We have used this Administrative Supplement to develop a new course for our PhD and MD/PhD students: **Skill Development for Diverse Scientific Careers**. The 2012 Biomedical Workforce Report concluded that our traditional training programs do little to prepare our students for the wide variety of scientific and biomedical career options open to them. We designed a new course that will address topics that were not covered in any curriculum at Yale: biotechnology entrepreneurship, how to run clinical trials, both in academia and in pharma, the business and scientific sides of biotech, strategies for optimal professional productivity, how to convert a CV into a resume, and how to find a post-doctoral fellowship or research residency. Our goal is to teach trainees skills that trainees can use in a variety of diverse scientific careers. This course will serve as a valuable new resource for all of our students as they transition into the biomedical workforce.

### MOTIVATION

We have run the **Skill Development for Diverse Scientific Careers Course** over 10 weeks in the spring semester, meeting once/week from 5-6:30 PM, beginning in Spring 2017. So as not to increase the course-taking burden on our students, the course was optional, and students were able to attend individual sessions. We advertised the course via the Biological and Biomedical Sciences (BBS) newsletter, through the MD/PhD program, by each graduate department, and on posted fliers. Course materials were distributed via a web-based system for each session. The sessions combined didactic presentations (45 min) with faculty led discussion and networking opportunities. Couse credit (Satisfactory/Unsatisfactory) was awarded to every student who attended 80% of the sessions, and who had registered for the course. This Administrative Supplement to T32GM007223 was an important catalyst to put this new course in place on an ongoing basis.

### APPROACH

We have run the **Skill Development for Diverse Scientific Careers Course** over 10 weeks in the spring semester, meeting once/week from 5-6:30 PM, beginning in Spring 2017. So as not to increase the course-taking burden on our students, the course was optional, and students were able to attend individual sessions. We advertised the course via the Biological and Biomedical Sciences (BBS) newsletter, through the MD/PhD program, by each graduate department, and on posted fliers. Course materials were distributed via a web-based system for each session. The sessions combined didactic presentations (45 min) with faculty led discussion and networking opportunities. Course credit (Satisfactory/Unsatisfactory) was awarded to every student who attended the course and who had registered for the course. This Administrative Supplement to T32GM007223 was an important catalyst to put this new course in place on an ongoing basis.

### COURSE EVALUATION, ASSESSMENT, AND OUTCOMES

Each session was evaluated individually with a Yale Qualtrics web-based survey. It consisted of 5 questions with radio buttons for "yes", "no", and "maybe" as answer choices. The 5 questions were: "Did the presentation expose you to new options for your future career in biomedical science?" "Was it clear what roadmap such a career path might take?" "Are you considering this option as a potential career path?" "Was it clear how you would gain the necessary skills?" "Was there adequate time for discussion and interaction with the speaker?" As an additional method of assessment, one of the co-course directors, Drs. Baserga, Kazmierczak or Koleske, attended each session. Overall, student feedback indicated that the course was a success.

### LESSONS LEARNED

1. The most useful section of the course evaluation was the comment section, as that provided concrete suggestions for changes.
2. Next year we will be adding a new session on careers in publishing and scientific writing.

### ACKNOWLEDGEMENTS

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