The Graduate School

Today's researchers, scientists, and new professionals face an increasingly competitive world. This is true not only in their fields of study, but in the "survival skills," or areas of professional presenting, university teaching, writing and publishing, interdisciplinary collaboration, and the winning of grants and fellowships. Indeed, many leading institutions view these communication abilities as prerequisites for career advancement. This is why the UAB Graduate School's Professional Development Program offers ongoing support for graduate students, post-doctoral fellows and visiting scholars who want to take advantage of the school's resources to enhance their skills. The Professional Development program offers elective graduate credit courses, day-long workshops, and free mini-workshops in a variety of areas, such as

- Career Support & Advancement
- Academic Writing & Publishing
- Teaching at the College Level
- Mentoring & Leadership
- Presentation & Discussion Skills
- Science Communications

Click on Professional Development Courses and Professional Development Workshops for a detailed list of offerings. Check out the Current Class Schedule for a list of available offerings, or visit the Professional Development website (http://www.uab.edu/graduate/graduate-school-quicklinks/professional-development-program-) for detailed information on our free mini-workshops.

Courses

GRD 600. Core Issues in Aging. 3 Hours.
A multidisciplinary approach will be used to consider dimensions of the aging process. This course explores individual and societal meanings of aging and old age through the study of the biological, psychological and sociological changes accompanying aging, as well as current issues and controversies in the study of aging.

GRD 601. Research Methods in Gerontology. 3 Hours.
This course will cover research methods utilized in the study of gerontology.

GRD 602. The Health Care of Older Adults. 3 Hours.
This course will define the concepts of health care of older adults.

GRD 603. Spirituality in Late Life. 3 Hours.
This course will examine theories of aging as related to spiritual development in late life, research on spirituality and aging, practical methods for addressing spirituality in work with older persons and the community, and policy implications of including spirituality in aging services. A disciplinary approach will be utilized along with an emphasis on personal and professional development within the context of each student's primary discipline.

GRD 604. Health Literacy and Aging. 1 Hour.
This course will define the concepts of health literacy and the relationship of health literacy to competent provision of health care. Individual and institutional barriers to health literacy will be discussed in addition to methods to screen and improve health literacy of older adults. Notice - The Online version of this course requires students to come to campus for the first and last class meetings.

GRD 605. Cultural Competency and Aging. 1 Hour.
This course will provide an interdisciplinary overview of factors that may impact culturally competent care for older adults. The impact of language, literacy, and socioeconomic status (SES) will be discussed in the context of cultural competence. Barriers to providing culturally competent health care will be addressed.

GRD 606. Ethics and Aging. 1 Hour.
This course will provide an overview of ethical dimensions in later life. Issues related to ethical decision-making in the health professions will be addressed, including decision making protocols, team functioning, and issues related to end-of-life care. Social and institutional ethics involving older adults will also be discussed.

GRD 701. Presentation and Discussion Skills. 3 Hours.
Develops professional communication skills, including public speaking skills, conversation management, adapting to audience, and overall comprehensibility. Presentations video-recorded and critiqued by self, peers, and instructor.

GRD 703. Special Topics. 1-4 Hour.
This course addresses topics of current interest related to professional development.

GRD 704. Specialized Instruction. 1-9 Hour.
This individualized course addresses particular communication needs of students actively writing theses, dissertations, articles for publication, grant proposals or pronunciation concerns of second language students. Individual plans approved by instructor are required.

GRD 705. Teaching at the College Level and Beyond. 3 Hours.
Introduces many of the basic principles needed to teach effectively at the college level and addresses current issues relevant to college teaching. Topics include creating a learning environment, course and syllabus design, effective lecturing, active learning approaches, evaluation and grading, and using technology to enhance learning.

GRD 706. Grants and Fellowships 101. 1 Hour.
Introduces the extramural funding process. Topics include types of awards, funding sources, components of an application, the review process, and writing effective grant proposals. One-day workshop.

GRD 707. Presenting Effectively. 1 Hour.
Provides an overview of giving effective oral presentations in academic and professional settings. Topics include analyzing audience and purpose, characteristics of an effective delivery, strategies for planning and design, handling questions and answers, boosting confidence, and using technology in presentations. One-day workshop.

GRD 708. Writing Successfully. 1 Hour.
Addresses issues involved in writing academic and professional settings. Topics include analyzing audience and purpose, addressing common writing problems, developing effective writing practices, writing for publication, communicating research to general public, and productivity strategies for writers. One-day workshop.

GRD 709. Writing Fellowships. 3 Hours.
Participants are introduced to ways to construct a biosketch, search for funding sources, how to construct a fellowship budget, and grant-related administrative policies. The importance of peer review and how to respond to review critiques is covered as well as training plans, team-building and peer-review skills.
GRD 710. Career Workshop for Graduate Students. 1 Hour.
This workshop introduces a variety of career choices for students working on advanced degrees in the life sciences. Topics may include sources of career information, self-assessment, resume construction, interviewing, using new technologies in job searches, career choices, the hidden job market, networking, and negotiating.

GRD 711. Special Topics. 1-3 Hour.
This course addresses topics of current interest related to professional communication, career development, and ethics.

GRD 712. Research Writing and Style. 3 Hours.
Teaches effective strategies of successful writers. Topics include the different types of writing that students and professionals do (such as abstracts, proposals, journal articles, progress reports, and correspondence), publishing, and ethical issues related to writing and publication.

GRD 713. Mentoring 101. 1 Hour.
This seminar will cover the science and theory on mentoring, including the mentor-mentee relationship, issues of gender, culture, age, and other power differentials; contemporary mentoring strategies as they relate generally and specifically to situations and fields; applying different mentoring models to real life/workplace.

GRD 715. Preparing TAs to Be Effective Teachers. 2-3 Hours.
Prepares teaching assistants to meet the educational needs of undergraduate students by developing effective teaching practices. Topics include preparing to teach, presenting material effectively, handling questions, handling difficult students and situations, leading laboratory sections, and ethical issues related to teaching.

GRD 716. Developing a Teaching Portfolio. 2 Hours.
This hybrid course guides students in developing a Teaching Portfolio for improving teaching practices and enhancing job search potential. The web-based curriculum introduces essential elements of the portfolio and guides students in drafting a personal Philosophy of Teaching.

GRD 717. Principles of Scientific Integrity. 3 Hours.
Surveys ethical issues and principles in the practice of science.

GRD 718. The Power of Ethical Thinking. 1 Hour.
This all-day workshop offers proactive strategies for avoiding pitfalls in authorship, co-authorship, and team leadership when disseminating and publishing research. The workshop is designed to raise research writers' awareness of critical ethical issues that can occur in the processes of deadline writing, shared authorship, peer review, copyright adherence, and faithful data/image representation. Students analyze published case studies for risky writing and publishing practices that lead to integrity breaches (including group, mosaic, and accidental plagiarism) and compromised scholarship. More importantly, they familiarize themselves with best ethical practices to apply to their own writing and publishing careers.

GRD 719. Introduction to Mentoring & Leadership. 3 Hours.
This course covers the principles of mentoring and leadership, focusing on the student's ability to demonstrate, analyze, and evaluate contemporary mentoring and leadership practices. Application positions students to tailor practices to their respective fields, articulate a mentoring and leadership philosophy and develop new career skill sets while producing a mentoring and leadership portfolio.

GRD 726. Introduction to Research Writing and Style. 3 Hours.
Introduces writers to academic/research writing, including ethics for authors, fundamental text structures, language and style. Writers analyze and write short, strategic texts (on their own topics) to construct a conference abstract and brief supporting narrative; revise and edit texts, based on peer and instructor feedback, for a draft poster or report. For anyone new to reporting research.

GRD 727. Writing & Reviewing Research. 3 Hours.
Introduces writers to research writing "best practices," criteria for evaluating writing, plus editing and peer review. Writers analyze and write short, strategic texts (on their own topics) in 5 research genres – critiques, annotated bibliographies, introductions, empirical, and review articles – based on peer and instructor feedback, for a draft presentation or proposal. For anyone writing course papers, theses, and/or proposals.

GRD 728. Professional Writing & Publishing. 3 Hours.
Introduces writers to "best practices" in academic/professional writing and publishing, plus editing, and peer review. Writers analyze and write short, strategic texts (in their own topics) in 7 academic/professional genres: abstracts, scholarly/empirical articles, review/historical articles, book chapters, opinion, professional philosophy statements, and digital journalism (writing for the public), based on peer review and instructor feedback, to produce a draft submission and publishing plan. For anyone writing for publication (including a dissertation).

GRD 729. Writing Your Journal Article in 12 Weeks. 3 Hours.
Introduces writers to a systematic approach to writing a journal article, including essential structures, stylistic conventions, and smart strategies for planning and completing projects under a deadline. Writers begin with their own working manuscripts (unpublished course paper, thesis, dissertation, etc.), identify a target journal, and draft short, strategic sections, based on peer review and instructor feedback, to create a final submission, per author's guidelines. For anyone with active publishing goals.

GRD 730. Developing Your Professional Image. 3 Hours.
This course is designed to raise student awareness of their professional image. Topics include professional perception, polishing professional image, adjusting to professional contexts, and professional image and social media.

GRD 731. Exploration: Career Development in the Sciences. 1 Hour.
The purpose of this course is two-fold: i) to inform graduate students and postdoctoral fellows about career options inside and outside of academic research; and ii) to provide skills in career management planning and professionalism.

GRD 732. Pathways: Experiential Learning in Science Careers. 1 Hour.
The purpose of this course is to provide graduate students and postdoctoral fellows with experiences, career management, and networking skills in a specific career path, including business and entrepreneurship, public policy, research administration, science communication and academic research, of the trainees' choosing.

GRD 733. Managing & Leading Teams. 1 Hour.
This course will cover the latest science in managing and leading teams across disciplines, focusing on the student's development of team presentations, peer discussion and review.

GRD 734. Ethical Leadership Development. 3 Hours.
Designed for those who want to apply evidence-based models to ethical decisions in a professional setting, this course positions students to tailor practice to their own careers, articulate an ethical philosophy for a portfolio, and model ethics as a leader in their respective fields.
**GRD 735. Leadership 101. 1 Hour.**
This seminar covers the science on organizational and leadership theory, as well as contemporary leadership models and strategies as they relate generally and specifically to situations and fields.

**GRD 739. Science Communications Practicum. 3 Hours.**
Designed for those who want to expand career options by developing Science Communications skills for the general public, this practicum offers instruction, networking, and experience in key areas, such as science journalism, science public relations, medical writing, and entrepreneurship.

**GRD 740. UAB Prep Scholar Workshop. 2 Hours.**
This course will provide writing and other enrichment activities to prepare UAB PREP Scholars for entry into graduate school.

**GRD 741. UAB PREP Scholar Workshop I. 1 Hour.**
This course will provide writing and other enrichment activities to prepare UAB PREP Scholars for entry into graduate school.

**GRD 742. UAB PREP Scholar Workshop II. 1 Hour.**
This course will provide writing and other enrichment activities to prepare UAB PREP Scholars for entry into graduate school.

**GRD 749. Improv to Improve Science Communication and Teaching. 1-3 Hour.**
This course engages participants through improvisational techniques to develop skills to effectively communicate in a broad range of settings, with a focus on informal science contexts.

**GRD 750. CIRTL Seminar in Teaching and Learning. 1 Hour.**
This CIRTL seminar provides opportunities for students to read and discuss basics of effective teaching and learning.

**GRD 751. CIRTL Seminar in Teaching and Learning II. 1 Hour.**
This CIRTL seminar provides opportunities for students to read and discuss teaching as research projects.

**GRD 752. CIRTL Seminar on STEM Teaching. 2 Hours.**
This CIRTL Network seminar is designed for graduate students and postdoctoral scholars who plan to teach undergraduate STEM (science, technology, engineering, and math) courses. It addresses a range of topics focused on enhancing STEM teaching.

**GRD 753. CIRTL Seminar on STEM Academic Teaching Careers. 1-3 Hour.**
This CIRTL Network seminar provides an overview of types of academic teaching positions and addresses topics related to academic careers.

**GRD 754. CIRTL Effective STEM Teaching Approaches. 2 Hours.**
This CIRTL Network course explores effective research-based teaching approaches for enhancing learning in STEM (science, technology, engineering, and math) courses. Approaches such as collaborative learning, team-based learning, flipped classrooms, inquiry science, case studies, and problem-based learning will be considered.

**GRD 755. CIRTL Teaching Practicum. 3 Hours.**
This CIRTL course provides students a structured observation and practicum experience in which they shadow a STEM faculty member as he/she teaches a semester-long course and engage in a variety of guided teaching activities.

**GRD 756. CIRTL The College Classroom. 2 Hours.**
This CIRTL Network course provides students with the basics of effective teaching with an emphasis on the learning-centered classroom and the interconnected cycle of teaching, assessment, and learning.

**GRD 757. CIRTL Effective Use of Technology in Teaching and Learning. 2 Hours.**
This CIRTL Network course provides students with strategies and technological choices and tools for effective use of instructional technology in their teaching practices.

**GRD 758. CIRTL Diversity in the College Classroom. 2 Hours.**
This CIRTL Network course addresses different aspects of diversity, particularly in STEM (science, technology, engineering, and math) education, with the underlying principle of equitable access and enhanced learning of all students. Topics include gender, race, culture, disability, first-generation college students, ethnically diverse students (men of color, Latino/as, and international students), and learning style/environment.

**GRD 759. CIRTL Teaching-as-Research in STEM Courses. 3 Hours.**
This CIRTL course introduces Teaching-as-Research project design and guides students through the TAR planning process.

**GRD 760. CIRTL Teaching-as-Research Project. 3 Hours.**
This CIRTL course is designed for students who are conducting a Teaching-as-Research project.

**GRD 761. CIRTL Special Topics. 1-5 Hour.**
This CIRTL course addresses topics of current interest related to college teaching.

**GRD 762. CIRTL Individualized Seminar. 1-3 Hour.**
This CIRTL seminar addresses teaching and learning projects related to STEM (science, technology, engineering, and math). Individual plans approved by the instructor are required.

**GRD 763. CIRTL Individualized Teaching and Learning Project. 1-3 Hour.**
This CIRTL individualized course provides students with opportunities to engage in teaching and learning projects related to undergraduate STEM (science, technology, engineering, and math) education. Individual plans approved by the instructor are required.

**GRD 764. CIRTL Individualized Teaching Experience I. 1-5 Hour.**
This CIRTL individualized course provides students with opportunities to teach and reflect on these experiences in a variety of teaching contexts. Individual plans approved by the instructor are required.

**GRD 765. CIRTL Individualized Teaching Experience II. 1-5 Hour.**
This CIRTL individualized course provides students with opportunities to teach for more extended periods and to reflect on these experiences in a variety of teaching contexts. Individual plans approved by the instructor are required.

**GRD 790. Research/Lab Rotation. 1-10 Hour.**
Graduate Lab Rotation Used by MD/PhD Students first summer semester.