



LS 110: Career Exploration in the Life Sciences Fall 2017 – for 1st, 2nd years and new students

Instructor: Rachel Kennison, PhD, MSW

Pronouns: She, her, hers

Course Details: Wednesdays 4-5:50 PM | Royce 190

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COURSE MATERIALS:

- **Course Packet** is required for this course. Please purchase online or in book store.
- **Myers Briggs Type Indicator and Strong Interest Inventory Assessments** will be purchased online and results will be administered by the professor.
- **CCLE website:** You will be expected to use the CCLE website for many of the readings and assignments.
- **iClickers:** iclicker is a response system that allows you to respond to questions I pose during class. For this class, they will mainly be used to check for attendance and participation. You can use the iClicker, iClicker+, or iClicker2. You may not use the iclicker mobile app, because that overloads the wireless network in such large classes. After you purchase a clicker, you must register your iClicker ID on the CCLE course website **before the start of class**. Clickers are available either for purchase at the bookstore, on ebay or amazon, OR through a UCLA clicker loan program that you can read more about here: <http://lendme.oid.ucla.edu/>. **They are not able to cover all the students eligible, so reserve your clicker ASAP!** Reservations start at midnight the day before the quarter begins. **To register your iclicker:**
 - Log into the class CCLE site (**Note: You will not get credit if you register at the iclicker homepage.**)
 - Locate the i>clicker block on your class site, and click on the "Remote Registration" link.
 - Enter the i>clicker ID located on the back of the clicker.
- **Please bring clicker, packet, pen/pencil and extra paper to write on to EVERY CLASS**

COURSE DESCRIPTION:

Did you know you can graduate college as a life science major, get only one year of additional training and become a clinical laboratory scientist, making, \$80,000/yr? Did you know that health care consultants travel around the world and on average stay in that career for only 3 years before moving on to medical school or graduate school? Do you have a great cover letter and resume that you could use to apply to a position RIGHT NOW? Have you considered the importance of understanding your own interests, values and personality preferences in setting your goals and

making career choices? This course is designed to help Life Science students expand awareness of themselves to make deliberate career and major choices. You will learn about the many components that go into making effective career decisions and be exposed to the diversity of career options for Life Science majors.

We know that many pre-med and life science students change majors by the time they graduate and leave STEM. Many complain about feeling discouraged by the competitive nature of classes, feeling inadequate and feeling anonymous. This class was created to help you reduce those feelings by exploring a diversity of options as life science majors - and there is so much good news!

- 1) Government projections of employment growth [suggest] heightened need for qualified STEM workers with highly specialized skills and with general knowledge of STEM concepts.
- 2) STEM jobs are growing at 1.7 times the rate of non-STEM jobs, and the U.S. is simply not producing enough candidates to fill them.
- 3) 74% of college graduates with STEM degrees are pursuing careers in everything from healthcare and law to education and social work.
- 4) STEM graduates are highly sought after and earn higher wages than their non-STEM counterparts, according to the U.S. Department of Commerce

The top 5 reasons why I love teaching this class:

- 1) It works. There is a method to career exploration/development that involves self-reflection applied to a systematic process and there is nothing more satisfying than teaching content that I know you will use.
- 2) There is something for everyone. You might not be interested in every topic, or every speaker, but if you put the work in, you will get *something* out of it. If you are willing to stay open and do the work, you will end up in a different place from where you started.
- 3) I get to teach you tools you will (should) use for the rest of your life.
- 4) This is not a traditional lecture class; this is a learning community. You learn from each other and I learn and get inspired by you.
- 5) It's fun! I'm pretty sure you haven't taken a class like this. We have a good time learning and most students report that even when they were challenged they had fun in the process.

In fall, this class is **geared to first, second year and incoming transfer students.**

OVERARCHING COURSE GOALS:

1. Students will initiate a career development process, including self-reflection that will be part of life-long learning towards development as an emerging Life Science professional.
2. Students will understand that the career exploration process includes consistent self assessment, networking and research.
3. Students will become aware of the diversity of STEM career options by listening to guest speakers in a variety of careers and performing a career search related to their goals.

COURSE LEARNING OBJECTIVES:

1. You will apply your values, skills, interests and personality traits to career options by using standardized career assessment inventories and self-reflection exercises.
2. You will research current print, web, and labor market trends with an emphasis on the fields of Life Science.
3. You will produce a resume and cover letter tailored to your specific career goals
4. You will practice interviewing and networking skills
5. Through classroom discussions, you will be able to verbalize your career path and create a portfolio and plan to achieve these goals while applying feedback from classmates and the instructor.

Helping You Succeed & Creating an Inclusive Classroom Community (Instructor, TA, and Community Expectations)

UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or one of the graduate student readers if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on [their website](#).

Education research shows that student learning outcomes are improved when provided with inclusive classrooms and an active learning environment. This course will therefore be structured to include short lectures, small and large group discussions, in class worksheets and opportunities for practice and feedback. Assignments include reflections, resume, cover letter, informational interviews and final project.

COURSE POLICIES:

To get the most out of this interactive course, it is important that you show up on time and are prepared. **Active participation** is essential in order to truly learn and apply the concepts of career decision-making.

- Each class is worth 6 participation points (all or nothing) towards your attendance and participation score. You will need to answer 75% of the questions on each day in order to receive credit. You are not awarded points based on correct/incorrect answers. You will be given two "free" days of participation points, which should account for any technical difficulties, absences, or forgetting your clicker.
- It is your responsibility to inform the instructor prior to a class absence. To be excused from class, you must submit proof of your excuse to the Life Sciences Core Office. Please contact Elena Jurado for any enrollment issues or to provide documentation (ejurado@lifesci.ucla.edu)
- Please be on time. Late arrivals are disruptive and keep you from getting the most out of this course.
- No assignments will be accepted after the due date unless approval from the instructor is received in writing in advance of the assignment due date.
- Please put away phones or laptops in class unless required for an activity!

Description of assignments:

Reflection Journals: Submit to CCLE as word doc

Journal reflection papers are designed to help you think critically about specific career development experiences, course activities and readings, and your journey towards a Life Science career.

Reflection Journals should be *typed in 12-point font, double-spaced, and be **one to two** pages long*. An expanded description of the assignments with due dates will be on CCLE.

"Informational Interview" Reports Submit to CCLE as word doc (Due 11/8 and 11/29)

Based on the Informational Interview guide and discussion, please select one Life Science professional in a career of interest to you. (this does not need to be limited to a Life Science professional). Possible referrals may be through friends, family members, community members, or professors. Details for setting up your informational interview and questions to ask the professional will be covered in class. An expanded description of the assignments with due dates will be on CCLE.

Final Project: Career Portfolio Project (due 12/6)

This assignment is intended to allow you to apply the concepts and skills gained from this course to complete the steps necessary to actually apply for a job, internship or research program in your area

of interest. The Portfolio is due by 4 pm on the last day of class. You will be graded based on thoughtful reflection and self-awareness of the final project. An expanded description of the assignments will be on CCLE.

About Self-Assessments- MBTI and Strong

The Myers Briggs Type Indicator and Strong Inventory Assessments are an integral part of the career development process and part of your final class project. However, the completion of these assessments are voluntary. If you have any financial reasons for not completing the assessments, please contact the instructor to try to solve the problem **during the first week of class**. If you do not complete the assessments, you will be required to do two alternative writing assignments. Arrangements for alternative assignments need to be made **during the first week of class**. Although I cannot ethically require you to complete these assessments, I strongly recommend that you do them in order to get the most out of the career development process. If you miss class the day the results are given out, you must make an individual appointment with me to receive your results. If you are late to do the assessments, I cannot guarantee you will get your results in time to do your assignments. If you have questions or concerns, please **contact me before the second week** of class.

Providing feedback to me and to the GSRs: I encourage your feedback at any time throughout the quarter about things that are helping you learn, or things that aren't helping. Please let communicate with me or Sam if there are ways that we can improve the course to better support student learning.

Personal Problems: I understand that sometimes life makes it difficult to focus on schoolwork. If you are having a personal problem that affects your participation in this course, please talk to me to create a plan. Please do not wait until the end of the quarter to share any challenges that have negatively impacted your engagement and academic performance. The sooner we meet, the more options we will have available to us to support your overall academic success. If you are not comfortable speaking with me directly, please utilize the other student resources provided below in order to understand how to best approach success in this course given your personal needs as soon as possible.

Academic Accommodations Based on a Disability: Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

GRADING:

The point breakdown for grading components is below. You are expected to be on time and actively participate in each class. Participation and attendance will be measured by responses to clicker questions during class. **This course is P/NP and will be graded out of 200 points total. A passing grade is 150 points or higher.** However, **you must complete the final project and get 75% of participation points** to pass. **TOTAL: 200 pts** Point breakdown is as follows:

Reflective Journal Assignments (No partial credit)

- Reflective "Values" Journal **due Oct 18** (0-10)
- Reflective "Personality" Journal **due Oct. 25** (0-10)
- Reflective "Interests" Journal **due Nov. 1st** (0-10)

Resume/Cover Letter Assignments (due November 15)

- Revised Resume incorporating peer feedback (15 pts)
- Revised Cover Letter incorporating peer feedback (15 pts)

Informational Interview Report #1 (20 points)

Informational Interview Report # 2 (20 points)

Career Portfolio Final Project (40 points)

Participation/Attendance in class (60 points)

Campus Resources and Support Services around UCLA Available to Students:

- **Students in Crisis:** From the Office of the Dean of Students: Faculty and Staff 911 Guide for Students, commonly known as the "Red Folder." This tool is intended to provide you with quick access to important resources for assisting students in need.
- **Bruin Resource Center:** Includes services for transfer students, undocumented students, veterans, and students with dependents. <http://www.brc.ucla.edu/>
- **Counseling and Psychological Services Wooden Center West:** (310) 825-0768 www.caps.ucla.edu
- **Letters & Science Counseling Service:** A316 Murphy Hall: (310) 825-1965 www.college.ucla.edu
- **Academics in the Commons at Covell Commons:** (310) 825-9315 free workshops on a wide variety of issues relating to academic & personal success www.orl.ucla.edu (click on "academics")
- **College Tutorials at Covell Commons:** (310) 825-9315 free tutoring for ESL/math & science/composition/and more! www.college.ucla.edu/up/ct/
- **Lesbian, Gay, Bisexual and Transgender Resource Center Student Activities Center, B36:** (310) 206-3628 www.lgbt.ucla.edu
- **Center for Accessible Education (Formerly Office for Students with Disabilities):** A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; <http://www.cae.ucla.edu/>
- **Dashew Center for International Students and Scholars 106 Bradley Hall:** (310) 825-1681 www.internationalcenter.ucla.edu
- **Student Legal Services; A239 Murphy Hall:** (310) 825-9894; www.studentlegal.ucla.edu
- **Dean of Students Office; 1206 Murphy Hall:** (310) 825-3871; www.deanofstudents.ucla.edu

Message about Academic Integrity

While you are here at UCLA, you may find yourself in a situation where cheating seems like a viable choice. You may rationalize to yourself that "Everyone else does it"...Well, they don't. And will that matter when YOU get caught? NO! If you are unsure whether what you are considering doing is cheating, just ask yourself ...how would you feel if your actions were public, for anyone to see? Would you feel embarrassed or ashamed? If the answer is yes, that's a good indicator that you are taking a risk and rationalizing it to yourself.

- **If you give your clicker to someone else to click-in during class, both you and the person doing the clicking will be automatically given a NP for the class. I consider this cheating and there will be no exceptions.**

Alternatives to Academic Dishonesty

- **Seek out help** – meet with your TA or Professor, ask if there is special tutoring available.
- **Drop the course** – can you take it next quarter when you might feel more prepared and less pressured?
- **Ask for an extension** – if you explain your situation to your TA or Professor, they might grant you an extended deadline.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

This is a tentative schedule and subject to change, **with schedule adjustments posted on CCLE announcements or in powerpoint lectures.** It is your responsibility to check the powerpoints each week for updated assignments and deadlines. **What is “pre-class assignments” vs. “homework”?** **Pre-class (purple)** is work you will do to prepare you for class – think of it as PREP work for that day’s activities. **Homework (blue)** is what you do after class- once you have learned the material, to help you solidify and integrate what you have learned. Homework may be due the following week or several weeks later- so check the due dates. You are expected to complete the Pre-class assignments by class time (and are always assigned the week before).

Topic & Learning Objectives	Pre-class assignment to be completed <u>before class</u>	Complete During Class and Homework
Week 1 (Oct. 4th) - Career Development Process, Class expectations Bring laptop or Smart phone to class		
<ul style="list-style-type: none"> ❖ What is the career development process? ❖ Introduction to networking: Why do an informational interview? ❖ How do you communicate professionally? ❖ What is expected of you in this class and what do you expect? 	<ul style="list-style-type: none"> ✓ Read syllabus and class schedule ➔ Purchase class packet ➔ Purchase MBTI and Strong Assessments *you have until <u>Friday October 13th at noon</u> to purchase assessments 	<p>Today you will take a brief pre-course survey, there will be a short lecture and small group discussions and activities to review the expectations and class policies. You will receive instructions on how to complete MBTI and Strong Interest Inventory</p> <ul style="list-style-type: none"> ✓ See Pre-class assignment for next week ✓ Homework: Informational Interview #1 and posts due November 8th
Week 2 (Oct. 11th) – Values and Study Skills		
<ul style="list-style-type: none"> ❖ How do your values and skills impact your career development process? ❖ What are the best practices for how to study? ❖ How can using UCLAONE help you? 	<ul style="list-style-type: none"> ➔ Values assessment worksheet found in course packet <p>MBTI and STRONG Interest Assessments completed online by <u>Sunday October 15th at 11:59pm</u></p>	<p>Through activities, reflections and small group discussions, you will explore the results of your values assessment (pre-class assignment). You will identify and practice a variety of strategies for academic success, including study skills and time management.</p> <ul style="list-style-type: none"> ✓ Homework: Values Reflection Journal
Week 3 (Oct. 18th) – Myers Briggs Type Indicator Results Homework due today at 4 pm on CCLE: Values Reflection Journal		
<ul style="list-style-type: none"> ❖ Personality: What are your personality preferences and how do they relate to being attracted to certain majors or careers? 		<p>Through activities, reflections and small group discussions, you will explore the results of your MBTI.</p> <ul style="list-style-type: none"> ✓ Homework: Personality Reflection Journal ✓ See Pre-class assignment for next week
Week 4 (Oct 25th) - Strong Interest Inventory Results and Skills Homework due today at 4 pm on CCLE: Personality Reflection Journal		
<ul style="list-style-type: none"> ❖ Are you living your interests? Do they match with your major or career choice? ❖ What skills do you have and which of them do you actually enjoy 	<ul style="list-style-type: none"> ➔ Skills assessment worksheet found in course packet 	<p>Through activities and small group discussions, you will explore the results of your Strong Interest Inventory assessment. We will incorporate a skills assessment to start thinking about how to develop your resume.</p>

using?		<ul style="list-style-type: none"> ✓ Homework: Interests Reflection Journal ✓ See Pre-class assignment for next week
Week 5 (Nov. 1st) Communicating Your Story: Resumes, Cover Letters and Linked In Homework due at 4 pm on CCLE: Interests Reflection Journal Bring laptop or Smart phone to class		
<ul style="list-style-type: none"> ❖ How do you write a cover letter/resume? ❖ Implement STARS method to write bullets ❖ What's your brand? Linked In 2.0 	<p>→ Bring 1st draft of cover letter and resume to class</p>	<p>You will be able to identify and describe best practices for writing a resume and cover letter and practice these techniques on your own drafts.). Create a Linked In account.</p> <p>Homework: Informational Interview Report #1 and 2 posts on CCLE due next week</p> <ul style="list-style-type: none"> ✓ Homework: Revised resume and Cover letter due Nov. 15th ✓ *Reminder: Informational Interview #1 and posts due next week
Week 6 (Nov. 8th) Career Center Orientation – meet at the Career Center Homework due today at 4 pm on CCLE: Informational Interview #1 and posts		
<ul style="list-style-type: none"> ❖ What resources does the career center offer? ❖ How do I prepare for an interview? ❖ Explore job search strategies 		<p>An interactive exploration of the career center website and resources; You will create a BruinView™ account (career.ucla.edu), explore job websites and practice interviewing skills.</p> <ul style="list-style-type: none"> ✓ Homework: Revised resume and Cover letter due next week ✓ *Reminder Informational Interview #2 due Nov. 29th
Week 7 (Nov. 15) Guest Speakers (TBA) Homework due today at 4 pm on CCLE: Revised Resume and Cover Letter		
<ul style="list-style-type: none"> ❖ How to apply your degree: what can you do with a BS in Life Sciences? ❖ Theme: Skills and goal setting 		<p>Guest Speakers: TBA</p> <ul style="list-style-type: none"> ✓ *Reminder Informational Interview #2 due Nov. 29th
Week 8 (Nov. 22) Guest Speakers (TBA)		
<ul style="list-style-type: none"> ❖ Explore your options in the life sciences with a professional degree (Academic –Masters or PhD, Health Sciences – RN, PA, PT, Industry) ❖ Theme: Resilience 		<p>Guest Speakers: TBA</p> <p>Homework: Informational Interview Report #2 due next week</p>
Week 9 (Nov. 29) Guest Speakers (TBA) Homework due today at 4 pm on CCLE: Informational Interview Report #2		

<ul style="list-style-type: none"> ❖ Explore your options as an MD. MD/PhD (from medical student to Physician) ❖ Theme: Cost/Benefit analysis, Career Decision making 		<p>Guest Speakers: TBA</p> <p>Homework: Career Project Portfolio due by beginning of class on CCLE next week</p>
<p>Week 10 (Dec. 6)</p> <p>Homework due today at 4 pm on CCLE: Career Project Portfolio</p>		
<ul style="list-style-type: none"> ❖ Did the class meet my expectations? ❖ What are my next steps? ❖ Course evaluations 		