Workshop 3 – Basic Framework

Chairs: Patricia L. Cameron, Robert Duvoisin, PhD, Mary O'Riordin

How to <u>modernize</u> (and keep updating) curricula and training while <u>maintaining</u> research and scholarship tenets?

Friday, June 9

<u>Round One</u>

11:00am

What key competencies (SKILLS, ABILITIES AND KNOWLEDGE) do trainees need to develop as part of their biomedical research education and (PhD) training?

Welcome and introduction
Break out groups will review and identify competencies
Groups report out competencies
Use Poll Everywhere for attendees to select top competencies
Discussion and Summary
Adjourn

<u>Round Two</u> (over laps with 3)

2:00pm

Identify strategies to "teach competencies". Do different formats better suit certain topics?

Welcome, introduction and recap of session 1
Break out groups – Identify strategies for teaching competencies. How do they compare to current approaches? What do we need to do the same and/or different?
Groups report out
Discussion and Summary
Adjourn

<u>Round Three</u> (overlaps with 2)

3:45pm

Where do we introduce these key competencies– curricular and/or extracurricular?
Where are the opportunities for reinforcement and mastery beyond introduction?

Welcome, introduction and recap of sessions 1 – 2
Break out groups to expand on strategies from round 2 and map examples to the learning continuum
Groups report out
Discussion: *Consider how changes to the curriculum (to teach key competencies) can be accomplished while maintaining research and scholarship tenets, enhancing mastery of the subject and without increasing the time to degree.*
Adjourn

Saturday, June 10

Round Four

9:00am

Identify challenges and barriers for implementing strategies; propose solutions and/or share best practices

Welcome, introduction and recap of sessions 1 – 3
Break out groups to discuss
Groups report out
Discussion
Adjourn

Round Five

10:45am

What does success look like (with regard to teaching key competencies)?
How do we know that students have developed competencies?
What measurables, assessments, evaluations, milestones etc should be used?

Welcome, introduction and recap of sessions 1 – 4
Break out groups: groups will discuss and define success; discuss and propose measurables
Groups report out
Discussion
Adjourn

Round Six

2:00pm

Recap Session – Summary, Gap Analysis and Recommendations

Summary of previous sessions
Break out groups: will identify questions/gaps that arise from sessions 1-5
Propose recommendations and discuss final thoughts
Adjourn

Abstracts Submitted for Workshop 3:

1) Introducing Informational Interviewing Into Curriculum; Al-Ani, Zabinyakov, and Rancourt
2) An Interactive Competency Approach to Career Exploration and IDP Implementation; Barral, Niesel, and Fowler
3) An Integrated Curriculum and Community-Based Approach to Career Development; Fuhrmann, Thompson, Hall, Lane, Imbalzano, Zamore, Carruthers
4) Ibiology Ipert Courses for Graduate & Postdoctoral Training; Behrman, Schnoes, Griffin, McQuillen, Feliú-Mójer, Kirschner, Goodwin, and Vale
5) Use of a Grant Writing Class in Training PhD Students; Kahn, Conn, and Corbett
6) Society for Neuroscience Efforts to Enhance Awareness and Knowledge of Scientific Rigor in Neuroscience Trainees; Raver, Heintz, Sisk, DiCicco-Bloom
7) Collaboration Yields a Change of Culture to Enable Professional Development as an Integral Part of PhD Training; Varvayanis, Holmes
8) PACT: Postgraduate Advisors for Career Trainees; Vincent, Fontaine, and Wefes
9) Yale Ciencia Academy: Leveraging a Hispanic Science Network to Enhance Graduate Biomedical Training Career Success and Diversity; Feliu-Mojer and Guerrero-Medin
10) Modernizing the Graduate Biomedical Curriculum; Lane, Moore Baker, Munson, Tissenbaum, Silverman, Weaver, Zeldovich and Theurkauf