Discipline **MCP5870**  
The Construction of a Scientific Career: from Theory to Practice

**Subject area:** 5131

**Created:** 03/07/2014

**Active since:** 03/07/2014

**Number of credits:** 2

**Hours:**

<table>
<thead>
<tr>
<th>Theoretical</th>
<th>Practical</th>
<th>Self-study</th>
<th>Duration</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(per week)</td>
<td>(per week)</td>
<td>(per week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>2</td>
<td>2 weeks</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

**Faculty Member Responsible:**

Francisco Rafael Martins Laurindo

**Objectives**

To introduce the student to the discussion, based on personal experience and publications, of the aspects related to the construction of an academic-scientific career, with a practical approach and discussion of the various possibilities inherent to specific personal and professional conditions.

**Background:**

Research is the fundamental mission of the University. Hence, the construction of a scientific-investigative career is an integral step of the academic process. Essentially, each career is a unique individual history and is unique for numerous personal, professional, institutional and cultural aspects. At the same time, regardless of such diversity, there are common and recurring aspects, which are reflected particularly at the beginning and the establishment of this career. Often students aspiring to these activities rely on the adequate training, as well as the experience and advice of some more experienced mentors and paradigmatic examples (so-called role-models) to guide them in this journey. Some aspects, however, can be approached through formal and specific preparation involving discussion, but also reading and information. Frequently, there is no specific forum for discussion of these aspects, so students are forced to make important decisions in an intuitive way, with less information and preparation than they could have. Among many aspects to be discussed, the following stand out: the development of the first independent projects, knowledge of the paths and the optimization in obtaining resources, preparation for competitions and interviews, time and people management, and management of career pressures, stress and frustrations typical to a scientific career. At the same time, the beginning of a scientific career is a time of fundamental decisions regarding the direction of life projects, the degree of quality that one intends to impose on research, and essentially the priorities of balance of academic, personal and professional life. These aspects are common to all professions and have some specific points to the medical-investigative career that have led to the inquiry if the clinical-translational investigator would not be a "threatened species" today. Consequently, introducing the discussion of these aspects into a postgraduate course should have several positive aspects. It is important that this discussion be based not only on personal experience, but also on relevant literature and concrete data to aid decision making. It is evident that this discussion is not intended to solve all potential problems, but it should certainly not only foster reflection on key pillars of the academic career, but also systematize the search for information, reports of successful experiences and institutions at the national and international levels. These will be of invaluable help to the student’s journey in the difficult transition between postgraduate and postdoctoral training and the life of a young academic researcher.

**Content:**
Lessons, followed by discussions and seminars: 1) The crucial choice of the line of research: what contribution do I want in my scientific career? 2) Quality and excellence in scientific research: how to search, how to evaluate. 3) The writing of an independent project: navigating between the elaboration and evaluation. 4) Obtaining resources: possibilities and evaluation processes. 5) The transition between being advised and advise: practical aspects of people management and material resources. Time management: a necessary art. 6) Rejection and stress in the scientific career. 7) Preparing for presentations, contests and interviews: some useful aspects. 8) Career priorities: balancing the professional, the personal and the pleasure.

Assessment Method:

1) Active participation in lessons and discussions and reading of bibliography (weight 3). 2) Quality and involvement in the seminars (Weight 3). 3) Final paper: self-assessment of thesis project using the Fapesp form and established criteria (weight 4)

Observation:

Minimum number of students: 8 Maximum number of students: 12

Bibliography: