



# The Restriction Digest

## GSA Newsletter

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Johns Hopkins University School of Medicine

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### Restaurant Review: Sam's Kid

by Arvin Gouw

It was relatively early on a weekday evening, around 5:30 p.m. or so, when we stepped into Sam's Kid at Fells Point. In retrospect, this surprisingly American name fits this Asian fusion restaurant quite well. The décor itself is a fusion of elements that imparts a homey feel to the atmosphere of a relaxed coffee house. The door and windows were left wide open, allowing customers to enjoy the outdoors even when indoors. With irregularly shaped couches placed next to the bar, the restaurant channels a modern vibe that fits well with the patio style furniture and random décor. Upon entering the empty

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### Meeting Highlights: Enhancing Diversity and Sustaining Career Success

by Donna Vogel

For two-and-a-half days, leaders of graduate, MD-PhD, and postdoc programs from academic medical centers nationwide considered the new face of biomedical research. Under the auspices of the Association of American Medical Colleges, the GREAT (Graduate Research, Education and Training) Group met in New Orleans met to discuss where we are headed, how can we get there, and how will we know we're there. Hopkins Medicine was represented by Dr. Peter Maloney, Dr. Robert Siliciano, Sharon Welling, and your reporter.

A notable aspect of the meeting overall was expansion of the concept of diversity to mean not only demographics, but also the breadth of careers in science. Indeed, I was part of a pre-meeting "train the trainers" workshop about holding a Career Day or similar event spotlighting diverse careers in science. Half a dozen panelists presented their variations on the theme. I explained our different approach: we do not separate out diverse

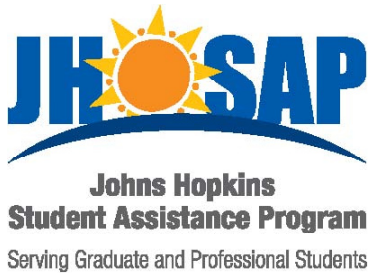
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### Science and Socializing at the Gordon Research Conference

by Katie Herbst

In June, I attended the Gordon Research Conference on protein phosphorylation, not because I wanted to, but because I felt like I should go for the experience and to meet some of the top researchers in my field. When the dreaded Sunday finally arrived, I reluctantly went to the airport and boarded the plane to Biddeford, ME along with 6 lab mates and my PI. Upon arrival at the University of New England, I immediately knew that the flip-flops and one sweatshirt that I packed were not going to be warm enough for the barely sixty degree weather that was expected all week. Needless to say, I was cold and hungry, and had to go listen to scientific talks until 9:00 p.m. on a Sunday night. After the talks that night I went to "The Hang," which was our social life for the week consisting of a tiny room on campus where they served unlimited snacks, beer, and wine before and after the evening science sessions. Borderline miserable, I socialized only with people from Hopkins and went to bed.

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## Tips for Giving a Presentation and Writing a Paper

### Tips for giving a presentation

Developing the confidence and capability to give good presentations, and to stand before an audience and speak well, are important professional and self-development competencies. However, for most people, it isn't easy to go in front of a crowd of people and give a speech. But good presentation skills are within everyone's reach. The following tips can help.

*Calm your nerves.* If you have sweaty palms, a rapid heartbeat and butterflies, take deep breaths and visualize yourself giving a successful presentation. Relax your neck, shoulders and any other tense muscles. Smile to release the tension in your face. Remember that you are presenting to a group of peers who will likely be just as nervous for their own presentations.

*Engage the audience.* Begin with an interesting story, anecdote or question to capture the audience's attention. Instead of speaking in a monotone voice, vary your pitch and tone. Try to speak with energy and enthusiasm. If the audience senses you're not interested in the content, they won't be either.

*Keep it structured.* A presentation, like an essay, should have an introduction, main body and conclusion. In the introduction, tell the audience what will be covered in your presentation. In the main body, expand upon the topics of your presentation. And in the conclusion, restate briefly what you have covered.

*Never try to "wing it."* You need to prepare and practice several times. Remember to talk slowly and try to avoid "um," "uh" or other filler words.

*Show the audience what's in it for them.* What do you want your audience to take away from your

presentation? Don't simply present a few facts and figures. You need to consider your audience and what they care about, so they aren't left asking, "So what?" Pick three or four main points, and expound on each of them.

*Don't memorize your speech.* Instead, know your topic well and use bullets as prompts for your talking points. Include visuals wherever possible – graphs, charts and illustrations make your presentation more interesting for the audience.

*Make eye contact.* Instead of staring at your notes, look at the audience, making eye contact with different people around the room.

*Don't read the slide or handout out loud.* The audience will have read it for themselves long before you finish. Find something new to say that isn't already written.

*Dress appropriately.* Lose the sweats and sneakers. The more professional you dress, the more credible your presentation will seem.

*Follow the 10/20/30 rule.* If using PowerPoint, your presentation should have about ten slides, last no more than twenty minutes and contain no font smaller than thirty points.

*Anticipate questions.* Try to anticipate questions and prepare answers ahead of time.

### Tips for writing a paper

Have a paper to write? Forget what you were taught in high school – the five paragraph essay no longer applies. But you should follow a few basic guidelines to create a well written thesis.

#### *Create an organized structure*

- Make an outline. Write out the main points you want to cover. Write one paragraph for each of these points and make sure each sentence in the paragraph supports the main point.
- Use headings. Use your outline to create section headings for your paper.

#### *Create logical arguments.*

- Back up claims with evidence. For each argument, include supporting evidence from reliable sources. Your professor will expect you to use scholarly references, so a simple

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The next day was much better – breakfast (and all meals thereafter) at the dining hall took me back to my college days. The morning talks were fascinating; it's amazing how easy it is to pay attention when all of the talks are closely related to your own research. One of the intriguing stipulations of any Gordon Conference is that you are supposed to present research that is primarily unpublished. (On one occasion in particular, the talk was so closely related to one of my projects that with every change of the slide I was hoping he didn't scoop me!) This makes all of the research presented, be it a talk or a poster, all the more exciting. After lunch I had to present my poster. At first, I spoke with little confidence, afraid of not doing justice to my research and, for lack of better words, "sounding stupid." However, as I began to receive a decent amount of feedback, some of which I have already applied to my project, I spoke with much more assurance and actually enjoyed presenting. I also started to realize that I knew more than anyone else in the room about my project. I think sometimes as students we expect our PIs and professors at other institutions to know more than us. The truth is, while these people may know much more than you about any given aspect of your project, they do not know more about that aspect in the context of your project. You are the one and only expert in that regard.

As Monday and Tuesday passed, I not only got more intrigued by the "hot off the press" science, but I started to branch out and talk to new people. My suitemate was from Australia and she had a lot to tell me about the two-week globetrotting she had done prior to the conference. Also, she, and the many other students I met from overseas, told me all about getting a Ph.D. abroad – three years tops! I also met people there who were not from academic institutions. One person in particular was someone I had been in contact with during my second year. At that time he was a postdoc at another university and, via email exchanges, he helped me out with the precise assay conditions that I needed to use for some of the experiments I was running. Since then, he has obtained an MBA and started his own biotech company. While it was exciting to see him at the start of what I can only imagine will be a challenging yet exciting career, I know that this is not a path I would follow – no

more school for me after I graduate!

I also met two people who were reviewers for scientific journals. From what I gather, they are the people who initially receive all of the submitted manuscripts and make the crucial decisions regarding whether or not a manuscript is "of broad interest to the readership of our journal." While I can only imagine how difficult it must be to send rejection letters all day long, they both seemed to like their jobs very much. When I asked them why, they answered that their job exposed them to the hottest research in their area of expertise but they didn't have to do any bench work. In other words, they got to think like a scientist without having to pick up a pipette or plan an experiment.

As the days past I had met many people and got their views not only about science but about life. However, I still found myself unable to approach a single professor. I felt like they were there to talk only to each other and that they didn't want anything to do with us students. Then, with the help of two older graduate students in my lab and a few drinks, on the last night at "The Hang" we "chatted it up" with two younger professors who were in line with us at the bar. We talked about beer, we talked about sports, we talked about science, we gossiped about other faculty members both at the conference and not at the conference. I even got the courage to explain one of my projects to them and ask their opinion about the conclusions I was drawing from the data. That night, we literally closed up the bar and continued to talk the entire way back to the dorm rooms. I don't know where I finally got the courage to approach the two of them, but I wish I had found it earlier. While the science sessions at conferences are obviously significant, I argue that the most important part is having the guts to talk to people, even if you think they are smarter than you. Chances are you have something you can teach them. The next time I'll go to a scientific conference or meeting, I will be sure to pack my self-confidence and be a social butterfly starting on Day 1.

careers, but rather, integrate the concept into everything we do.

In opening remarks, Dr. Ann Bonham looked ahead to the impact of health care reform on research training. As “the science of” regulation, for example, comes on the scene, how will we train those who will do “the science for” these unaccustomed subjects? Keynote speaker Dr. Claudia Mitchell-Kernan described the unexpected arc of her career from teaching to directing an African American Studies program. She emphasized the importance of peer support and mentoring for professional skills to persevere and succeed in graduate education. The following Plenary Session dealt with “Diversifying Scientific Leadership.” There are far fewer data for underrepresented minority (URM) than women faculty. While women have near-parity at entry level, dropping off at higher ranks, URMS are few to begin and fewer still at high levels, suggesting both a small pool and a leaky pipeline. [A later speaker added that the pipeline is solid from the baccalaureate to grad school, but very leaky en route to the doctorate.] A theme emerged that a true culture of inclusion goes beyond numbers. We need to focus on development, not just recruiting – achieving a diverse leadership is tightly bound with training. A genuine culture of diversity will benefit all students and trainees, not just those on NIH training grants. Several breakout sessions followed the plenary. My choice was “Defining Measures of Success of Diversity in NIH Funded Training.” What can we do besides count papers and grants? Clearly, we are still wrestling with these questions, especially as we expand the concept to include diverse careers.

The next day featured several concurrent sessions. I attended a panel, “Training for Diverse Careers.” The speakers were from a contract research organization (CRO), a pharmaceutical company, and the Arkansas branch of the FDA. They discussed their own career paths, the type of work they do, and what skills are needed for that work. CROs need more biostatisticians and writers. Several points of agreement arose from the talks. Your scientific knowledge is the basis for your credibility; you will also need communication skills, flexibility/adaptability, business sense, patience, teamwork, and – unanimously – confidence. Know how to think, be able to set goals, and work back

from those goals to plan your approach; employers will value your ability. Interdisciplinary experience will also make you an attractive candidate.

The final day again had concurrent sessions. I went to “Training and Career Development: Strategies for Building a Diverse Biomedical Workforce.” The NIH Training Officer and the Director of the National Center for Research Resources each shared funding data for NIH training and early-career grant mechanisms. They also had some information on URM participation. We continue to struggle with the purpose of research training. Whom are we training and for what? What disciplinary, inter-multi- and trans-disciplinary training should be initiated and how? We must keep support for research training sustainable and forward-looking in light of the real-world job market. But who’s responsible – NIH, institutions, reviewers? Congress? The public? The discussion held intimations of a more cooperative, collaborative model, with a workforce more reflective of our nation, and growing recognition of diverse careers in science.

You can see the complete agenda, including speakers and their affiliations, at <http://www.aamc.org/meetings/great/2010/start.htm>

Presentations will be available for viewing soon.

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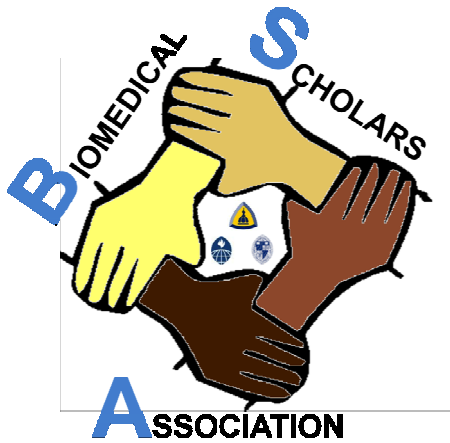
## The next newsletter submission deadline is December 17th!

If you would like to have your work published in The Restriction Digest, please contact an editor:

Juliane Lessard ([jkellne2@jhmi.edu](mailto:jkellne2@jhmi.edu))  
Elizabeth Eyler ([ehuang11@jhmi.edu](mailto:ehuang11@jhmi.edu))  
Arvin Gouw ([arvingouw@jhmi.edu](mailto:arvingouw@jhmi.edu))

Please visit us on the web at:

<http://www.hopkins-medicine.org/gsa/newsletter/index.shtml>



BSA is a tri-school organization (SOM, SPH, & SON) at Hopkins that supports minority grad students and post-docs academically, professionally, and socially. We celebrate Diversity and BSA is open to EVERYONE!

## Biomedical Scholars Association 2010 FALL EVENTS

### General Body Meetings

2nd Thurs of the Month (Oct - Dec)  
5-6 p.m., 1830 Bldg, Rm 2-108

### Lunch with BSA

2nd Thurs of the Month (Oct -Dec)  
12-2 p.m., Locations To Be Announced  
Eat your lunch with BSA!  
Connect with old friends, and make new!  
Stay for however short or long as you would like!

### BSA/Peer Mentoring/Student Ambassadors

Post-Exam (Post-Mol Bio) Happy Hour  
Nov. 17, 5-7pm, Greenhouse Café

### Lil Sib/Big Sib Mixer

Nov. 11, 5:30pm, 1830 Bldg, Rm 2-108  
(after general body meeting)

To participate in this peer mentorship program, please fill out the following form by Oct. 25, 2010:  
<https://spreadsheets.google.com/viewform?formkey=dEVET3puanFJa1Z6OHNQdzhSY2FRTUE6MQ>.  
Any questions should be sent to [bsa@jhmi.edu](mailto:bsa@jhmi.edu)

### Diverse Careers in Science Panel

Dec. 9, 1830 Bldg, Rm 2-108 5pm-6pm (in place of the general body meeting)  
Hear about alternative career opportunities in Science!

This Year's Topics:

1. *Science Writing and Editing*: Dr. Courtney McQueen (Associate Publisher, Light Knowledge Resources)
2. *Science Consulting*: Dr. Harry Glorikian (Scientia Advisors, LLC)
3. *Business of Academic Science*: Dr. George Dimopoulos (Associate Professor, SPH, MMI)

**E-mail:**  
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**Website:**  
[http://www.hopkinsmedicine.org/biomedical\\_scholars\\_association/index.html](http://www.hopkinsmedicine.org/biomedical_scholars_association/index.html)

**Facebook Search:**  
*Biomedical Scholars Association*

## Daily subconscious application of the Kübler-Ross model and its efficacy in promoting graduate student mental health

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The subject has an unconscious habit of talking to his experiments. While a brief survey of the literature indicates that this is by no means out of the ordinary<sup>3</sup>, the particular details of the subject in question and his case bear initial, explanatory scrutiny. What sets the subject apart from many of his peers is that over time he has come to anthropomorphize his pet hypothesis such that over the months and years of his studies it has become just that: his pet. Or, even worse, he has begun to think of it as his 'dear friend.'

It is particularly this humanization of his hypotheses that makes them so difficult to destroy. To, as it were, kill or even to maim them is intolerable to the subject. Over time he has come to view his hypothesis as a friend or confidant and so he has placed significant amounts of his psychological well-being on the well-being of the hypothesis<sup>4</sup>. Sometimes he imagines his hypotheses as friendly yaks effortlessly climbing over rocky precipices toward a mountain's pinnacle, himself bourn smoothly and steadily upward on their backs.

It is the aim of the present communication to assess the response of the subject to naturally, not experimentally, applied pressures and in so doing establish the efficacy of daily grief-reckoning devices for the community at large.

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<sup>3</sup> From his perspective

<sup>4</sup> Being a completely subconscious decision and not, as it were, a conscious ethical breach of scientific protocol.

<sup>5</sup> As the subject's desk is part of a 'radiation permitted' zone and 'biosafety level 2' lab, it is strictly forbidden to have food or drink in said lab space. The subject and most of his peers blatantly disregard this rule, with the exception being on the day of the annual lab safety inspection. The cups are gone then.

*This can't be happening to me. I must have misread the data. It flies in the face of months of work. My tubes got mixed up. The reagents went bad on the shelf. Something contaminated the media. It's just a bump in the road, that's all.*

The subject, morose, head in hands, sits at his desk in the universal language of a man in denial, amid a clutter of papers and illicit coffee cups<sup>5</sup> and pens whose barrels are etched and scarred with bite marks that disfigure them in shocking ways. The subject rubs his eyes. This mid-morning period of his day is characterized by rapid, unfocused eye-blinking and ineffectual temple massaging. Every now and then the subject takes up the sneeringly malignant piece of data gingerly and stares through it and then lets it drop once more to his desk. And so on. It is known from the literature that graduate students placed under either experimentally applied or naturally occurring stress tend to develop, under sharp psychological pressure, milder forms or symptoms of disorders common to soldiers or law enforcement officers exposed to some major traumatizing event, albeit on a significantly more modest scale. By noon the subject has been tapping a pen distractedly against a blank page of his notebook, presumably thinking of how he would later explain this conflagration of a result to his thesis advisor. There is no rhythm or aim or indeed even conscious thought in his chronic pen tapping. It is known in the literature, and colloquially, as a 'nervous tick.'

*Why me? Why now? Couldn't you have done this back when I was a first year and saved us all the trouble? Couldn't you have done at least that much? Why did you have to go and pull this when there was so much at stake, so much to lose? You've single-handedly destroyed everything I've built. Can't you even have given me at least one thing? Couldn't you have even done that much? Do you know how many lives you've ruined? Why didn't you kill yourself sooner?*

And so on. Here the subject once more manifests his humanization of the hypothesis or 'question.' While it is certainly true that he has invested heavily in this 'question', the subject is unaware that this very humanization or 'befriending' of  
*continued on page 7*

*Kübler-Ross Model, continued from p. 6*

an abstract thought instead of being healthy or normative is in fact quite abnormal. As such, his response to the “death” of his hypothesis is very strong indeed, understandable given the extent of his aforementioned emotional connection to said hypothesis. At this point in the progression, the subject’s response feels very much like that of a jilted lover or an orphaned child, complete with a full-scale projection of blame/anger away from himself and toward the now stone-cold dead hypothesis. It is very much like watching the subject lose a family member or close friend. The anger deepens for a period of time and this makes the subject unapproachable with regard to his fellow lab-mates. When a rotating graduate student finally works up the courage to approach him and ask a question for which the subject possesses the necessary expertise to answer, he does so grudgingly with a terse, unfriendly recommendation that adds to his toxic anger. When another co-worker has a brilliant insight and achieves a beautiful experimental result to back it up, the subject makes a snarky comment and storms out of the lab.

*C'mon. If you work for me, I will do anything. I will deworm orphans in Africa. I will become a missionary, or a saint, or a monk or I will join the Peace Corps after I graduate with you in my open hands. Just please come back like in the old days and don't be like that. Give me one shred of tangible-  
I am not beyond begging.*

To be continued...

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*Restaurant Review, continued from p. 1*

restaurant (it must have been a non-peak hour), we were immediately greeted by the waiter. Gesturing to a table, he left to fetch us menus with chopsticks and napkins neatly tucked inside.

After perusing the menu, we decided on sampling some of the small plates first. With the encouragement of favorable reviews online, my friend decided to go with the blackened tofu. We also chose to get the assorted skewer platter. We

both thought the blackened tofu was quite good, although the vegetables in the dish tasted better than the tofu. I usually do not like vegetables, especially broccoli, but I must say that I actually liked the broccoli dipped in their very sweet ‘blackened sauce’. Up next was the skewer platter. It came out quite elegantly arranged with a dish of peanut dipping sauce. Unfortunately, the tofu skewers were placed below the chicken, pork and shrimp skewers. If you are a strict vegetarian planning on sharing the appetizer with some non-vegetarian friends, I would recommend asking for a separate plate for the tofu skewers. Personally, I preferred the blackened tofu over the tofu skewers. The peanut sauce that came with the skewers was good, not too sweet or salty. The chicken and pork meat themselves already had their own marinated sauce, allowing the peanut sauce to enrich the flavor.

For the main course, I ordered Indonesian fried rice. The waiter warned me nicely that the fried rice is hot. Being an Indonesian myself, I was not concerned at all. But I must say that I underestimated how spicy it could be. It is certainly not as hot as fried rice in Indonesia would be, but it is hotter than most “spicy” foods served here in US. The fried rice contained giant shrimp, chili, mussels and fried egg, which is the hallmark of Indonesian fried rice. However, I don’t recall to have ever had bok choy (Chinese vegetable) on fried rice when I was in Indonesia. But I am willing to give room to culinary creativity as long as the food is tasty, which it was. As the final course, we decided to try the cucumber roll. The arrival of the dish was accompanied by a cute little container of soy sauce. The wasabi was potent, the ginger fresh, and rolls were nicely prepared.

After eating, it was time to check out the bathroom, which is located near the bar with the modern furniture. The bathroom sports some Indonesian souvenirs here and there to give it some Indonesian ambience. There are also a few indoor plants, which prevent the place from looking too cold because of its modern décor. But for my friend’s peace of mind, I must concur that the Sam’s Kid would benefit from having some venus flytraps, because there were several flies that buzzed around us. Still, overall, I would have to say, I was impressed by the classy presentation of the food and the relaxed atmosphere of Sam’s Kid.

Internet search won't do. Instead, search the Johns Hopkins online library to find peer reviewed resources – many of the articles can be read online. For best results, use narrow search terms.

- Anticipate counterarguments. Think of any opposing arguments, and offer rebuttals.

Make it clear and simple.

- Don't use a big word when a simple word says it better. Using words such as "thusly," or "plethora" can make your writing sound pretentious and awkward.
- Avoid clichés, such as "at the end of the day" or "a wealth of information."
- Try not to write complex, wordy sentences. Simple sentences convey your point more effectively.
- Avoid adverbs. Words like "completely," "really" and "very" don't add useful meaning to your prose.
- Use active voice. Think about the actor (the subject) and the action (the verb). Try to avoid "to be" words – "am," "is," "are," "been" and others. Occasional use of a passive phrase is fine, but when you overuse passive tense, your writing may come across as flat and dull.

Leave time for editing and rewriting.

- Don't start your paper the night before. You need to save plenty of time for the most important part of the writing process – editing and rewriting.
- Print out a draft of your paper and read it out loud. Listen for any sentences that seem awkward or out of place, or that need a better transition. If possible, have a friend read the paper aloud to you. Hearing your words from another's voice will give you the chance to give a more "objective" review of your work.
- Make sure each sentence supports the topic sentence in a paragraph and rewrite if necessary.
- Eliminate any unnecessary words, sentences or paragraphs.

Give proper credit.

- Don't plagiarize. If you use a direct quote, insert quotation marks and include a source. If you paraphrase an idea that is not your own, you also need to include a source.
- Use online citation tools. The Sheridan Libraries website contains online tools to help you automatically create citations and bibliographies ([www.library.jhu.edu](http://www.library.jhu.edu)).

More writing tips and resources can be found online at the Johns Hopkins University Writing Center website (<http://sites.jhu.edu/writingcenter>).

Seek assistance

The Johns Hopkins Student Assistance Program (JHSAP) is committed to assisting students in managing the challenges they face during their academic careers. JHSAP provides support to students in dealing with personal, academic, and relationship problems. Contact the Johns Hopkins Student Assistance Program (JHSAP) at 443-287-7000 or visit our website for more information: [www.jhsap.org](http://www.jhsap.org).

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