

# THE ASPIRE PROGRAM MODULE COURSE CATALOG

BRET OFFICE OF CAREER DEVELOPMENT  
VANDERBILT UNIVERSITY SCHOOL OF MEDICINE  
340 LIGHT HALL  
[medschool.vanderbilt.edu/aspire](http://medschool.vanderbilt.edu/aspire)



Fall 2014



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## OVERVIEW

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The ASPIRE Modules are short, non-credit bearing electives that will broaden your training experiences as a biomedical sciences trainee.

In certain cases, the modules will be open to the wider Vanderbilt community.

These elective modules provide efficient exposure to topics in three theme areas:

1. business/entrepreneurship
2. communication
3. clinical research

Modules focus on fundamental, cross-cutting skills which will prepare trainees for diverse career outcomes.

What do you have to gain from participating?

- Strengthen your transferrable skill set
- Build your writing portfolio
- Grow your professional network
- Learn the jargon and understand the culture of other industries
- Develop new knowledge and communication skills to help you in future jobs
- Find out what you *don't* want in a job

For more information on the ASPIRE Modules, visit:

<https://medschool.vanderbilt.edu/aspire/didactic-modules>

For more information contact:

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## FALL 2014 MODULES

*Choose from the following options this fall. Many modules will be repeated, and new offerings will be available for Spring 2015. New modules will also be rolled out on a continuing basis in the coming years.*

<b>Module</b>	<b>Frequency</b>	<b>Dates</b>
“Technology Commercialization” with Mike Villalobos, PhD	6 Wednesdays	Sept 3-Oct 8
“Effective Oral Communication Methods” with Bruce Damon, PhD	7 Wednesdays	Sept 10-Oct 22
“Biomedical Research and Media” with Wayne Wood, MLAS	5 Wednesdays	Sept 17-Nov 5
“Fostering Relationships at Work” with Mistie Germek, PhD	4 Tuesdays	Sept 23-Oct 14
“Introduction to Principles and Practice of Clinical Research” (IPPCR) with the NIH Clinical Center	4 consecutive sessions, meeting twice weekly	Oct 14, 2014-Mar 9, 2015

*Please see the following pages for more information about each.*

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# BUSINESS/ENTREPRENEURSHIP

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## **Technology Commercialization**

Apply here: <https://www.surveymonkey.com/s/ASPIREModuleTechComm>

**Course Director:** Michael Villalobos, PhD, Manager, Biotech Licensing, Vanderbilt Center for Technology Transfer

**Course Description:** Commercialization of basic and applied research has become an increasingly important element of the mission of most US universities and academic medical centers. Commercialization of academic innovations enables the flow of resources to develop new and improved products for public benefit, contributes to local economic growth and creates new high value employment opportunities. The need for scientists to understand the fundamentals of technology protection and commercialization to be competitive for Government, foundation and industry funding is rapidly growing, and is a necessity for entrepreneurial researchers interested in working with technology-based new ventures. For those scientists looking for alternative careers to academia, this course will provide a foundational understanding of commercializing early-stage technology. Elements to be covered by this course include:

- I. Societal impact of technology commercialization
- II. Federal statutes covering ownership and commercialization of university inventions
- III. Intellectual property fundamentals
- IV. The academic technology commercialization process
- V. Translational research and early stage product development
- VI. Entrepreneurship and technology-based new venture creation
- VII. Sources of funding available to academic researchers and entrepreneurs

**Learning Objectives:** At the conclusion of the class, students will be able to differentiate between ideas and inventions, and will be able to apply basic assessment principles to determine commercial feasibility of new innovations. Students will also be familiar with basic corporate and transactional documents, such as balance sheets, cap tables, term sheets and licensing agreements. Students will also be able to identify sources of early stage technology development and be armed with the means to pursue non-traditional funding sources.

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# COMMUNICATION

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## **Effective Oral Communication Methods**

*\*\*Space is limited!*

Apply here: <https://www.surveymonkey.com/s/ASPIREModuleEffectComm>

**Course Director:** Bruce Damon, PhD, Associate Professor of Radiology and Radiological Sciences, Biomedical Engineering, and Molecular Physiology and Biophysics; Director of Graduate Studies for the Chemical and Physical Biology Program

### **Course Description:**

This course will provide basic instruction, practical experiences, and critical but supportive feedback in techniques for the oral presentation of scientific matter.

### **Learning Objectives:**

Sessions 1 and 2 will provide instruction in the development of projected visual aids (slide development, presentation organization, etc) and in techniques for effective oral communication (pace, articulation, managing stress, etc). The focus will be placed on developing 10 minute, conference-style presentations.

Sessions 3 and 4 will provide practical experience giving 10-minute talks. In Session 3, students will peer-evaluate each other and in Session 4, students will receive faculty feedback. In these class sessions, we will break into multiple small groups of 6-8 students to enhance opportunities for feedback.

Sessions 5-7 will provide instruction and practical experiences in giving 3-minute, informal presentations of research suitable for a non-expert audience. In Session 5, Dr. Gary Jaeger, Assistant Director of the Vanderbilt Writing Studio, will provide a general introduction to conveying complex research to non-specialists. In Sessions 6 and 7, students will give their 3-minute presentation to peers, then faculty feedback, respectively, again using the small group format for these class sessions.

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## **Biomedical Research and Media**

**\*\*Space is limited!**

Apply here: <https://www.surveymonkey.com/s/ASPIREModuleMedia>

**Course Director:** Wayne Wood, MLAS, Executive Director of New Media Productions, VUMC News and Public Affairs

### **Course Description:**

Students will understand the process of interviewing one or more sources and writing a publishable news story or biomedical research or a health topic; understand the daily interactions between the local and national media and a medical center such as Vanderbilt that seeks to influence both public health and its national reputation via media relations; and understand the key role of social media in the modern media environment. Students will also have the opportunity to become more skilled at being interviewed and accurately conveying information, even in a challenging environment. Additionally, the students will have an understanding of some of the key differences in professional assumptions between media professionals and science professionals.

### **Learning Objectives:**

1. Introduction and survey of new habits, the different worlds of scientists and journalists, "News to Me" discussion.
2. Step by step assignment on how a journal article becomes a news article. Individual attention on choice and direction of writing.
3. Writing science for the public distinctions
4. An infectious disease physician's interactions with news media
5. Tour of VUStar facility
6. Social media and science news
7. The skill of being interviewed, including some interview practice
8. News article writing practice

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## **Fostering Your Relationships at Work**

**\*\*Space is limited!**

Apply here: <https://www.surveymonkey.com/s/ASPIREModuleFosterRelate>

**Course Director:** Mistie Germek, PhD, BRET Psychologist

**Course Description:** Develop effective communication, professional relationship building, conflict resolution, and emotional intelligence to

### **Learning Objectives:**

#### *Session 1: Effective Communication*

In addition to learning specific effective communication skills (words, body language, voice, tone, and volume) through lecture and role-playing, participants will also develop awareness of their strengths and weaknesses related to their own style of communication by completing a self-assessment exercise. The goals of this module are to help participants (a) understand that effective communication can give them an edge in getting a job, (b) recognize that effective communication can be an integral component to career success, and (c) develop a specific skill set that will improve their communication abilities.

#### *Session 2: Professional Relationship Building*

In this module, participants will explore the differences between building professional and personal relationships through lecture and open discussion. The goals of this module are to help participants (a) identify appropriate behaviors for professional relationship building and (b) develop an action plan of who to start developing professional relationships with.

#### *Session 3: Conflict Resolution*

Conflict is something that many people prefer to avoid, as they believe it will inevitably worsen the situation or ruin a relationship. Conversely, successfully navigating a conflict usually results in a more effective work environment and stronger professional relationships. The goal of this module is for participants to develop knowledge, awareness, and skills related to dealing with difficult situations and difficult people through lecture and role-playing.

#### *Session 4: Emotional Intelligence*

This module is the culmination of the seminar and will review how Emotional Intelligence can help participants build stronger professional relationships, obtain a job, success at work, and achieve career goals. The goals of this module are for participants to learn how to develop (a) self-awareness, (b) self-management, (c) social awareness, and (d) professional relationship management.

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# CLINICAL RESEARCH

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## **Introduction to the Principles and Practice of Clinical Research (IPPCR)**

Apply here: <https://www.surveymonkey.com/s/ASPIREModuleIPPCRInterest>

**Course Director:** NIH Clinical Center

### **Course Description:**

The course is comprised of 4 sessions that will run consecutively from October 14, 2014-March 9, 2015. Vanderbilt will serve as a registered remote site webcast partner and will live broadcast sessions in a conference room in Light Hall.

There is an optional, on-line final exam given at the end of the course and a certificate of successful completion is awarded by the NIH to those who pass the final exam with a score of 75% or higher.

**Session I: Study Design and Statistics** (eleven 1.5 hours sessions)  
Study development, clinical trials design, measurement, analyzing and presenting data

**Session II: Ethical, Legal, and Regulatory Considerations** (seven 1.5 hours sessions)  
Ethical principles, legal issues, FDA product regulation, inclusion of women and children, IRBs

**Session III: Preparing and Monitoring Clinical Studies** (twelve 1.5 hours sessions)  
Data management, protocol mechanics, NIH review, SOPs, project management, case study report forms

**Session IV: Miscellaneous Topics** (seven 1.5 hours sessions)  
Technology transfer, scientific conduct, health disparities research, team science, disseminating results

### **Learning Objectives:**

- To become familiar with the basic biostatistical and epidemiologic methods involved in conducting clinical research.
- To understand the principles involved in the ethical, legal, and regulatory issues in clinical human subjects research, including the role of IRBs.
- To become familiar with the principles and issues involved in monitoring patient-oriented research.
- To understand the infrastructure required in performing clinical research and to have

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## APPLICATION PROCESS

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### ***Applications are due August 22!***

Applications to some modules with limited class size require that you include a CV, as well as a short personal statement (4-8 sentences) to explain your interest in the module.

A SurveyMonkey form is available for each course application which can be accessed via the ASPIRE website.

You will be notified of your admittance into the module at the end of August.

For further questions about logistics and the application process, please contact Ashley Brady ([ashley.brady@vanderbilt.edu](mailto:ashley.brady@vanderbilt.edu)).

To apply to all modules, please visit:

<https://medschool.vanderbilt.edu/aspire/didactic-modules>

Visit our website at  
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