LS 110: Career Exploration in the Life Sciences
Spring 2019

Instructor: Rachel Kennison, MSW, PhD
Pronouns: She, her, hers

Course Details: Wednesdays 4-5:50 PM | KAPLAN A51

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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 then teaching content that I know if you continue to use it, you will benefit.
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.

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

**OVERARCHING COURSE GOALS**

1. Students will initiate a career development process 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 OUTCOMES**

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.

**COURSE MATERIALS**

- **Course Packet** is required for this course. Please purchase online or in book store.
- **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/](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.

- It is fine to borrow an iclicker and register in your name.
- If you have financial hardships and cannot get a clicker, please talk to me.
- 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 name tents, clicker, packet, pen/pencil to EVERY CLASS

**COURSE POLICIES**

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

- Each class is worth 6 participation points (all or nothing) towards your attendance and participation score. You will need to answer 75% of the clicker questions on each day in order to receive credit. You are not awarded points based on correct/incorrect answers. You will be given one “free” unexcused day 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 Liliana Yanez (lyanez@lifesci.ucla.edu) for any enrollment issues or to provide documentation.
- If you have a conflict due to a midterm, please give your schedule to Lily in the LS CORE office by 2nd week.
- 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!
- The GSRs have the authority to take clickers away from students who are clicking in for other students, and remind you to put away your laptops/phones if you are not doing class business.

**A note about coming to class.** I understand that students have legitimate reasons for not being able to come to class and that things come up. What I am asking is that you communicate with me ahead of time if you know you are not going to be able to make it, and you have a good reason (ie. a job interview, a midterm, a special event etc). You will need to show documentation of the meeting/event to the LS Core office and I will excuse you from class. You get 1 unexcused absence for that time you just don’t feel like coming or you need extra time to study for an exam. In ALL cases, it’s better to talk to me than to ask someone to click in for you or just not say anything! This class is P/NP so you can decide what assignments are worthwhile to you and how much you need to attend to pass – you get out of this class what you put into it!
GRADING

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

**Reflective Journal Assignments (No partial credit)**
- Reflective “Values” Journal (10)
- Reflective “Interests” Journal (10)
- Reflective “Personality” Journal (10)

**Resume/Cover Letter Assignments:** There are 3 different resume/cover letter submissions, so that you are given opportunities to incorporate feedback from your peers and instructors.
- Draft #1 - Resume & Cover Letter (5 points each, total 10 points)
- Draft #2 - Revised Resume & Cover Letter (10 pts each, total 20 pts)
- Final Draft – Targeted Resume & Cover Letter (points included in final portfolio assignment)

**Informational Interview Report #1** (20 points)
**Informational Interview Report # 2** (20 points)
**Career Portfolio Final Project** (40 points)
**Participation/Attendance in class** (60 points)

**Class Participation:** Participation will be measured in several ways:
- **Weeks 1-5:** clicker questions will be used in class to check for attendance/participation.
- **Weeks 6-9:** 3 points will be given for answering clicker questions, 3 points will be given for posting questions for the guest speakers.

**ASSIGNMENTS**

**Self-Assessments: Myers Briggs Type Indicator and Strong Interest Inventory**

The Myers Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII) 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 choose to 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. If you have any financial reasons for not completing the assessments, please contact the instructor during the first week of class.

The results of these assessments must be interpreted in person by the instructor or career counselor. Therefore, if you miss class the day the results are given out, you must make an appointment with me to get your results (and plan to be there for at least 30 min). I strongly urge you not to miss class weeks 3 and 4, as these are classes that can’t be easily made up. If you have questions or concerns, please contact me before the second week of class.

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).

**Course schedule is found using this link** and contains all of the topics, assignments and deadlines and will be updated regularly.

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**Our Inclusive Learning Environment**

**Graduate Students Readers (GSR):** We are lucky to have three terrific GSRs this quarter. The GSRs will be reading/grading and giving you feedback on all of your assignments. We meet weekly to go over the grading and discuss the assignments. They are instructed to make sure I am alerted to any student who seems to be struggling or in need of specific guidance. I encourage your feedback at any time throughout the quarter about things that are helping you learn, or things that aren’t helping. Please communicate with me or the GSRs if there are ways that we can improve the course to better support your learning.

**How to use office hours:** Office hours are an opportunity to go over your assignments, get to know me and for me to get to know you. I welcome this time to explore your goals and aspirations more deeply. I expect that some of you may end up more confused, especially after completing some of the assessments- this is normal! Don’t wait until the end of the quarter to let me know if you are struggling (with anything, career/major or other)! I have office hours by appointment only because I am teaching four classes and my schedule is different every week. Please do not let that be a barrier to meeting with me, I will make a time, even if it is virtual. When you email me to request office hours, let me know several blocks of time you are available, and preferably, give me at least 2-3 days notice.

One word of caution, only email me questions once you have tried to find the answer first on your own by reading through the syllabus, powerpoints and announcements.

**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.

**UCLA values diversity and inclusion.** We expect everyone in this class to contribute to a respectful, welcoming, and inclusive environment to support the learning of all other members of the class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify us.

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or present in person at Murphy Hall A255. CAE will assess
all requested accommodations and communicate appropriately with us (your instructors). Any students with CAE approval for proctoring arrangements during exams will need to please inform us (or your TA) prior to the date of the exam. When possible, students should contact CAE within the first two weeks of the quarter to allow reasonable time to coordinate accommodations. For more information, please visit the CAE website: http://www.cae.ucla.edu.

Resources are available to foster the well-being of all UCLA students as they pursue their academic goals. Any student who finds themselves in immediate distress, please call Counseling and Psychological Services (CAPS) to speak directly with a counselor 24/7 at (310) 825-0768, or please call 911. For more information, please visit the CAPS website: http://www.counseling.ucla.edu.

UCLA has a multitude of resources available to all students. Many of these resources are listed below (alphabetized by name), and we encourage students to explore them as needed.

- Academic Achievement Program (AAP): This program advocates and facilitates the access, academic success, and graduation of students who have been historically underrepresented in higher education; informs and prepares students for graduate and professional schools; and develops the academic, scientific, political, economic, and community leadership necessary to transform society: https://www.aap.ucla.edu
- Academics in the UCLA Residential Community: Free workshops on a wide variety of issues relating to academic & personal success; (310) 825-9315; https://reslife.ucla.edu (click on “academics”)
- Bruin Resource Center: Includes services for transfer students, undocumented students, veterans, and students with dependents; http://www.brc.ucla.edu
- Career Center: Don’t wait until your senior year – visit the career center today! http://www.career.ucla.edu
- Center for Accessible Education (Formerly Office for Students with Disabilities): Located in A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; http://www.cae.ucla.edu.
- Counseling and Psychological Services (CAP): Located in Wooden Center West; students in distress may call to speak directly with a counselor 24/7 at (310) 825-0768, or may call 911; http://www.counseling.ucla.edu
  - Commonly known as the “Red Folder”, this tool is intended to provide you with quick access to important resources for assisting students in distress (see, say, do): https://ceils.ucla.edu/wp-content/uploads/sites/2/2016/08/911Guide.pdf
- Dashew Center for International Students and Scholars: Located in 106 Bradley Hall; (310) 825-1681; http://www.internationalcenter.ucla.edu
- Dean of Students Office: General resource for all Bruins. Learn about academic integrity issues and your first amendment rights. Get help if you’ve experienced rape or sexual assault. Report a bias incident, and much more. Located in 1206 Murphy Hall; (310) 825-3871; http://www.deanofstudents.ucla.edu
- Lesbian, Gay, Bisexual and Transgender Resource Center: Located in the Student Activities Center, B36; (310) 206-3628; http://www.lgbt.ucla.edu
- Library: Get help with your research, find study spaces, attend a workshop, rent a laptop, and more. Learn more at http://www.library.ucla.edu.
- Student Legal Services: Located in A239 Murphy Hall; (310) 825-9894; http://www.studentlegal.ucla.edu
- Undergraduate Writing Center: Peer learning facilitators (PLFs) are undergraduates who understand the challenges of writing at UCLA. Scheduled appointment and walk-in options are available, see http://wp.ucla.edu/wc for more information and to get assistance with your writing.
- UCLA ONE: This website (https://uclaone.com/) serves as UCLA’s interactive, online gateway for mentorship, professional networking, peer driven career advice, and exclusive job leads. (Similar to LinkedIn but for the UCLA community).

**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. Please review our campus’ policy on academic integrity in the UCLA Student Conduct Code: http://www.deanofstudents.ucla.edu/Student-Conduct-Code

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.

Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course. We are grateful for your cooperation in honoring this important request.