

HLP 7939: HHP PhD Professional Development Seminar Spring 2021

General Course Information

Credits: 3 credit hours

Location: Zoom only, via Canvas

Meeting Time: Monday, Periods 5-7 (11:45-2:45 pm)

Course Instructors

Dr. Rachael Seidler Professor Department of Applied Physiology and Kinesiology rachaelseidler@ufl.edu FLG 142 352-294-1722 Off Hours: TBA	Dr. Amy Mobley Associate Professor Department of Health Education and Behavior Amy.mobley@ufl.edu FLG 12 352-294-1813 Off Hours: TBA	Dr. Christine Wegner Lecturer Department of Sport Management christinewegner@ufl.edu FLG 304 352-294-2821 Off Hours: TBA	Dr. Svetlana Stepchenkova Associate Professor Department of Tourism, Hospitality and Event Management svetlana.step@ufl.edu FLG 186C 352-294-1652 Off Hours: Wed 10am- noon
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Course Description

The College of Health & Human Performance (HHP) doctoral program prepares students in multiple concentrations across health education and behavior, applied physiology and kinesiology, sport management, and tourism, hospitality, and event management. The PhD program focuses primarily on attaining proficiency in designing and conducting research in respective areas of concentration. This course is designed to reinforce and complement the scholarly emphases of the HHP PhD program by providing insight into key aspects of professional development and personal growth. Cross-disciplinary best practices will be shared for developing professional aptitudes and skill sets necessary for successful advancement through graduate studies and on to future professional careers.

Course Objectives

This course is designed to provide information about professional skills to PhD students pursuing careers in higher education as well as alternative professional careers in academic, corporate, and government entities. The course will cover issues that are critical for success as PhD students and early career professionals. Upon successful completion of this course students will be able to:

1. Describe and demonstrate written and oral scientific communication skills.
2. Identify elements of a successful teaching and research philosophy
3. Describe strategies to be a successful junior faculty member
4. Describe and identify steps to create a long term research agenda
5. Identify career paths suitable for individual research and teaching aspirations

Required Textbook

No textbook is required. Course instructors will direct students to reading assignments or other relevant materials.

Course Activities and Grading

Activity/Assignment	(%)
Attendance and Participation	15
Research Presentation	15
Personal Statement Paragraph	5
Scientific poster (creation and presentation)	10
Interview of a mentor or other professional in your field	5
Curriculum vitae	10
Teaching philosophy, teaching portfolio outline and creation of new course syllabus	10
Research agenda – long term and short term goals	10
Interdisciplinary research	10
Attend, summarize, and critique 2 HHP research seminars (1 home dept.; 1 other HHP dept.)	10
	100%

Attendance & Participation (15%):

Attendance will be taken at the beginning of every class. There are 15, 3-hour periods in this course. One class meeting can be missed without penalty. Each unexcused absence thereafter will result in a minimum subtraction of 1% from the Attendance and Participation weight. Requirements for class attendance, make-up assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Participation will be assessed during class based on the following rubric:

Full points	Half points	0 points
Student shared information that generated new insights and new content to its entirety	Student shared information that generated a few new insights and content	Student shared no new information and reflected on other students' comments by agreeing with them.

Research/Proposal Oral Presentation (15%):

This will be a research presentation, akin to the type of presentation required when invited for a job interview. The PowerPoint presentation should be no more than 25 minutes in length (the exact time limit may be modified to accommodate the number of students in the course). **The 25 minute limit is strict and presentations running over time will be cut short. Each presentation will be followed with ~5 minutes of questions.** Therefore, we strongly encourage students to practice the presentation ahead of time. **Conciseness, clarity, quality of content and information delivery will be part of your grade.** This presentation is worth 15% of your course grade; your grade will be the average score of grades from all instructors. Instructor evaluation rubrics will be given to you for your information on what will be

evaluated. All presentation dates will be randomly assigned early in the course. More details will be given in class.

Personal statement paragraph: 5%

For this assignment you will construct a personal statement describing the key elements of your research, teaching and other facts you want to share with a scientific audience. You will also create a second personal paragraph designed for use with non-academic/scientific audiences.

Scientific poster (poster display 5% and presentation 5%)

For this assignment you will create/adapt a poster presentation from research in which you have participated. Posters will use the standard Power Point slide format common at conference presentations. The presentation will consist of the poster and a prepared 3 minute oral description of the research and key findings; both the oral and poster presentations should be easily comprehended by diverse audiences.

Interview of a mentor or other individual in your field – 5%

For this assignment you will interview a faculty member from your field at another institution. Questions should include how they mentor their students, challenges they have faced in their careers and how they overcame them and what advice they would give you as you are preparing to enter the job market. Details are provided on Canvas.

Curriculum vitae– 10%

For this assignment you will submit your full CV according to guidelines presented in class.

Teaching philosophy, teaching portfolio outline and creation of new course syllabus- 10%

For this assignment you will construct a teaching philosophy according to class lectures and shared materials. You will also create a new course syllabus for a course taught in Universities where you may apply for employment. For this assignment assume the class you will be teaching is at the undergraduate level with approximately 30 enrolled students. You are developing a syllabus for a new course, meaning one that you have not previously taught.

Research agenda – long term and short term goals -10%

For this assignment you will construct a one page narrative describing the short term (2 years) goals of your research agenda. In addition, you will include a paragraph describing the long-term impact of your research (5-10 years).

Interdisciplinary research-10%

For this assignment you will pair with a student enrolled in a department other than yours. You and your partner will develop an interdisciplinary research project. This collaboration will result in the creation of an AIMS page (one page), which is the first page of an NIH grant or funding proposal for other institutions. Details on crafting an AIMS page will be shared in class.

Attend, summarize, and critique 2 seminars (1 research seminar related to your work, and 1 professional development seminar offered by the UF graduate school)- 10%

Following the research presentation you will summarize the research presentation/findings (one paragraph), and identify 3 strengths and 3 weaknesses of the work. Lastly, identify one way this research may or may not relate to your field; explain your reasoning. Following the professional development seminar, you will summarize the presentation (one paragraph), and identify three things you learned that

you believe will help you in your future career. Also describe any additional information that you would have liked to have learned about this topic.

Grades

The total points earned from course activities will be summed. The following grading scale will be used to assess students in this course.

Letter Grade	Points Necessary for Each Letter Grade	Percent of Total Points	GPA Equivalent
A	90	90.00-100%	4.0
B+	87	87.00-89.99%	3.33
B	80	80.00-86.99%	3.0
C+	77	77.00-79.99%	2.33
C	70	70.00-76.99%	2.0
D+	67	67.00-69.99%	1.33
D	60	60.00-66.99%	1.0
E		0-59.99%	0

For more detailed information on current UF grading policies, please see the undergraduate catalog web page: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Covid-19 related information:

Due to COVID-19 conditions, this class will meet fully online via zoom. During class, please keep your cameras on to facilitate class discussions. If there is some reason that prevents you from doing so, please contact one of the instructors. We do not plan to record classes, unless a classmate needs to be absent and notifies us in advance. In this case, we would notify all students ahead of time so that you can choose to have your camera off. Additionally, if you are not willing to consent to have your voice recorded in this case, you will need to keep your mute button activated and communicate exclusively using the “chat” feature. This allows students to type questions and comments live. The chat will not be recorded or shared. Class recordings would only be shared with the classmate who needs to miss class. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

General Course Policies

Make up policy: A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Campus Resources

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Technology: The use of cell phones and other similar technology is discouraged during lectures. Laptop computers are welcome in class as long as they are used for class-related work. Continued surfing the web, checking email, making Facebook posts, or anything of that nature is discouraged. Violation of this policy will result in participation point deductions which will be decided by the course instructors.

Communication: You are responsible for checking announcements and course postings on the course website and listening in class. All course grades will be posted on the course website. Any discrepancies should be pointed out to the instructor on or before the last day of finals week.

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructors in this class.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Inclusion, diversity, equity, and accessibility Resources

We would like to create a learning environment for our students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official academic records, please let us know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with one of us. We want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to us making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, please see the contact information below.
- We (like many people) are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including the instructors) that made you feel uncomfortable, please talk with us about it. (Again, anonymous feedback is always an option).

For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Leo Ferreira, APK IDEA Liaison, ferreira@hnp.ufl.edu
- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

Tentative Course Schedule

This is an approximation of course content during the semester. Course content and/or order of presentation may change depending on class needs. Students will be apprised of any changes as soon as they occur.

MODULES

Weeks 1-4

Managing and presenting yourself professionally within academic and industry settings

Weeks 5-9

Understanding and managing your research agenda

Weeks 10-12

Understanding and managing your approach to teaching

Weeks 13-14

Navigating the job search

Weekly Schedule

Module	Week	Date	Topics	Readings	Assignment due
1	1	Jan 11	Introduction to the course – Attendee introductions; The need for Professional Development; Collegiality and participating in the scientific community; Intro to “elevator chat” introductions and personal statements	https://books.google.com/books?hl=en&lr=&id=a9GKDQAAQBAJ&oi=fnd&pg=PT22&dq=elevator+presentation+for+introduction&ots=-77cHw4Y-p&sig=Ktpr73sNIWd2fwZKzqLkmWeQKUg#v=onepage&q=elevator%20presentation%20for%20introduction&f=false ALL instructors	Research presentation order assignments
	2	Jan 18	No class – MLK Holiday- read the article	Michelle Gander (2014) Managing your personal brand, Perspectives: Policy and Practice in Higher Education, 18:3, 99-102, DOI: 10.1080/13603108.2014.913538	
	3	Jan 25	Student “elevator chat” Introductions Professional Presentations – Oral-present details of the assignment	Instructors: Stepchenkova, Seidler http://clinchem.aaccjnl.org/content/56/4/521.short	Elevator Speech due
	4	Feb 1	Strategic Communications: Talking to media and the lay public, industry, translating to practice, including scientific blogging (invite Michael Spear?) Professional Presentations – How to develop a successful poster and present it	Reading: TBD Instructors: Mobley, Wegner	

2	5	Feb 8	Publishing your work; How to setup a research paper, five year research plans, CV structure, research statement structure	https://books.google.com/books?hl=en&lr=&id=eyyyCwAAQBAI&oi=fnd&pg=PP1&dq=how+to+write+papers&ots=tL3GaOTGaD&sig=Kktsq7n7TRNm-4ejLSl4EGNj5jo#v=onepage&q=how%20to%20write%20papers&f=false Instructors: Stepchenkova, Mobley	½ students give Poster Presentation, 4 minutes (submit on Canvas)
	6	Feb 15	Qualifying exams, managing your committee: expectations and benefitting from their mentorship Individual development plan (IDP)	https://www.elsevier.com/connect/10-tips-to-finishing-your-phd-faster all instructors (Wegner will lead)	½ students give Poster Presentation, 4 minutes (submit on Canvas)
	7	Feb 22	Ethical and moral considerations for conducting research IRB 1 IRB 2	Instructors: Wegner, Stepchenkova (invite IRB staff or watch presentation video)	Research Presentations - Oral #1, 2 (numbers assigned by instructor) Interview report due
	8	Mar 1	Interdisciplinary Research	Instructors: Wegner, Mobley McNamara, D. S. (2006), Bringing Cognitive Science into Education, and Back Again: The Value of Interdisciplinary Research. Cognitive Science, 30: 605–608. doi:10.1207/s15516709cog0000_77	Research Presentations- Oral #3, 4
	9	Mar 8	Grants (including federal, state and private sources; different grant mechanisms) and Grantsmanship, Time Management- Lab and Research Team Management	Instructors: Seidler, Wegner, guest TBD (Dorothea Roebuck) HHMI: Making the Right Moves	Research Presentations Oral #5-6 CV Research Statement

3	10	Mar 15	Teaching philosophy, Blooms taxonomy, adult learning theory,	Instructors: Stepchenkova, Wegner	Research Presentation Oral #7, 8
	11	Mar 22	Course development, syllabus structure, assessment	Instructors: Mobley, Seidler	RESEARCH Presentation Oral #9,10
	12	Mar 29	Discussion on teaching philosophy and syllabus presentations	Instructors: Wegner, Stepchenkova	Teaching philosophy, and syllabus Presentation Oral #11, 12
4	13	Apr 5	Searching & interviewing for a PostDoc & faculty position, Job interviews & Negotiation	Instructors: Seidler, Mobley	All attendance of research & prof dev seminars reports due
	14	Apr 12	Tenure and promotion, Leadership, mentoring & relationships class evaluation	All instructors	Interdisciplinary research ASSIGNMENT DUE
	15	April 19	Class Wrap up- course reflections- class evaluation	All available instructors	