

PHAMS Presents:

Research and Networking 101



Please Check In



What's the importance?



Research

- Helps boost your application for desired graduate program
- Allows for real-world application of theory and classroom learning
- Develops a student's ability to think critically and their problem-solving skills

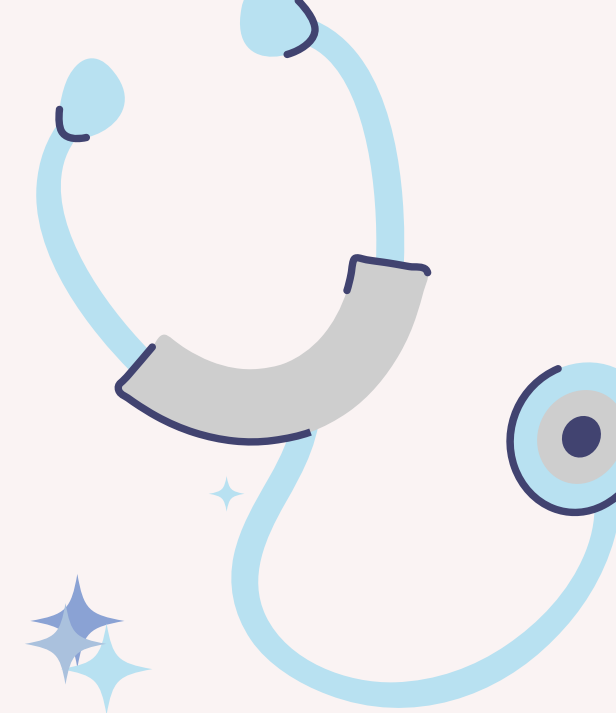
Networking

- Can help you secure a position in research or laboratories, or other important opportunities
- Fosters professional growth and development
- Offers insight about new trends and innovations within a field through communication with a professional



Workshop Outline

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1. **Finding research opportunities**
 2. **Initial Contact**
 3. **Optimize Your Experience**
 4. **Student Presenters**
 5. **Networking 101**
 6. **Elevator Pitch Activity**



Finding Research Opportunities

Types of Research

Wet Lab

- A lab where scientists work with liquids, chemicals, or biological materials to do experiments.
- Example: Testing blood samples, growing bacteria, or mixing chemicals to study reactions.

Dry Lab

- A lab that uses computers and data instead of physical experiments.
- Example: Analyzing DNA sequences on a computer or using simulations to predict how a drug will work.

Clinical Lab

- Studies that involve real patients to learn about diseases or test treatments.
- Example: A study to see if a new medicine helps people with diabetes.



Wet Lab Vs. Dry Lab

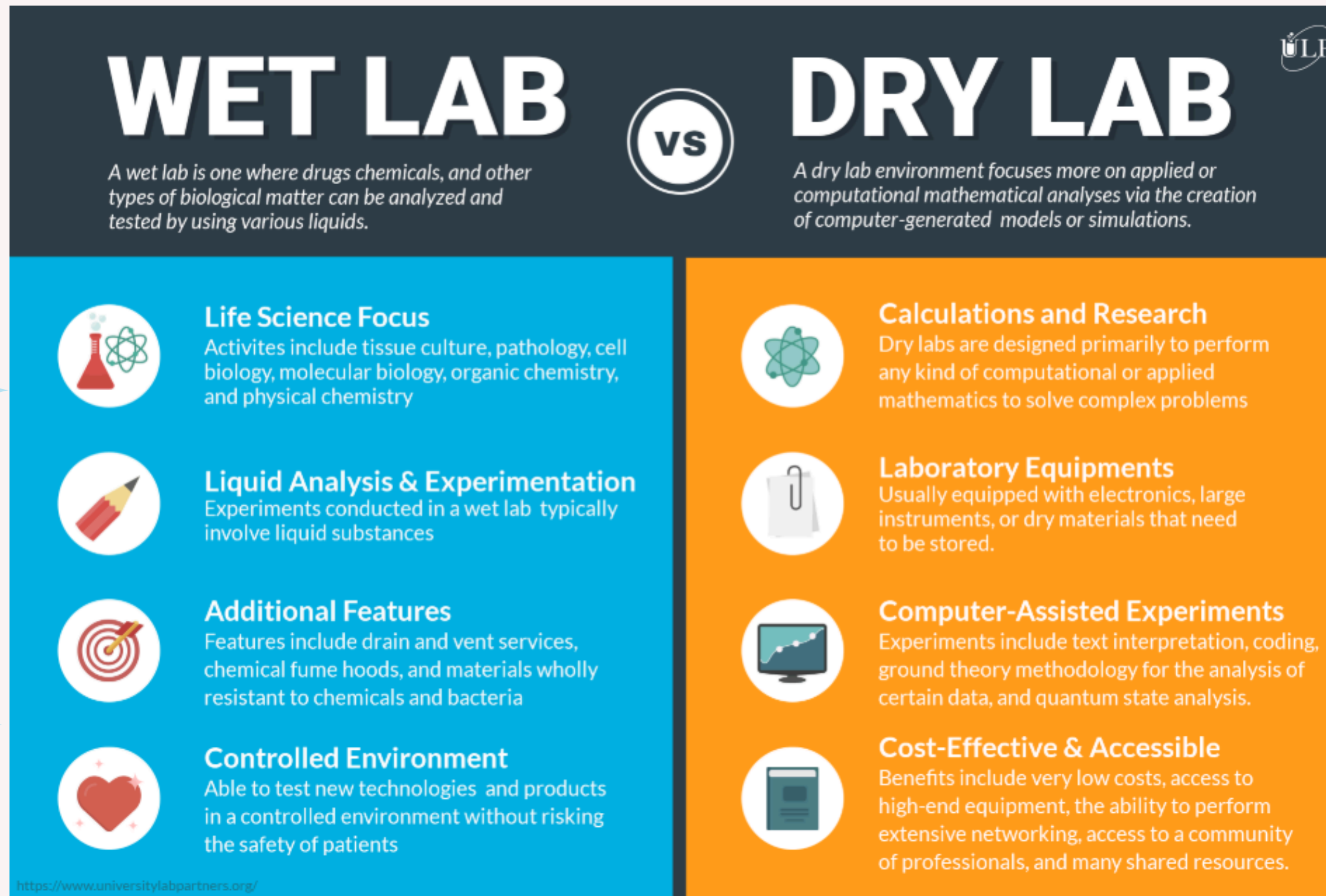


Image pulled from
<https://www.universitylabpartners.org/blog/wet-lab-vs-dry-lab-for-your-life-science-startup>

USF Research Opportunities

USF Undergraduate Research Portal

<https://cloud.usf.edu/research-portal/#/Index>

Faculty List

- USF Health: <https://health.usf.edu/medicine/departments>
Pick an academic department, then click “About Us” and/or “Faculty”
- USF CPH: <https://health.usf.edu/publichealth/overviewcoph/faculty>

IDS 2912 - Understanding Research Experience

- Get an in-depth understanding of what research is all about in a class-based format while earning credits towards your degree!
- Credit(s): 0-4
- repeated a maximum of four times

Office of Student Engagement in Research and Innovation (SERI)

- used to be know as HIPUR

<https://www.usf.edu/research-innovation/student-engagement/undergraduate-students/seri/index.aspx>



Non-USF Research Resources:

REU Nationally Funded Opportunities Across US

https://www.nsf.gov/crssprgm/reu/list_result.jsp?unitid=5047

Moffitt Cancer Center

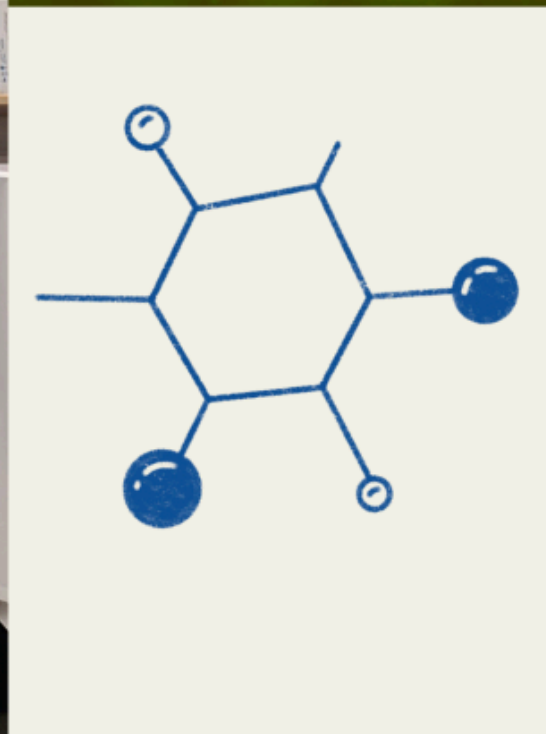
- Specific programs (SPARK, ENCOURAGE, etc.) or research trainee
- Faculty list: <https://www.moffitt.org/Research-science/>
- Point of Contact: paola.uscanga@moffitt.org

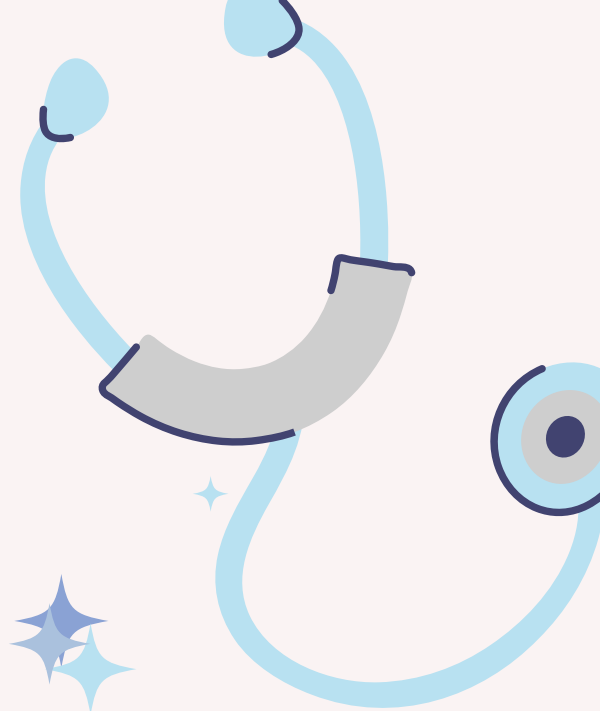


Remote/ Virtual Opportunities:

- Reach out to labs who are conducting research in a field you are interested in at other universities







Initial Contact



Email Structure

Step 1: Find the Recipients

- Find recipient's contact information through LinkedIn, hospital or university's websites, special events, etc.

Step 2: Research

- Do some research about the recipient and their work.
- Look at research projects, clinical work, talks, etc. that they worked on

Step 3: Clarify Your Goals

- Introduce yourself and reason for reaching out (asking for research position)
- Elaborate why you want to meet or work with them
- Mention their work and how you're interested

Step 4: Mention Relevant Info.

- Bring up skills and experiences that are relevant
(What can you bring to the table?)
- Talk how about your goals align with their work
- Add a Cover Letter or Resume, if possible



Cold Emailing

What is it?

“Cold emailing is when you send an email to someone you have never met and you ask them for something” (Career Launchpad).

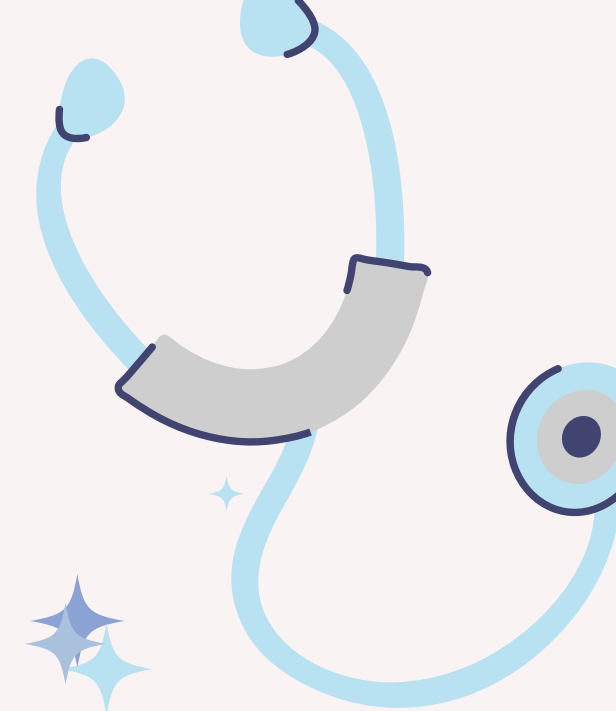
Dear Dr. XYZ,

I hope that you are doing well. My name is Juan Garcia, a sophomore studying Health Science at the University of South Florida. I am reaching out to you because I am interested in your work with alternative methods of cancer treatment. I would be thankful if I could get a chance to discuss with you more about your work and exploring possible research opportunities.

I have an interest in oncology and have been volunteering at MOFFITT Cancer Center as Clinic Support. I would love to get more involved with any projects you have that are ongoing. I have attached a cover letter with more information about my previous experiences.

Thank you for your time, I look forward to hearing back from you.

Sincerely,
Juan Garcia.
USF COPH Class of 2027



Optimize Your Experience

What do you want to get out of this?

Publications

- You can have your name included in contributors to research.
- Opens up more doors as it shows your experience tangibly.

Letter of Recommendation

- Your mentor gets to know you personally.
- Show values such as initiative, attention to detail, reliability, etc.

Experience

- Hands on experience on research area.
- Transferable skills - data analysis, collaboration, communication, self-management.

Mentorship

- They already have career & life experience.
- Use that proximity to ask questions related to research & other areas.

Show consistency & dedication!

Show up and learn!
Attend lab meetings (be on time!),
keep an open mind, read research
papers.



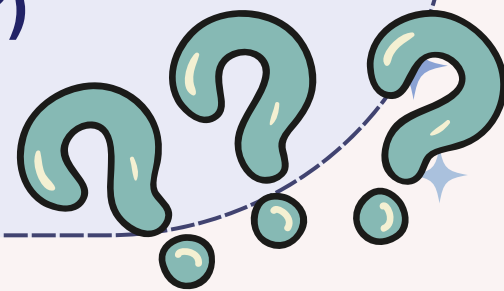
Build relationships!

Be friendly, humble, & excited to be
there!



Ask questions!

Communicate when you don't know,
inquire about the importance & impact
of project (**ask why?**)



Remember!



Student Presenters



My Research

I do research at the USF Global Center of Hearing and Speech. I assist Dr. Walton in behavioral, auditory, and neuroscience research to expand the understanding and progression of Alzheimer's in mice.

My Takeaways

- Start early dont wait till last minute
- The URS groupme ocassionally sends out research opportunities
- Attend the research events clubs have
- Cold email
- Dont give up

Stuti





Harini



My research

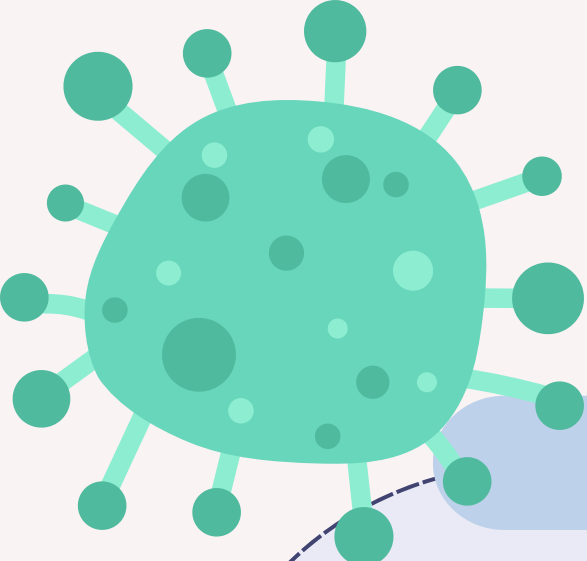
I started researching in summer of 2024. My lab is currently researching about the effects of alcohol consumption on the depressor hormones released while chronically consuming alcohol.

My takeaways

- Be open to new experiences
- Please do not be afraid to cold email professors
- Start Early! Do not wait till you are a senior to start research
- Research about topics that you are passionate about



I love my rats!!!



HPV Research

I conduct research on HPV-related surveys, focusing on assessing people's understanding of topics like health literacy, cervical cancer, HPV vaccination guidelines, and medical professionals' awareness of HPV's newly discovered link to oropharyngeal cancers.



My Takeaways:

- Overall great and meaningful experience!
- Two areas of focus: harm reduction and prevention
- Health literacy impacts understanding and prevention efforts
- Learn new skills: survey development, interpreting results, etc.



Shenica

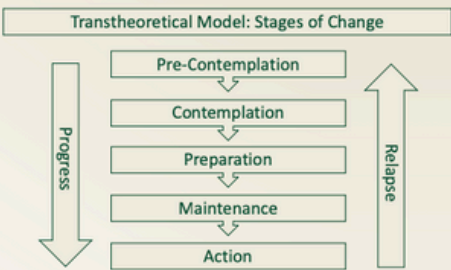
HPV adolescent vaccination in the United States: Parental perceptions of healthcare providers and settings

Shenica Jerome^{1,2}, Morgan Richardson-Cayama MPH^{1,2}, Moet Bailey BA^{1,2}, Cheryl Vamos PhD MPH^{1,2}, Ellen Daley PhD MPH^{1,2}
1. College of Public Health, The University of South Florida, Tampa, FL, US 2. The Chiles Center for Women Children and Families, The University of South Florida, Tampa, FL, US

Background

- Human papillomavirus (HPV) causes a range of cancers (e.g. cervical, oropharyngeal [OPC], anogenital, etc.)
- OPC cancer rates surpassed cervical cancer in 2020, and rates continue to increase
- Most people will be infected with HPV at some point
- The HPV vaccine can protect against infections from seven high-risk, cancer-causing HPV strains, yet vaccination rates are suboptimal
- Over 70% of COVID-19 vaccines & 36 million doses of the flu vaccine have been administered at pharmacies
- 48 states authorize pharmacists to provide the HPV vaccine
- More than half of U.S. states authorize dentist to vaccinate for COVID-19 and only 7 states for HPV
- Approximately 65% of the U.S. population visit the dentists annually

Figure 1.



Current Study

This study aimed to examine U.S. **parental perceptions** and views on healthcare provider recommendations for the **HPV vaccine**, as well as their perceived convenience and likelihood of vaccinating across multiple healthcare settings. The parental perceptions were compared using the Prochaska's Transtheoretical Stages of Change Model (Figure 1).

There is an underutilized opportunity to administer the HPV vaccine in non-traditional settings, such as dental offices and pharmacies. Increasing awareness of these viable vaccination sites could improve access and uptake of the HPV vaccine.

Methods

- Participants (n=1,407) were parents of adolescents aged 11-12 years, between 27 and 64 years old, able to read and speak English, and the primary healthcare decision-makers for their children
- Survey items included the child's HPV vaccination status, the setting in which the adolescent was vaccinated and why, the purpose of the appointment, and likelihood of and comfort with HPV vaccination from four different provider types and in eight different health care settings (Figure 2)
- The analysis included parents who either vaccinated their child against HPV (action), intended to (preparation), or were unsure (contemplation) (n=987)

Qualtrics Survey Instrument

Figure 2.

Provider types:

1. Family practice doctor
2. Pediatrician
3. Pharmacist
4. Dentist

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Healthcare Settings:

1. Pediatrician's office
2. Family practice doctor's office
3. Dentist's office
4. Pharmacy
5. School health clinic
6. Health department
7. Urgent care clinic
8. Local/mobile vaccine/medical clinic

Results

Table 1. Comparing convenience and likelihood of HPV vaccination in each healthcare setting and importance of provider recommendation among parents who intend to vaccinate their adolescent (n=143).

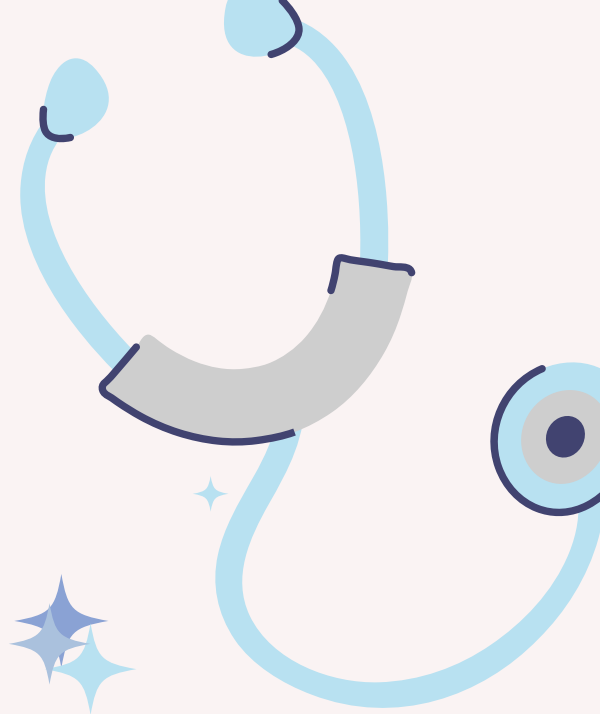
Participants in the intend-to-vaccinate group perceived pediatrician (M = 4.66, 4.64) and family practice doctor's offices (M = 4.32, 4.40) as the most convenient and likely vaccination sites, while dentist's offices were seen as the least convenient and least likely (M = 2.25, 2.28) (Table 1).

Convenience*	Intend to M(SD)
Pediatrician's office*	4.66 (.761)
Family practice doctor's office	4.32 (1.10)
Local mobile vaccine/medical clinic*	3.41 (1.48)
Pharmacy*	3.41 (1.53)
Health Department*	3.36 (1.51)
Urgent care clinic	3.22 (1.53)
School health clinic*	3.10 (1.62)
Dentist's office	2.25 (1.51)
Likelihood*	Intend to M(SD)
Pediatrician's office*	4.64 (.843)
Family practice doctor's office*	4.40 (1.18)
Pharmacy*	3.43 (1.49)
Urgent care clinic*	3.35 (1.59)
Local mobile vaccine/medical clinic*	3.28 (1.52)
Health Department*	3.23 (1.54)
School health clinic*	3.22 (1.61)
Dentist's office	2.28 (1.48)
Provider Type	Intend to M(SD)
Family practice doctor's	4.57 (1.04)
Pediatrician	4.69 (0.87)
Pharmacist	3.48 (1.69)
Dentist	3.16 (1.85)

*Measured on a five-point Likert scale ranging from 1 (not at all convenient) to 5 (extremely convenient)
*Measured on a five-point Likert scale ranging from 1 (not at all important) to 5 (extremely important)
* Means are significantly different at the p<.05 level.



Networking 101



Networking 101

Conference/Panel

Preparation

Research the people or organizations attending the event. Have a goal in mind, bring business cards if applicable, and be ready to share your interests and experiences.

Ask questions

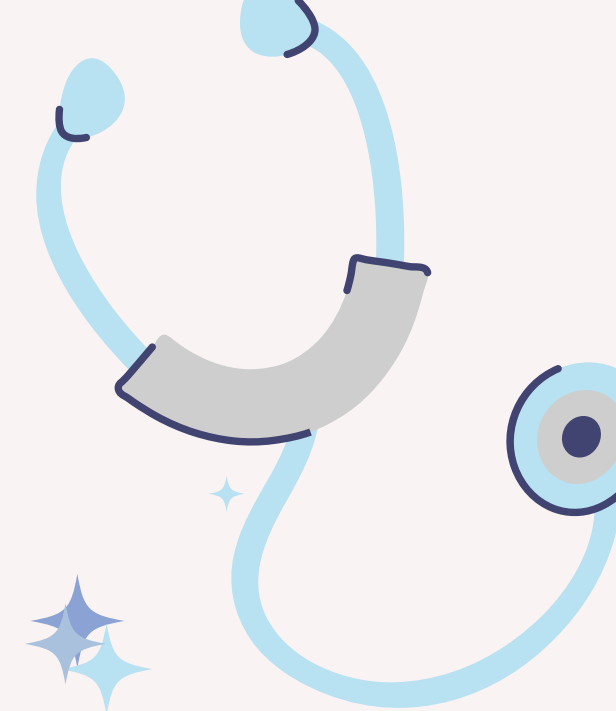
Engage in meaningful conversations by asking insightful questions about the person's career, experiences, or industry trends. This shows genuine interest and helps keep the conversation flowing.

Personal introduction

Have a brief, compelling introduction prepared. Mention your name, major, career goals, and any relevant experiences. Keep it concise but memorable.

Build a connection

Follow up after the event with a LinkedIn connection or an email. Reference your conversation and express your appreciation. Strong relationships are built through continued engagement



Elevator Pitch Activity

What is an Elevator Pitch?

An Introduction of Yourself

”...a brief (think 30 seconds!) way of introducing yourself, getting across a key point or two, and making a connection with someone” (Princeton University).

How to create an elevator pitch

1. Who am I?

- Your name
- Include a list ways to describe yourself
- Make sure it is appropriate for the audience
- Example: Major, Year, Hometown, Extracurriculars, etc.

2. What do I do?

- Focus on 1 or 2 items that you want the audience to remember
- This can be skills, experiences, values/passion, etc.

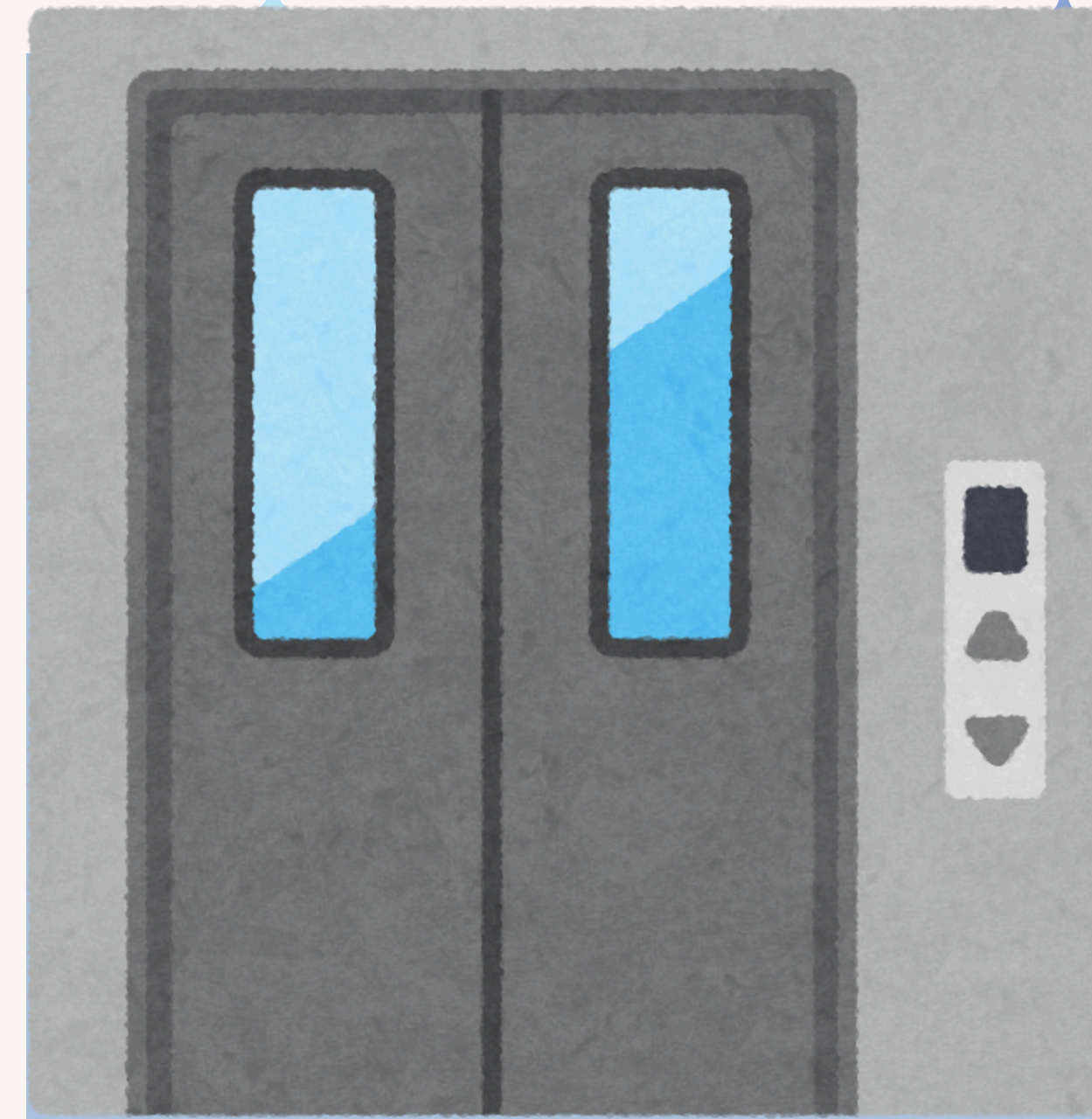
3. What's my ask?

- End the pitch by asking a question
- The question can be about any advice or information the audience can share
- It could also be asking to stay in contact, like switching contact information

Tips!

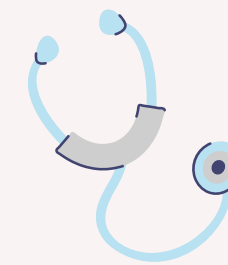
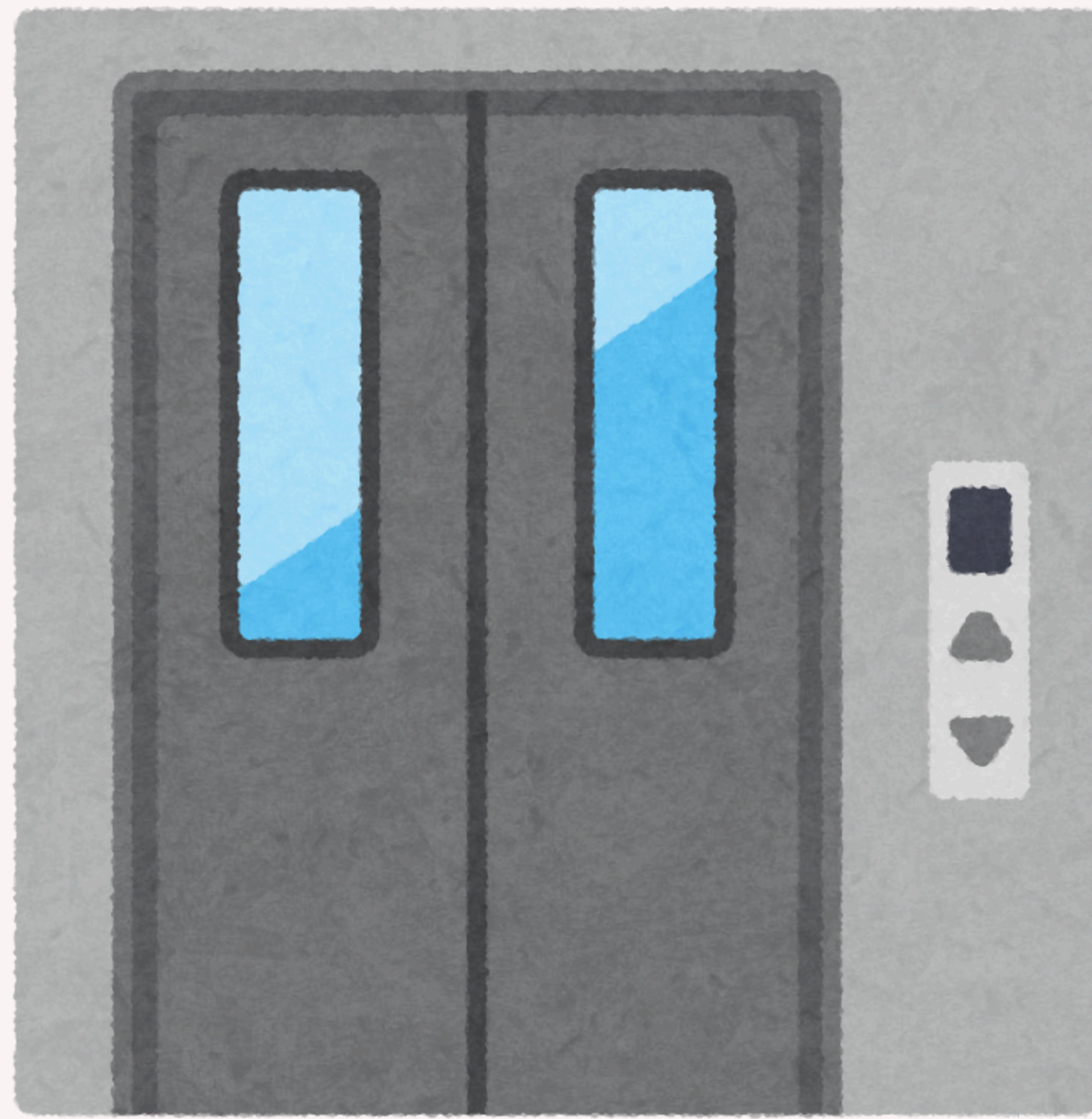
- Keep it brief (only 30 seconds!)
- Make sure the pitch is relevant to the event
- Have the ask and follow up with the audience

And.....



...PRACTICE!

Time for you to work on your Elevator Pitch :)



Thank you!



Sources Used

Why research and networking is important in the first place ~

- <https://www.trinityschoolofmedicine.org/about/resources/blog/benefits-of-clinical-research-for-pre-med-students>
- <https://www.universitylabpartners.org/student-voices/importance-of-networking>

Elevator Pitch ~

- https://careerdevelopment.princeton.edu/sites/g/files/toruqf1041/files/media/elevator_pitch.pdf

Cold Emailing ~

- <https://www.careerlaunchpad.io/blog/how-to-cold-email-for-competitive-internships-step-by-step-guide>
- <https://www.acr.org/News-and-Publications/Art-of-Cold-Emailing>

Different Types of Research ~

- <https://www.universitylabpartners.org/blog/wet-lab-vs-dry-lab-for-your-life-science-startup>