

Proposed Courses from UCSF Graduate Division

PEDAGOGY COURSES & PROGRAMS

Course Title: **Introduction to Pedagogy**
Effective Quarter: TBD
Primary School: Graduate Division
Subject: Professional Development
Is this an IPE Course? No
Course Number: TBD

Course Description:

This course is an introduction to pedagogy for scientists, with an emphasis on undergraduate and graduate education. In this course, we will cover the evidence-based strategies of the “scientific teaching” approach developed by Jo Handelsman, Sarah Miller and Christine Pfund and apply these strategies in class.

Course Duration: 16 hours of instruction
Quarters Offered: Summer II, Annually
Web-based Course? No
Course Grading Convention: P/NP

Instructor of Record and Additional Instructors: Laurence Clement, PhD

Does Enrollment Require Instructor Approval? TBD
Does This Course Require Passing Another Course To Enroll? No
Prerequisite Courses/Skills/Knowledge: No
Restrictions: No
Part of a Series? No
Course Intended for What type of Student? PhD students
May Students in the Graduate Division Enroll? Yes
Unit Calculation: 2 credits (16 hours of instruction)

Course Objectives:

By the end of the course, participants should be able to:

- Develop exam questions and lesson plans to meet their learning goals, by designing measurable learning outcomes and assessments aligned using Bloom's taxonomy and backward design.
- Apply teaching strategies grounded in education research by using a constructivist and student-centered approach to teaching as well as clickers, rubrics with peer-review, think-pair-share, concept maps, jigsaw, group work, "flipping" the classroom, educational technology and media.
- Serve the needs of diverse types of learners at the undergraduate or graduate level, by developing knowledge around stereotype threat, creating an inclusive classroom culture,
- Develop the vocabulary they need to discuss their teaching philosophy with faculty with expertise in scientific teaching, and describe the role of the instructor in a student-centered classroom.

Evaluating Student Work: TBD

Justification: This program has been offered as a course six times to about 200 students and scholars since 2014. In May 2017 registration included approximately 45 postdoctoral scholars and 22 graduate students, from TETRAD (2), Bioengineering (2), Neuroscience (5), Epidemiology and Translational Science (2), Biomedical Sciences (1), PSPG (2), CCB (3), Oral and Craniofacial (2), Sociology (1), Nursing (2).

MENTORING COURSES & PROGRAMS

Course Title: **Introduction to Mentoring and Supervision**
Training Researchers and Interns, for Upcoming Professors
Effective Quarter: TBD
Primary School: Graduate Division
Subject: Professional Development
Is this an IPE Course? No
Course Number: TBD

Course Description:

This course utilizes a new framework to teach participants how to hire, teach, train and supervise research trainees. This framework integrates education, management and leadership theory and is applied to the research laboratory culture. The program includes a combination of lectures and activities, including case studies and assignments to apply the framework.

Course Duration: 15 hours of instruction
Quarters Offered: Winter Quarter
Web-based Course? No
Course Grading Convention: P/NP

Instructor of Record and Additional Instructors: Laurence Clement, PhD; Naledi Saul, MPM

Does Enrollment Require Instructor Approval? No
Does This Course Require Passing Another Course To Enroll? No
Prerequisite Courses/Skills/Knowledge: None
Restrictions: TBD
Part of a Series?
Course Intended for What type of Student? Graduate students and postdocs
May Students in the Graduate Division Enroll? Yes
Unit Calculation: 2 credits, 15 hours of instruction

Course Objectives:

By the end of this course, research trainees should be able to:

- Effectively communicate their expectations as well as their work style.
- Apply the TRAIN-UP framework to resolve issues related to training, supervising or mentoring new research trainees of different personality types.
- Describe successful practices in hiring a diverse research team (where diversity is defined in broad terms and includes diversity of work styles).
- Describe approaches to effectively mentor trainees while creating a supportive climate in the lab.

Evaluating Student Work: TBD

Justification: This series was developed in partnership with City College of San Francisco. In January 2017, we had 90+ registrants and 70 attendees at the first workshop. Over 40 attendees completed the full series.

CAREER DEVELOPMENT COURSES & PROGRAMS

Course Title:	Graduate Student Internships for Career Exploration (GSICE)
Effective Quarter:	TBD
Primary School:	Graduate Division
Subject:	Professional Development
Is this an IPE Course?	No
Course Number:	TBD

Course Description:

The curriculum for this course covers eight topics in two-hour training sessions over a 10-week academic term. The course follows a practical, well-defined career-development progression, from self-assessment to career exploration, job-search strategies, and skills for successful interactions during the optional internship or experiential component of the GSICE program. Development of networking skills is interwoven throughout the curriculum.

Course Duration:	16 hours of instruction
Quarters Offered:	Winter Quarter
Web-based Course?	No
Course Grading Convention:	P/NP

Instructor of Record and Additional Instructors: Bill Lindstaedt, MS; Theresa O'Brien, PhD

Does Enrollment Require Instructor Approval? Yes

Does This Course Require Passing Another Course To Enroll? No

Prerequisite Courses/Skills/Knowledge: None

Restrictions: TBD

Part of a Series? No

Course Intended for What type of Student? Graduate students who have passed qualifying exams

May Students in the Graduate Division Enroll? Yes

Unit Calculation: 2 credits, 16 hours of instruction

Course Objectives:

After participating in this course, participants will be able to:

- Articulate a Plan A and Plan B career goal
- Write annual goals for finishing their research program and transitioning to their next career step
- Write an effective resume and tailor it to a job description
- Respond skillfully to five common interview questions
- Conduct a useful informational interview with a professional in their field of interest
- Articulate how their unique personality style may affect their workplace communications

Justification: This program has been offered, first as a series of workshops, and since 2014 as an approved course, BMS 285. Enrollment is typically 20-30 students. The proposal would include moving this course to a new Graduate Division designation.

Course Title:	Motivating Informed Decisions (MIND) Catalytic Course
Effective Quarter:	TBD
Primary School:	Graduate Division
Subject:	Professional Development
Is this an IPE Course?	No
Course Number:	TBD

Course Description:

The Catalytic Course is a course designed to teach career exploration skills, informed by the career development literature. It is career-neutral, encouraging attendees to explore and aggressively pursue whatever careers are of greatest interest-- including both careers inside and outside academia. It is designed to serve as a springboard that primes trainees to fully exploit the second, optional part of the MIND program, in which students direct their own career exploration activities with the help of a team of peer coaches. This course is designed to be “catalytic” in the sense that it “activates” trainees, provides the tools and conceptual frameworks (“substrates”) needed for career exploration, and catalyzes a career planning “reaction” that takes place over time, continuing into the optional portion of the MIND program year.

Course Duration:	24 hours of instruction
Quarters Offered:	Fall Quarter
Web-based Course?	No
Course Grading Convention:	P/NP

Instructor of Record and Additional Instructors: Jennie Dorman, PhD; Bill Lindstaedt, MS; Theresa O’Brien, PhD; Naledi Saul, MPM; Elizabeth Watkins, PhD; Keith Yamamoto, PhD.

Does Enrollment Require Instructor Approval? Yes

Does This Course Require Passing Another Course To Enroll? No

Prerequisite Courses/Skills/Knowledge: None

Restrictions: TBD

Part of a Series? No

Course Intended for What type of Student? Graduate students who have passed qualifying exams

May Students in the Graduate Division Enroll? Yes

Unit Calculation: 3 credits, 24 hours of instruction

Course Objectives:

After participating in this course, participants will be able to:

- Summarize the Working Identity model and the features of successful career transition and reinvention.
- Use the myIDP module to determine which 2-3 careers may best fit the student’s unique skills, interests, and values.
- Identify professionals in the student’s careers of interest and create a network
- Define goals for a given informational interview and prepare the materials needed to initiate, conduct, and follow up on it.
- Synthesize and reflect on the information collected about careers of interest to assess alignment with skills, interests and values.

Justification: This program has been offered annually as a series of workshops, since Fall 2014. Enrollment is typically 70-80 students and postdocs.