for publication, create a CV, give lectures in undergraduate classes, present at conferences, do more than the required number of lab rotations, write and submit a grant, attend departmental social events, etc.).

Assignment: This assignment has two parts: (1) Bring to class a summary (in written or pictorial form) of how you see your time/energy being distributed across your academic work, domestic responsibilities, interpersonal relationships, play, rest, and other activities. (2) Next, decide whether or not your life is “in balance”. If you judge your life to be out of balance, state what adjustments you would need to make to restore balance.

Assignment: Write a short reflection on this class session and upload it to D2L.

GUEST SPEAKERS:
Erin Dokter, PhD, Associate Professor of Practice, Office of Instruction & Assessment (OIA)
Mascha Gemein, PhD, Assistant Professor of Practice, OIA
Meg Lota Brown, PhD, Director, Graduate Center
M. Kevin Chau, Events Director, Graduate & Professional Student Council (GPSC)

Jan 25  Effective Speaking

Assignment: Write a short reflection on this class session and upload it to D2L.

GUEST SPEAKER:
Robin Samlan, PhD, Assistant Professor, Speech, Language, and Hearing Sciences
Feb 1 Effective Writing

*Assignment:* Ask three faculty members (including your mentor, if possible) the following question: “What are your criteria for authorship?” (or, rephrased, “In your opinion, what does someone have to do to earn the right to be an author on a publication?”). Turn in a summary of their responses. **Do not identify them by name** (call them Faculty Member A, Faculty Member B, and Faculty Member C).

*Assignment:* Write a short reflection on this class session and upload it to D2L.

Feb 8 Effective Writing for the General Public and CV/resume

*Assignment:* Write and **bring to class** a paragraph about your research or other creative activity that is written for the general public (100 word limit, double spaced). It should communicate the relevance of the research/activity to the general public, using plain language that can be understood by a lay audience (e.g., your grandmother, the cashier at the grocery store, your neighbor). It needs to catch the interest of your readers, paint the “big picture,” and convince them of the importance of the work. There will be an in-class peer-editing activity associated with these paragraphs. Your final version will be due March 1.

*Assignment:* **Bring to class** a hard copy of the current version of your CV/resume for peer editing. **Note:** After your CV/resume has been peer-edited, you should revise it, then give it to your mentor for editing and revise it again. Your revised CV/resume is due on March 1.

*Assignment:* Write a short reflection on this class session and upload it to D2L.

GUEST SPEAKERS:
Carol Schwalbe, MA, Associate Professor, School of Journalism
Jeffrey L. Patten, MA, Career and Industry Coach, UA Career Services

Feb 15 Effective Grant Writing

*Assignment:* Interview someone in your discipline (e.g., your primary mentor, another faculty member, someone working outside the university) about grant funding. For example, you might ask them: (a) What are the funding needs in your discipline (e.g., to sustain research or other creative activities, to support graduate students/post-docs, teaching support, continuing education, travel to professional meetings, etc.)? (b) What funding opportunities are available (e.g., from federal, state, private, etc. sources)? (c) How competitive are grants in your discipline? (d) What are the expectations regarding grant funding in your discipline? (e) What are the greatest funding challenges you face? **Bring to class** a written report of what you learned from these interviews and be ready to talk about it.

*Assignment:* Write a short reflection on this class session and upload it to D2L.

GRANTS PANEL:
Andrew Fuglevand, PhD, Professor, Physiology, Neuroscience, BME
Melanie Hingle, PhD, MPH, RD, Assistant Professor, Nutritional Sciences
Michael Kerins, Doctoral Candidate, Pharmacology and Toxicology
Sangita Pawar, PhD, MBA, Assistant Dean, Research Administration, CALS

Feb 22 The Art of Giving Feedback that Matters (**BIOS**/Thomas W. Keating, B103)

*Assignment:* Write a short reflection on this class session and upload it to D2L.

GUEST SPEAKER:
Jack Harris
Mar 1  Finding Funding (Electrical and Computer Engineering 228)

Assignment Bring to class: (a) your revised CV/resume, and (b) the version of your CV/resume containing editorial remarks provided by your mentor, if possible.

Assignment: Turn in your revised paragraph for the general public (double spaced; 100 word limit; include an actual word count at the end of the paragraph).

Assignment: Write a short reflection on this class session and upload it to D2L.

GUEST SPEAKERS:
Georgia Ehlers, Director, Fellowships and Community Engagement
Shelley Hawthorne Smith, PhD, Asst Director, Fellowships and Community Engagement

Mar 8    Your Turn to Talk

Assignment: You will give an oral presentation of your research or other creative activity. The presentation will be no more than 3 minutes long (strict!) with a maximum of 6 slides, including the title slide (strict!). Your presentation should: (a) be interesting and understandable to all the participants in this course, that is, a knowledgeable group with a diverse set of backgrounds; (b) be well-rehearsed and be within the specified time limits; and (c) meet criteria of a high-quality presentation (logical organization, clear and concise language, effective delivery style including dress, and appropriate visual aids). You will receive feedback from the instructor and other class members immediately following your presentation.

Assignment: You will introduce one of the other presenters. To prepare for this, you will need to interview the person before the presentation to gather pertinent information (e.g., name, affiliation, educational background, title of talk).

Assignment: Write a short reflection on this class session and upload it to D2L.

Mar 15   SPRING RECESS

Mar 22  Integrity in Research and Other Creative Activities (including Human Subjects)

Assignment: Write a short reflection on this class session and upload it to D2L.

GUEST SPEAKERS:
Scott Pryor, MA, Training & Education Program Manager, Research, Discovery, & Innovation (RDI)
Misha Burnstein, MA, MEd, Training & Education Specialist, RDI
Mariette Marsh, Director, Human Subjects Protection Program
Betsy Williams, PhD, Postdoctoral Research Associate, Center for Digital Society and Data Studies

Mar 29    Animal Care and Data Management

Assignment: Write a short reflection on this class session and upload it to D2L.

GUEST SPEAKERS
Nicholas Delamere, PhD, Professor and Head, Physiology
Mary Bell, PhD, Postdoctoral Research Associate, University of Arizona Libraries
Apr 5    Peer Review and Mentoring

*Assignment:* Complete the mentoring questionnaire on D2L and bring it to class.

*Assignment:* Write a short reflection on this class session and upload it to D2L.

Apr 12   The Art and Science of Teaching (**ROOM CHANGE**) 

*Assignment:* Write a short reflection on this class session and upload it to D2L.

GUEST SPEAKERS:
Paul Blowers, PhD, Distinguished Professor, Chemical and Environmental Engineering
Bryan Carter, PhD, Associate Professor, Africana Studies
Lisa Elfring, Associate Professor, Molecular and Cellular Biology
John Pollard, Associate Professor of Practice, Chemistry and Biochemistry
Edward Prather, Associate Professor, Astronomy

Apr 19 Beyond the Degree (Academic and Nonacademic Careers)

*Assignment:* Bring to class a packet that includes the following:

(1) a list of all possible types of employment opportunities in your field of study;
(2) an actual posting for a job that interests you and write a cover letter applying for that job. Be sure to “sell yourself” in the letter!
(3) the final version of your CV/resume. This version should include any revisions you chose to make based on my feedback of your March 1 version.

GUEST SPEAKER:
Terry Matsunaga, PharmD, PhD, Research Professor, Radiology

Apr 26 Beyond the Degree (Interviewing and Negotiating)

*Assignment:* Bring to class your “wish list” for the job you are applying for or hope to apply for (i.e., those aspects of a job that are important to you and that you hope this job will provide).

May 3 Summary and Synthesis

FIRST JOB PANEL:
Becky Farley, PhD, PT, Chief Executive Officer/Founder, Parkinson Wellness Recovery
Raphael Gruener, PhD, Professor Emeritus at UA, Scientist in Residence at CEAC (Controlled Environment Agriculture Center)
Lisa Rezende, PhD, Vice President of Education, FORCE (Facing Our Risk of Cancer Empowered)
Allison Titcomb, PhD, Associate Vice President, Community Development at United Way of Tucson and Southern Arizona

Classroom Behavior Policy
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).
Threatening Behavior Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Accessibility and Accommodations
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students
UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html

Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.